Is Sustainability Marketing alive? A critical exploration of Marketing courses in Swedish higher education institutions: The case of Uppsala University

Shavarsh Gevorgyan
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Supervisor: Peter Söderbaum
Subject Reviewer: Frans Lenglet
# Content

**Preface: Reenvisioning development** ........................................................................... III

**Abstract** .......................................................................................................................... IV

**Summary** .......................................................................................................................... V

**List of Figures** .................................................................................................................... VI

**List of Tables** ..................................................................................................................... VII

**List of Abbreviations** ......................................................................................................... VIII

1. **Introduction** .................................................................................................................. 1

   1.1. Problem Background ....................................................................................................... 1

   1.2. Commitments of Sweden towards Education for Sustainable Development (ESD) ........ 1

   1.3. The Struggle with mainstream Economics Education and Sustainable Development .......... 2

   1.4. Rationale: How Marketing education and its teaching is related to sustainability? .......... 4

   1.5. Aim and Research Questions .......................................................................................... 6

   1.6. Outline ........................................................................................................................... 7

2. **Methods** ....................................................................................................................... 8

   2.1. Research approach .......................................................................................................... 8

   2.2. Research design .............................................................................................................. 9

   2.3. Data collection ............................................................................................................... 11

      2.3.1. Secondary data ......................................................................................................... 11

      2.3.2. Primary data ............................................................................................................ 12

   2.4. Limitations .................................................................................................................... 14

      2.4.1. Methodological limitations ...................................................................................... 14

      2.4.2. Conceptual limitations ........................................................................................... 15

   2.5. Reliability & Validity ...................................................................................................... 16

   2.6. Ethical Considerations ................................................................................................... 16

3. **Conceptual Framework** ............................................................................................... 17

   3.1. Choice of Conceptual Framework ................................................................................... 17

   3.2. Strong Sustainability vs. Weak Sustainability ................................................................. 19

   3.3. Living within Planetary Boundaries ................................................................................. 20

   3.4. Doughnut Economics ..................................................................................................... 21

   3.5. UN’s SDG 12 & SCP ....................................................................................................... 22

   3.6. Political economic person/organization (PEP & PEO) ..................................................... 23

   3.7. ESD in Teacher Education at Uppsala University & SWEDESD (ESD) ......................... 24

   3.8. Dominant Social Paradigm (DSP) .................................................................................. 24

4. **Literature Review** ........................................................................................................... 25

   4.1. Evolution of Marketing thought with Marketing sub-types .............................................. 26

      4.1.1. Ecological Marketing ............................................................................................... 26
Preface: Re-envisioning development

As a consumer and marketing graduate from Armenia, I perceived marketing to be about advertising, selling, consuming; about identifying marketing needs and wants and in turn, fulfilling them. This perfectly matches the context of a place where the majority of society sees development as a linear process of economic development, aspiring one day to be able to advertise, consume and sell just like Western and emerging market economies do. Every time I told someone back home what I was studying, the immediate question that followed was “development of what?” and sadly people were disappointed when my answer wasn’t the economy.

So, there is no surprise that marketing as I knew it revolved around the 4P’s (product, price, place and promotion) and the transaction-based relationship between consumers and sellers. This has been the basis for the marketing discipline according to which it has been taught at higher education institutions in most parts of the world, including Armenia. This also formed the foundation of marketing education, where the primary ideology was focusing on the consumer with a profit incentive.

After pursuing a Master’s degree in Sustainable Development in Sweden, I felt that the marketing discipline is capable of doing more than just promoting the 4P’s. I wanted to understand how marketing could be sustainable and why we have been condemned to only one way of doing marketing. My journey of sustainability marketing started with Belz & Peattie’s (2012) sustainability-oriented vision of marketing, where for the first time for me, marketing was described as a transformative force for a more sustainable world. Consequently, I expanded the scope of my research to marketing journal articles, more advanced academic literature, utilized content analysis and met with actors who study and work in academia and have a vast experience in the field of marketing. What I discovered was that most of the definitions and concepts around marketing were at odds with the quest to achieve sustainability.
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Abstract: In a world that is changing rapidly due to the social and environmental consequences of the unsustainable economic growth, societal and economic transformations from unsustainable visions and practices are inevitable. While there is a need to develop alternative approaches to production and consumption, changing these systems is not feasible without changing the mainstream marketing ideas and its practices where the main incentive is “how to sell more”.

The initial phase of the research process supports conceptual clarity and the evolution of marketing thought towards sustainability marketing. It identifies the presence of sustainability marketing in the existing marketing curriculum through qualitative content analysis using grounded theory and quasi-statistical approaches, that facilitates the search for sustainability in marketing curriculum based on UNESCO’s indicative learning objectives for promoting Education for Sustainable Development. The thesis draws on relevant literature in the marketing field, utilizing the content analysis of various syllabi and mandatory literature of Uppsala University’s marketing courses, as well as employing semi-structured interviews with five lecturers of Uppsala University’s Marketing faculty and eight marketing students from across Sweden. The institutional setup of the case of Uppsala University is found to be problematic when considering its commitments towards sustainable development and its Action Plan for Sustainable Development 2019–2021. The study established the strong influence of dominant social paradigm in the curriculum development of marketing courses, which was evident through the content analysis and portrayals of the respondents’ perspectives of the marketing faculty. Further, it was found that the societal understanding of marketing dictates what can be taught in marketing education, which consequently circumscribes what can be researched in marketing. In addition, the concept of sustainability marketing was found to be nonexistent in mandatory literature of the courses, and was poorly covered throughout the secondary literature. Similarly, most of the mandatory literature of the marketing courses of Uppsala University do not follow UNESCO’s (2017) indicative learning objectives for promoting ESD, and hence do not promote learning for sustainable development. The results of this thesis suggest that we still have a long way to go to bring Education for Sustainable Development into marketing education, as current mainstream marketing practices and its rationale with dominant social paradigm prevalence maintains, supports and exacerbates the global unsustainable consumption and production patterns.

Keywords: Sustainable Development, Sustainability Marketing, Sustainable Marketing, Education for Sustainable Development

Shavarsh Gevorgyan, Department of Earth Sciences, Uppsala University, Villavägen 16, SE- 752 36 Uppsala, Sweden
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SHAVARSH GEVORGYAN


Summary: In a world that is changing rapidly due to the social and environmental consequences of the unsustainable economic growth, societal and economic transformations from unsustainable visions and practices are inevitable. While there is a need to develop alternative approaches to production and consumption, changing these systems is not feasible without changing the mainstream marketing thinking and its practices where the main incentive is “how to sell more”. This thesis features a case study of Uppsala University, which argues that there is a need to shift the mainstream of teaching and learning about marketing in higher education institutions in Sweden towards sustainability in order to contribute to this transformation.

The initial phase of the research process supports conceptual clarity and the evolution of marketing thought towards sustainability marketing. It identifies the presence of sustainability marketing in the existing marketing curriculum through qualitative content analysis using grounded theory and quasi-statistical approaches, that facilitates the search for sustainability in marketing curriculum based on UNESCO’s indicative learning objectives for promoting Education for Sustainable Development. The thesis draws on relevant literature in the marketing field, utilizing the content analysis of various syllabi and mandatory literature of Uppsala University’s marketing courses, as well as employing semi-structured interviews with five lecturers of Uppsala University’s Marketing faculty and eight marketing students from across Sweden. The institutional setup of the case of Uppsala University is found to be problematic when considering its commitments towards sustainable development and its Action Plan for Sustainable Development 2019–2021. Following the analysis of the case study, this thesis argues that unsustainable development is partially a consequence of the neo-liberal economic/political structure and a practice that supports neo-liberal economic thinking, which in turn is supported by neo-liberal economic teachings in universities. Hence, marketing education as a sub-discipline of economics and its teachings is crucial for moving towards sustainable development. Education for Sustainable Development is needed, since it enables learners to take informed decisions and act responsibly for environmental integrity, economic viability, equity and intergenerational justice. Moreover, the societal understanding of marketing dictates what can be taught in marketing education, which consequently circumscribes what can be researched in marketing. The results of this thesis suggest that we still have a long way to go to bring Education for Sustainable Development into marketing education, as current mainstream marketing practices and its thinking with dominant social paradigm prevalence maintains, supports and exacerbates the global unsustainable consumption and production patterns.

Keywords: Sustainable Development, Sustainability Marketing, Education for Sustainable Development (ESD)

Shavarsh Gevorgyan, Department of Earth Sciences, Uppsala University, Villavägen 16, SE- 752 36 Uppsala, Sweden
List of Figures

Figure 1: How Marketing education and its teaching is related to sustainability ............................................ 6
Figure 2: Study outline ...................................................................................................................................... 7
Figure 3: Approach Methods .......................................................................................................................... 8
Figure 4: Conceptual framework .................................................................................................................. 18
Figure 5: Risk classification for a subset of the nine planetary boundaries .................................................... 21
Figure 6: Doughnut: Defining Safe and just space for humanity ...................................................................... 22
Figure 7: Development of Marketing thought ............................................................................................... 26
Figure 8: McCarthy's 4P approach vs Sustainability Marketing Mix ............................................................... 29
Figure 9: Towards Sustainability marketing .................................................................................................. 30
List of Tables

Table 1: Coded overview of Marketing courses of UU ................................................................. 9
Table 2: The analysis tool for content analysis based on UNESCO’s (2017) ................................. 12
Table 3: List of respondents including their code, occupation, university and the interview date ...... 13
Table 4: 5 Dimensions of DSP with their beliefs........................................................................... 25
Table 5: Commonly used definitions of Sustainable/Sustainability Marketing.............................. 30
Table 6: Syllabi Analysis of UU’s Marketing courses....................................................................... 34
Table 7: Evaluation of MC-1 textbooks with the analysis tool based on UNESCO’s (2017) .......... 36
Table 8: Evaluation of MC-2 textbooks with the analysis tool based on UNESCO’s (2017) .......... 39
Table 9: Evaluation of MC-3 textbooks with the analysis tool based on UNESCO’s (2017) .......... 40
Table 10: Evaluation of MC-4 textbooks with the analysis tool based on UNESCO’s (2017) ........ 41
Table 11: Results of Syllabi Analysis ............................................................................................... 42
Table 12: Quantified Semi-Structured interview results with marketing students ......................... 47
## List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEMUS</td>
<td>The Centre for Environment and Development Studies</td>
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<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<td>DSP</td>
<td>Dominant Social Paradigm</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<tr>
<td>IPCC</td>
<td>International Panel on Climate Change</td>
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<td>MC</td>
<td>Marketing Course</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>PB</td>
<td>Planetary Boundaries</td>
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<td>PEP</td>
<td>Political Economic Person</td>
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<td>SCP</td>
<td>Sustainable Consumption and Production</td>
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<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>SS</td>
<td>Strong Sustainability</td>
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<tr>
<td>WS</td>
<td>Weak Sustainability</td>
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<tr>
<td>SWEDESD</td>
<td>Swedish International Center of Education for Sustainable Development</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDESD</td>
<td>United Nations Decade of Education for Sustainable Development</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organization</td>
</tr>
<tr>
<td>UUSI</td>
<td>Uppsala University Sustainability Initiative</td>
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<td>UU</td>
<td>Uppsala University</td>
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1. Introduction

This chapter introduces the problem background and presents different scopes of the problem investigated, the aim of paper and the outline.

1.1. Problem Background

The industrial revolution has resulted in significant estrangement of the coexistence of humanity and the environment. This estrangement roots from the vast discovery of fossil fuels and the resultant technological advancements in almost all industries, which has led to the beginnings of exponential economic growth coupled with exponential growth of the world population. All of this exponential growth began to bear adversity on the ecosystems of the world; for the very first time, human activity started having a compelling impact on earth systems, bringing forth the Anthropocene era (Rockström, et al., 2009).

This new era takes into account a specific interactive oscillation between nature and society, where human activities both rely on and affect the availability of environmental resources. The most recent IPCC report once again shows how in recent years, humanity continues to alter the biosphere negatively at a rampant pace. The report speculates that in order to limit global warming to 1.5°C, a vast and comprehensive changeover focused on land, industry, energy, transportation and urban areas would be prevalent. Carbon dioxide emissions would have to decrease fourfold by at least 45% from current levels by 2030, and in turn reach a neutral level by 2050. This means that even though limiting warming to 1.5°C is feasible within the laws of natural sciences, unprecedented changes must be taken immediately. Anthropogenic emissions continue the alteration of the biosphere in terms of the climate system, which coincides with an exhaustion of global resources, an inflation of food prices, and the overall waning of biodiversity (WWF, 2018). Not only have these phenomena started to threaten the various species of the planet who co-share ecosystems with us, but also our very own existence as humans as we are transgressing planetary boundaries. In order to depict the uncertainties and define the boundaries of human activity, (Rockström, et al., 2009) posited nine biophysical limits to our contemporary development. While writing, only three of those planetary boundaries were transgressed, but currently there are four (climate change, loss of biodiversity, altered land-system and biogeochemical cycles of nitrogen and phosphorus) and other boundaries are on the border of being transgressed, such as freshwater consumption, ocean acidification and phosphorous cycle (Stockholm Resilience Centre, 2015).

The research deduces that the pressures on the earth systems have reached to a point where precipitate environmental vicissitudes cannot be avoided. Ultimately, transgressing these boundaries means increasing the risk that human activities could negligently turn the earth system into a less livable place, diminishing the global efforts to eliminate poverty and improve human wellbeing, especially considering that the vast majority of the world did not yet reach the sufficient level of development. Hence, the modern world is distinguished by a slew of global cataclysms that cross each other’s paths in such a way that the bare foundations of civilization are now endangered.

1.2 Commitments towards Education for Sustainable Development (ESD) in Sweden

In recent years, there has been a global rise of environmental concern and awareness on the matter. Countless international conferences, events and summits gathered countries together to discuss and address those challenges in an attempt to constitute to a more sustainable way of development. In this respect, Education for Sustainable Development (ESD) drew growing attention. Defined as a process of learning and teaching, ESD aims to advance the development of knowledge, skills, attitudes
and values towards understanding the complexities of sustainability issues. Education for Sustainable Development (ESD) intends to meliorate the unsustainable way of life of modern society through training as well as formal, informal and non-formal education. The goal is to spread sustainability pursuit into all educational spaces and to open the discourse to everyone, regardless of age or background (Combes, 2005). In the past two decades, it has been a vital force in the international context of development, especially when in 2005 the UN Decade of Education for Sustainable Development (UN DESD) was declared by the United Nations General Assembly and the United Nations Educational, Scientific and Cultural Organization (UNESCO) was placed in charge thereof.

Starting from the early twenty-first century, a massive international movement of governments and civil society organizations, including educational organizations, have started to examine how to amend and revise their educational programs in order to enable beneficiaries to tackle the issues of the present and the future, and to help policy makers make efficient decisions for a more sustainable world (UNESCO, 2005).

Sweden has a well-established welfare system with an export-oriented economy and strong policies for the environment. The Swedish government puts special emphasis on the efforts to mitigate climate change, as well as to conserve and restore natural ecosystems in regard to biodiversity (European Environmental Agency, 2015). Beginning in the year of UN’s Stockholm Conference (United Nations Conference on the Human Environment on human environment in 1972), the Swedish government has adopted a sustainable development oriented strategic approach into all its programs and actions. Since the mid 2000’s, the Swedish government research and development budgets have risen in support of Sweden’s environment, with the aim to maintain its leadership role in addressing climate change and other sustainability themes (OECD, 2014, P.14). Besides environmental and economic target areas, the education sector has been identified as a priority in tackling the environmental issues for more than two decades. However, Education for Sustainable Development (ESD) became the predominant focus of Swedish education only after the United Nations Decade of Education for Sustainable Development (UN DESD) was announced in 2002, upgrading the previous notion of environmental education, which for Sweden was more of a movement (Östman & Östman, 2013).

Simultaneously, a variety of recognition awards such as scholarships, certifications and prizes have been designated. For example, The National Agency for Education gives out the diploma “School for Sustainable Development” to educational and vocational institutions that incorporate the sustainable development framework on environmental, economic and social issues in their teaching (UNECE, 2016). In the same manner, different think tanks and relevant scientific organizations were established; for example, Swedish International Center of Education for Sustainable Development (SWEDESD) or Uppsala’s Centre for Environment and Development Studies (CEMUS). As attempts to study and research ESD grew, it has now become a “buzzword”. The next section will discuss mainstream economics education and sustainable development as it is argued that there is a need to incorporate ESD in Economics so that the economists of the future can meet the needs of society, unlike today.

1.3 The struggle with mainstream Economics Education and Sustainable Development

Sustainable development overall has become a vital focus within many disciplines. The origins of the concept of sustainable development is well communicated to most students of Earth Sciences and Development studies. In order to skip unnecessary details, this part will be concise and purposefully incomplete, targeting only the relevant ideological grounds which will persist later in the thesis. For a more comprehensive history of the concept of sustainable development, see Caradonna (2014), which investigates and unveils most of its history and discussion. Sustainable development as we know it today has emerged through the United Nations (UN) World Commission on Environment and Development (Brundtland Commission), whose 1987 publication entitled “Our Common Future” marked the beginning of the sustainability movement (WCED, 1987).
The notion of “limits to growth” in the sense of limits to finite supply of resources with exponential economic and population growth was not a new discovery at the time, but WCED, (1987) constituted to the first high-profile definition of sustainable development, thus playing a crucial role in mainstreaming and the dissemination of the concept. The urge to re-envision and reweigh the ways of development happened from an increased awareness that the environment was being transformed at a truly global scale – the ozone hole, acid rain, and global warming were the proof that the effects of human activity were truly altering the global ecosystems (Elliott 2004).

Sustainable development arose as an alternative to the notion of development as the progression of society on the continuum from ‘undeveloped’ or ‘underdeveloped’ to ‘developed’ based on the model of continuous economic growth as measured by GNP or GDP., and proposed a pathway for people who were concerned about the global ecological crisis together with the ones in the development sector looking for long term solutions for all. As the Brundtland Commission report stated, sustainable development pledged a “development that meets the needs of the present, without compromising the ability of future generations to meet their own needs” (WCED, 1987). Even though “sustainable development” is complex and often incoherent, it is commonly agreed that it requires a combination of the three pillars in development: economic, social and environmental. The Brundtland’s report highlighted three core targets for sustainable transformation in a detailed manner that include: resource-efficient economy, quality of life, and a healthy natural environment (WCED, 1987). In most definitions of sustainable development, even if the wording is not necessarily the same, these three pillars are always present. From this definition of sustainable development, it can be deduced that sustainable development is realized by a holistic and interdisciplinary approach based on the three pillars, focusing on adjusting the human way of living to Earth’s carrying capacity along with our ethical aspirations.

In our contemporary world, one of the biggest issues in sustainable development continues to be the lack of public participation from ordinary homes to policy makers regarding the importance of addressing the problems of the industrial revolution and its endless environmental and societal exploitation. Within the environmentalist movement, exponential economic growth is definitely an impugned subject and the main question is whether it is possible to achieve economic growth while developing sustainably (Haapanen & Tapio, 2016).

Starting from the twentieth century, neoclassical economic practice has triumphed and influenced economics as a discipline and the study of economics. This type of economics focuses on personal rationality and aims to maximize profit through depicting different aspects of economy mathematically (Taylor & Mankiw, 2017). This branch of economics currently serves as the cornerstone of contemporary economic thinking. Economics is commonly referred to as a social science, yet most social sciences are constantly changing, progressing and transforming within human development. Historically, humans as a civilization, as well as academia and civil society, have been evolving and changing the belief systems when facts and evidence were debunking prevailing thoughts of the time and by doing this, enriching the perceptions of the state of the world; however when it comes to the most widespread branch of economics (neoclassical economics), it seems like we are cemented in it (Earle Et al., 2017, Taylor & Mankiw, 2017).

Many students who graduate economics programs feel alienated from real life issues, especially when it comes to sustainable development. There is not enough pluralism in economics studies in our universities and as a matter of fact, this constrains the advancement of economic thinking. For instance, in January 2018, the Uppsala Rethinking Economics chapter was established by my fellow CEMUS peers. Rethinking Economics is an international community of academics and students who want to create more appropriate economics in society and the classroom. The group strives to democratize economics education so that pluralist and critiqued economics are taught in the programs. The movement advocates for more openness, diversity and engagement, and aims to provide a space for pluralist economic debates among students at Uppsala university and ultimately tries to achieve meaningful change in the teaching of economics through collaborations with universities and professionals (Earle Et al., 2017).
Overall, the environmental crisis can be seen as result of disproportionate management of resources formed by misleading economic thoughts and theories. If economics is capable of affecting the social and environmental spheres with its policies, it should also be seen as an opportunity for a solution. What if economics as a discipline could progress in the same manner as other subjects and provide tools to build more resilient and safe communities and support sustainable development with more fair economy?

1.4 Rationale: How Marketing education and its teaching is related to sustainability?

In our modern society, most of the products and services that we consume/use at some point have been marketed to us. This goes beyond direct material consumption and includes a big range of public services. The universities we choose to study in, the music we listen to, the politicians we endorse, the cities we visit and even sometimes the oblivious functional ideas that we take for granted or assume to be inherent to our societies are under scrutiny of marketing influence. Therefore, marketing is truly a discipline that can challenge the rational view of decision making in society.

At its core marketing is a process of maximizing society’s fulfillment of economic growth from the consumption of scarce resources, but when observed more carefully, it is more like a race of consumer preference manipulations (Varey, Richard J., 2010). While we already see how overconsumption is threatening humankind to exceed the planet’s carrying capacity by depleting nonrenewable resources, damaging the resilience of our ecosystems and ultimately putting the burden of sustaining life (as we know it) on future generations, little research has been done on identifying the effects of marketing on modern day consumerist societies. It seems to be a big dilemma on whom to blame for overconsumption nowadays, the production side or the consumption side? Martin & Schouten (2012) compare modern day marketing with being a grandchild of the industrial revolution, stating that from the very beginning of mass production, the fundamental thoughts and foundations of marketing have grown and prospered significantly.

Marketing as an academic field has an important role in changing modern consumption patterns, and hence can serve as an instrument to promote sustainable practices in both supply and demand sides.

“If humankind is to avoid environmental and social disaster caused by the unsustainable patterns of business, growth and lifestyle that emerged during the twentieth century, marketing has a very important role to play as a pathway to delivering transformation for sustainable development in the twenty-first century” (Belz & Peattie, 2012, p 17)

Similarly, Grönroos, (2007) started his book “In Search of a New Logic for Marketing” with a chapter called “A Discipline in Crisis” where he described how marketing as a discipline has failed to evolve. He argued that marketing is too much focused on traditional 4Ps and hence is entirely seller oriented. Focusing solely on offerings or products and how those should be priced, distributed and promoted.

He states “Mainstream marketing continues to be oriented towards doing something to customers, instead of seeing customers as people with whom something is done” (Grönroos, 2007)

With such kind of thinking customers ultimately become something that needs to be “dealt” with, as marketing focuses on inward marketing trying to play with variables that it is capable of controlling. This in turn means that instead of delivering value to customers marketing focuses on marketing products to customers (Belz & Peattie, 2012, p 16). Even though this field has seen more than 70 “new” marketing approaches in the past two decades, it is argued that most of these approaches are actually refocusing and adjusting the current mainstream Kotlerian marketing thought putting various emphasis
on consumers, emotions etc. So in order to challenge mainstream marketing though and to provide a substantially different perspective to marketing, there is a need to redefine marketing so that instead of aggregating social, environmental pressures it provides solutions to those.

“In a world that is coming to understand the social and environmental consequences of the unsustainable economic growth of the twentieth century, it is clear that we need alternative approaches to production and consumption for the future. Changing our production and consumption systems cannot be achieved without changing marketing mindsets and practices, and forever abandoning the assumption that the issue at the root of marketing activity is ‘how to sell more stuff to people’” (Belz & Peattie, 2012, pp. 15-16).

And where else should the new conceptualization and transformation of marketing field towards sustainability start if not in higher education institutions? Marketing education that is dominated by mainstream Kotlerian marketing endorses the classical economic theory in which it is believed that consumers and producers make their decisions rationally by being fully informed which can be seen as a result of neo-liberal economic teaching in universities. Hence marketing education as a sub-discipline of economics and its teaching is crucial for moving towards sustainable development.

Shepard & Johnson (2009) have pointed out that higher education institutions have the required capacity to develop sustainable practices and mechanisms. ESD and sustainability marketing should have a central role in marketing studies in higher education, mainly through study literature and academic syllabus. The concept of modifying existing academic literature to incorporate sustainability marketing has not been pursued to any significant extent. Many corporations are actively developing sustainability marketing vacancies in order to hire marketers who can implement tasks such as mitigating the environmental footprint of products and broader supply chain functioning. All of this incites marketing education to reframe the curriculum content of its programs (Borin & Metcalf, 2010). Wilhelm (2008) highlighted the mismatch between corporate marketing needs and the marketing knowledge gained at most higher education programs, which constrained graduates from finding an employment. Outlining how marketing graduates who are arriving in the workforce at the entry level seldom have the power to implement any significant change and are at a disadvantage. In the marketing field, there is a growing demand for professionals who are capable of working with the challenging task of designing marketing strategies that target social, environmental and economic objectives in an aligned way. The main issue is that each component of sustainability almost requires its own marketing strategy and at times the goals can seem mutually exclusive (Slater & Olson, 2001).

A well-known problem that confronts the student in marketing studies, as well as in economics in general, is the lack of pluralism and supremacy of a dominant paradigm with its value system that stimulates economic gain. The question of content selection for the marketing discipline curriculum can reveal the ideologies and decision-making priorities in society today (Cohen et al., 2011).

Furthermore, the lack of theoretical clarification challenges conceptual clarification of how to define sustainability in marketing and consequently sustainability marketing. Although there has been a significant progress in sustainability research in marketing, premier marketing journals seem to not dedicate enough articles to sustainability marketing. According to meta-analysis of Purani et al., (2014), little importance is given to sustainability marketing in the top marketing journals. He argues that this pattern can be the depiction of a larger academic trend which signals the lack of interest among marketing practitioners and academics in seriously considering sustainability marketing (Purani et al., 2014, p. 98).

This turns out to be even more problematic as recently, Lunde (2018) reviewed published marketing research on sustainability from twenty-five leading journals between 1997 and 2016. After reviewing in total 228 articles, he found that these articles used 158 distinct theories, concluding that this fragmentation potentially leads to a lack of theoretical description of how theory progresses and a deceptive conceptualization of the definition of sustainability in marketing discipline.
Moreover, most marketing programs are teaching students to adjust and improve products and services to fulfill consumers ever changing needs and wants. Thus, it is imperative to include sustainability education into marketing academic discipline, considering that there is also a growing demand from buyers for businesses to adopt sustainability marketing strategies (Borin and Metcalf, 2010). A simple search in University admissions in Sweden reveals that in the entire country of Sweden, there is not a single degree program in sustainability marketing, as well as no single course. To my knowledge, few studies have focused on conceptual elucidation on how sustainability is framed in marketing education and research. Also, no study to date has examined curriculums of marketing courses offered by Uppsala University in order to understand the discourses of sustainability marketing.

As previous research shows, marketing as a field of study is very important in tackling social, environmental and economic challenges of our times. Thus, in higher education settings, pluralism of marketing thought as well as marketing curriculum and literacy should aim to inspire students to think critically about the existing state of consumption that created ecological, economic and social decline. Figure 1 illustrates the rationale of how marketing education and its teaching is related to sustainability.

![Diagram illustrating the relationship between Sustainability Issues and Marketing education](image)

**Fig. 1:** How Marketing education and its teaching is related to sustainability.

### 1.5 Aim and research question

The purpose of this thesis is to explore ways to improve marketing education with regards to sustainability issues and the 2030 Agenda for Sustainable Development, as well as to determine circumstances that may impede this change within their respective academic curriculums in higher education settings. Furthermore, the aim of this study is to examine and describe the significance of sustainability marketing in current marketing courses and to identify and contrast perceptions and beliefs of those who have influence on the marketing curriculum development within higher education institutions in Sweden. In order to gain an in-depth perspective on the current situation of sustainability marketing in the curriculum, senior marketing professors and practitioners from the Business and Administrations Department of UU who teach marketing and are interested in ESD in higher education were interviewed. Furthermore, students across Sweden who study marketing were interviewed. To achieve this aim I answer the following research questions:

**Q1.** What is Sustainability Marketing and what are the differences and commonalities with other similar types of marketing practices?

**Q2** Is sustainability marketing integrated in the curriculum of Marketing courses at Uppsala University?
Q3. Which marketing approach is prevalent in the curriculums of marketing courses at Uppsala University as well as in other Swedish universities?

Q4. How do Marketing professors at Uppsala University perceive the potential of sustainability marketing to be incorporated into the academic curriculum in order to change unsustainable behaviors in businesses/society?

Q5. Do marketing students across Sweden experience lack of knowledge on sustainability regarding the content of marketing courses and prevalent marketing ideology?

From the discussion on marketing education and its teachings related to sustainability in Section 1.4, it can be hypothesized that:

1. Marketing education and its outcomes are at least partially responsible for modern consumption patterns
2. Sustainability Marketing lacks conceptual and theoretical clarity
3. Sustainability marketing or sustainability as a whole is underrepresented in Marketing curriculum of marketing courses at UU as well as in other Swedish higher education institutions
4. Students are eager to learn about Sustainability Marketing
5. Sustainability Marketing education will benefit student’s employability in the future
6. Marketing curriculum should integrate Sustainability Marketing approach to enable students think beyond the dominant social paradigm (DSP) and promote sustainable consumption and production (SCP)

1.6 Outline

This thesis consists of eight chapters. Chapter 1 (Introduction) presents the problem background, rationale, the aim and research questions as well as tries to connect the topic of the study to various implications in regard to sustainable development. Chapter 2 (Methods) presents and justifies the methods used to conduct the research. In Chapter 3 (Conceptual framework), the reader is introduced to conceptual framework used to answer the research questions. Chapter 4 (Literature review) presents a literature review of relevant studies from a broader context. Chapter 5 (Content Analysis) gives an overview of content analysis of mandatory literature & syllabi of UU’s marketing courses. Chapter 6 (Results) building on the previous chapter and adding the relevant actors’ perspectives in regard to the research questions presents the results of the study. Chapter 7 (Discussion) provides a space for discussion and interpretation of the results. Finally, Chapter 8 (Conclusion and future research) draws a conclusion and gives suggestions for further research.

Fig. 2: Study outline
2 Methods

This chapter describes the research method used in this thesis as well as its delimitations. Further, it explains the process of data collection, ethical considerations and methods to ensure trustworthiness of the study.

2.1 Research approach

A research approach is an outline or a plan for studies that guide the steps from broad assumptions to precise methods of data collection and analysis (Creswell, 2014). Generally, there are two widely accepted methods in data collection in research: quantitative and qualitative (Ghauri et al., 1995). Research methods should be chosen based on the thesis purpose and aim in order for it to competently answer the research questions (Hammersley, 2013). The research approach of this thesis has been developed considering the research questions and the nature of the study. For explorative studies like this, qualitative methods are considered an applicable option (Strauss & Corbin 1990). A qualitative aspect of a study is used to further narrow down and clarify research questions, and additionally to develop hypotheses for verification (Robson & McCartan, 2016). Moreover, qualitative methods tend to focus on perceptions, interpretations and observations in natural settings and compare these with data collected (Ghauri et al., 1995). Eisenhardt (1989, p. 536) suggests that the research questions can be flexible during the research process. In this thesis, research questions have been continuously evolving based on the new insights and especially due to the fact that the research direction was changed from looking for sustainability marketing to looking for sustainability in marketing in the curriculum.

“Qualitative researchers should feel encouraged to ask themselves throughout the whole research process whether they ask the right questions, to change these whenever it seems appropriate, to challenge even their most basic assumptions and to see “things” from as many different perspectives as possible”. (Diefenbach, 2009, p. 877)

There are two distinct theories around research-theory interconnection referred as deductive and inductive theories. These theories are applicable when describing how theory and research relate to one another, and whether data has been gathered in order to test theories or to form new theories (Bryman & Bell, 2007). In inductive methods, conclusions are made on empirical observations, guiding the author to hypotheses and theories even if hundreds of observations are performed; researchers cannot have a definite certainty about the inductive outcomes (Ghauri et al., 1995). On the contrary, deductive methods use theory in order to form hypotheses that are tested by data collecting, hence denying or accepting the hypotheses (Ghauri et al., 1995). Bryman & Bell (2007) illustrate these approaches as:

![Diagram of deductive and inductive research approaches](image)

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This study implements a deductive research approach, following a clear logical order. The primary data for this research has been semi-structured interviews with senior marketing professors and postgraduate students from Uppsala University (UU) and master students from various Swedish universities. Semi-structured interviews are the most widely used method in qualitative studies (Blaikie 2010). The semi-structured interviews are the base for answering the research questions.
Furthermore, as one of the main areas of focus of this study, it is imperative to implement a content analysis of the current marketing curriculum in order to understand the foundations of its construction. Another focus would be deducing the motivation of those that are involved in the foundations and explanation of marketing curriculum in order to shed light on how sustainability discourses are presented in the marketing curriculum. Secondary data consists of curriculum content analysis or document analysis, which is a common structure within qualitative research (Tracy, 2012). Studies involving schools or other educational establishments include: written curricula, course outlines, and other course documents (Robson & McCartan, 2016). In curriculum content analysis, the researcher is looking for patterns, categories and prevailing trends. In this thesis both primary and secondary data are collected. Bryman & Bell (2007) state that primary data is one that the researcher gathers himself/herself, for example by using interviews, questionnaires and experiments. In this thesis primary data is collected by semi-structured qualitative interviews with marketing faculty personnel of UU & marketing students from selected universities. Furthermore, secondary data refers to data obtained from literature, documents and articles collected by other researchers or institutions (Bryman & Bell, 2007). In this thesis the secondary data has been collected from UU’s internal webpage sources.

### 2.2 Research design

The research design formulates based on the sampling size of marketing courses. Beyond the practical and logistic reasons, the choice of the place and university can be justified by two reasons: first Uppsala University is currently strengthening research that can further society’s transition towards sustainability by launching Uppsala University Sustainability Initiative (UUSI), where one of the goals is promoting interdisciplinary collaboration. Second, Sweden has been repeatedly ranked among the most sustainable countries in the world. However, to broaden the scope of this thesis semi-structured interviews were carried out not only with lecturers/professors from UU’s marketing faculty but with marketing students and recent graduates from across Sweden.

At the time of writing this thesis, Uppsala University offers six marketing courses (courses that are duplicated with changed course codes for International/Erasmus students are not counted since they are technically the same course). The six marketing courses are: International Business and Marketing, Marketing Strategy, Business to Business Marketing, Service Logic in Marketing, Markets and Marketing and Principles of Marketing. Most of the courses are taught at the Department of Business and Administrations at Uppsala University. Table 1 presents a coded overview of marketing courses at UU with the list of mandatory literature that has been analyzed. In order to understand from what mindset the course literature is selected, each course goal and content area is included as well. It can also be noted that most of the authors of mandatory are men from United Kingdom and United State of America.

<table>
<thead>
<tr>
<th>Course name</th>
<th>International Business and Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACode</td>
<td>MC-1</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE413</td>
</tr>
<tr>
<td>Level</td>
<td>C</td>
</tr>
<tr>
<td>Content area</td>
<td>International business and marketing</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand business challenges that companies face in a global context.</td>
</tr>
<tr>
<td>Mandatory course literature</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course name</th>
<th>Principles of Marketing (Distant course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACode</td>
<td>MC-2</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE222</td>
</tr>
<tr>
<td>Level</td>
<td>A</td>
</tr>
<tr>
<td>Content area</td>
<td>Traditional marketing</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand the marketing function in companies and society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mandatory course literature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course name</th>
<th>Marketing Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Code</td>
<td>MC-3</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE870</td>
</tr>
<tr>
<td>Level</td>
<td>MSTR</td>
</tr>
<tr>
<td>Content area</td>
<td>Market strategies</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand how to develop market strategies for companies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mandatory course literature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course name</th>
<th>Service Logic in Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Code</td>
<td>MC-4</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE853</td>
</tr>
<tr>
<td>Level</td>
<td>MSTR</td>
</tr>
<tr>
<td>Content area</td>
<td>marketing, services and knowledge management.</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand the complexity of marketing from a service logic perspective</td>
</tr>
</tbody>
</table>

- 10 -
### Course details

|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Course name</th>
<th>Business to Business Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Code</td>
<td>MC-5</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE865</td>
</tr>
<tr>
<td>Level</td>
<td>MSTR</td>
</tr>
<tr>
<td>Content area</td>
<td>B2B markets</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand how to handle the challenges faced by companies</td>
</tr>
<tr>
<td>Mandatory course literature</td>
<td>Readings are not available on <a href="http://fek.uu.se">http://fek.uu.se</a> (Readings compiled by the department)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course name</th>
<th>Markets and Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Code</td>
<td>MC-6</td>
</tr>
<tr>
<td>Course code</td>
<td>2FE864</td>
</tr>
<tr>
<td>Level</td>
<td>MSTR</td>
</tr>
<tr>
<td>Content area</td>
<td>theories of marketing</td>
</tr>
<tr>
<td>Course goal</td>
<td>To understand theories of marketing and to reflect on this knowledge in practice</td>
</tr>
<tr>
<td>Mandatory course literature</td>
<td>Readings are not available on <a href="http://fek.uu.se">http://fek.uu.se</a></td>
</tr>
</tbody>
</table>

**Table 1:** Coded (for Content Analysis) overview of Marketing courses of UU (Studentportalen, 2019)

### 2.3 Data collection

#### 2.3.1 Secondary data

The secondary data was collected through qualitative content analysis of mandatory literature of marketing courses of UU and their syllabi. Qualitative content analysis systematizes the text (in order to clarify, logically sort and classify through different categorization), and critically study the ideology and the discourses identified (Esaiisson et al. 2012, pp 210-211). Robson & McCartan (2016) refers to analysis of existing documents as an unobtrusive analysis, which means that researcher is observing without being observed. The advantages of unobtrusive content analysis are that it equals to a student friendly form of longitudinal analysis; moreover the documents are permanent and can be subjected to reanalysis. In this thesis this applies only to content analysis of mandatory literature and not to syllabi content analysis of marketing courses.
In this thesis, qualitative content analysis used Grounded theory and Quasi-statistical approaches. Grounded theory approach is a type of thematic coding where, as a matter of principle, the codes emerge from the contact with the data. Its significance is that it is used prescriptively and coded codes are built on researcher’s perceptions and interpretations of existing patterns in the texts. Quasi-statistical approach uses frequencies of words and phrases and focuses on the relationships of words as a method for determining the existence and importance of terms and concepts (Robson & McCartan, 2016, 461). Computer assisted word processors haven’t been used for data analysis for two reasons. First, course literature was available only in hard copies in selected libraries. Second, focus on coding and other technical aspects as suggest by Robson & McCartan (2016) could give less emphasis to interpretation.

Considering that the hypothesis of the study suggests that Sustainability marketing or sustainability as a whole is underrepresented in the Marketing curriculum of marketing courses at UU, it is imperative for this study to search beyond sustainability and sustainable development in marketing literature and syllabi. That’s why in order to search comprehensively for signs and indicators of sustainable development, a flexible tool for analysis was created. The analysis tool needed to be linked to a broader socio-economic policies of the 21st century; for that reason UNESCO’s (2017) indicative learning objectives for promoting ESD in learning for the SDGs were selected to be the foundations for the analysis tool, which has been developed based on the objectives of cognitive learning, socio-emotional, behavioral learning. Based on Development of Marketing thought on Chapter 4, and UNESCO’s (2017) suggested topics for SDG 12, the analysis tool was designed as an evaluative checklist to evaluate marketing literature as well as the syllabi. These five criteria are explicit objectives that examine topics included in the literature. However, the conventional analysis does not limit findings to preconceived categories, the categories and words for categories were allowed to flow from the data in order to enable new insights to unfold (Kondracki & Wellman, 2002). Table 2 below presents the analysis tool for content analysis based on UNESCO’s (2017) indicative learning objectives for promoting ESD in learning for the SDGs.

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
<th>Production and consumption patterns, value chains, use of natural resources (renewables and non-renewables)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green economy</td>
<td>cradle-to-cradle, circular economy, green growth, degrowth</td>
</tr>
<tr>
<td>Pluralism of Marketing approaches</td>
<td>In regards to development of marketing thought on section X, what is the most dominant marketing approach presented in the textbooks?</td>
</tr>
<tr>
<td>Consumer positioning</td>
<td>Are individual lifestyle choices influence social, economic and environmental development according to textbooks</td>
</tr>
<tr>
<td>The goal of marketing discipline</td>
<td>How is marketing defined in the literature and what does it serve to?</td>
</tr>
</tbody>
</table>

Table 2: The analysis tool for content analysis based on UNESCO’s (2017, p. 34)

Additionally, the aim for syllabus content analysis was to understand the goal of courses and find out whether or not there is any mentioning of economic growth, interdisciplinary learning, ethics, sustainability or history of marketing. There have been two content analyses: first the syllabi of six marketing courses were analyzed, then this was followed with the mandatory literature content analysis of four marketing courses. The reason that the number is four and not six is that the Business to Business Marketing (MC-5) and Markets and Marketing (MC-6) courses did not list their mandatory course literature on Studentportalen. Both existence and frequency of the concepts have been taken into account.

2.3.2 Primary data
The primary data was collected through semi-structured qualitative interviews with senior marketing professors and post-graduate students of the Marketing Faculty belonging to Business and Administrations Department of Uppsala University. Semi-structured interviews are widely used in flexible designs and can provide reliable, comparable qualitative data. According to Bernard, (2006, p 212), a semi-structured interview is considered to be a better option when the interview takes place once. Moreover, it is a very efficient practice when the respondents are “people who are accustomed to the efficient use of their time”. This is relevant in regard to senior marketing professors and postgraduate students.

The interview guide was developed keeping in mind the research questions, and it includes interview questions and informed consent which is agreed upon by the respondents prior to interview (Appendix 1). For the purpose of conducting semi-structured interviews, a set of questions about sustainability marketing were decided prior to the interview to guide respondents. With this approach, respondents were able to share their authentic views and experiences, have engagement with the interviewer and ask for clarification. Since semi-structured interviews include open-end questions, it was decided to record interviews and later transcript recordings for analysis. Hence, all interviews were recorded and transcribed into individual word documents and were later combined into over 300 pages of text. The length of the interviews varied from 30-40 minutes. Most interviews were in English and were conducted via Skype with an exception of 2 face-to-face interviews. The conditions for the interviews were calm, interviews were undisturbed and there was no data loss from the recordings. The rules and guidelines for research were followed when conducting the interviews in accordance with Swedish Research Council and ESOMAR’s World Research Codes & Guide (ESOMAR, 2009). As suggested by Galletta & Cross (2013, p 117) throughout the interviews, the interviewer was constantly engaged in ensuring clarification and accuracy in interpretation. This also provided a space for further discussions and depth in regard to the focus of the respondent. From the interviewer’s perspective, an objective stance was taken because marketing researchers do not always share a sustainability orientation. This objective stance of the interviewer during the process allowed for uninhibited information to be formulated and emerge.

A. Sampling method and target group

There were two groups targeted. The first group targeted were senior marketing professors, lecturers and postgraduate students currently working or doing research at the marketing faculty of the Business Studies Department at UU. In total, thirty-four people were contacted for this study, out of which four responded positively (Appendix C). The second group targeted were marketing students who currently study marketing in Sweden, or are recent graduates of any of the universities in Sweden. Mainly, the Swedish Institute’s Network for Future Global Leaders database was utilized to identify people from the second group targeted, however internal networks of department of earth sciences at UU was used as well. Twenty-two students/recent graduates were contacted out of which seven agreed to be interviewed. This lack of involvement will be touched upon in Chapter 7.

B. Interview questions

The main goal of conducting interviews was to collect the individual perceptions of actors in academia about the position of marketing in regard to sustainability. The literature review in chapter 4 provided a marketing development perspective from traditional to sustainability marketing, and the interviews were expected to unveil the most dominant marketing approach in higher education institutions and discuss the future of sustainability marketing through the lenses of actors in academia. Respondents were invited to share their reflections, and my duty as an interviewer was to guide the flow, listen and understand the narrative. Table 3 illustrates the interview process including the interviewees code, occupation of interviewees, their university and the interview date.

C. The interviewed person(s) are:
<table>
<thead>
<tr>
<th>Interviewee Code</th>
<th>Position</th>
<th>University</th>
<th>Interview date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professor of the Marketing Faculty / Statistical advisor</td>
<td>Uppsala University</td>
<td>4/04/2019 12:30PM</td>
</tr>
<tr>
<td>2</td>
<td>Senior Lecturer of the Marketing Faculty</td>
<td>Uppsala University</td>
<td>2/04/2019 10:00AM</td>
</tr>
<tr>
<td>3</td>
<td>Lecturer of the Marketing Faculty</td>
<td>Uppsala University</td>
<td>18/04/2019 9:30AM</td>
</tr>
<tr>
<td>4</td>
<td>Doctoral student</td>
<td>Uppsala University</td>
<td>10/4/2019 4:30PM</td>
</tr>
<tr>
<td>5</td>
<td>MA student of International Business and Marketing programme</td>
<td>Kristianstad University</td>
<td>27/03/2019 8PM</td>
</tr>
<tr>
<td>6</td>
<td>MBA student with a specialization in International Marketing</td>
<td>Linkoping university</td>
<td>6/4/2019 9AM</td>
</tr>
<tr>
<td>7</td>
<td>MA student in Strategic Entrepreneurship for International Growth programme with specialization in international marketing</td>
<td>Halmstad University</td>
<td>30/03/2019 7AM</td>
</tr>
<tr>
<td>8</td>
<td>BA graduate of Marketing course within Företagsekonomi A</td>
<td>Lund University</td>
<td>05/03/2019 1:00 PM</td>
</tr>
<tr>
<td>9</td>
<td>MA student in Marketing programme</td>
<td>Umeå University</td>
<td>28/03/2019 10AM</td>
</tr>
<tr>
<td>10</td>
<td>MA student in International Marketing and brand management</td>
<td>Lund University</td>
<td>08/04/2019 8:30 PM</td>
</tr>
<tr>
<td>11</td>
<td>MA student (vocational education) in Digital media creative programme</td>
<td>Hyper island</td>
<td>03/04/2019 4:00 PM</td>
</tr>
<tr>
<td>12</td>
<td>Senior Lecturer of the Marketing Faculty</td>
<td>Uppsala University</td>
<td>08/05/2019 2:30 PM</td>
</tr>
</tbody>
</table>

Table 3: List of respondents including their code, occupation, university and the interview date

2.4 Limitations

2.4.1 Methodological limitations

Criticism can be made on the choice of the university, considering that the case study was conducted in Uppsala University, the oldest university in Sweden and all the Nordic countries, focusing on marketing
courses of business studies departments marketing faculty and their personnel perspectives. The main reason for choosing Uppsala was due to practical nature as the researcher was residing in Uppsala. An informed choice has been made to contact all marketing faculty personnel step by step randomly to avoid any biases from the researcher’s side. No consideration has been made on gender balance or targeting a certain age group since the study did not explore differences in regards to gender and age groups. Another limitation is that marketing student respondents do not represent all the universities in Sweden but only seven of them; but again, respondents were selected randomly from Swedish Institutes database solely based on their field of studies. Data obtained from semi-structured interviews is limited since it is only presenting fragmented opinions views and experiences from a limited number of individuals collected in a specific time period (Hansson, 2003). It’s also a limitation not to examine the differences of responses from individuals with different positions within the marketing faculty. The full list of respondents with codes and occupations etc. can be found in Table 3.

One big limitation for the content analysis method is that only mandatory literature was analyzed, secondary literature (non-compulsory literature) of marketing courses was not taken into consideration, mainly due to time constraints and the inconstant nature of secondary literature being dependent on course coordinators of the time. Secondary literature would undoubtedly reveal the current position of course coordinators and lecturers in regards to ESD and curriculum preferences. Another limitation is that content analysis of mandatory literature was performed only on four marketing courses out of six, due to mandatory literature of the remaining two courses not being listed on Studentportalen. (Studentportalen is UU’s internal student portal that gives access about when, where and how the student is to register for courses).

Robson & McCartan, 2016 suggest that “Systematic, documented approaches to analysis help minimize the effects of these human deficiencies. However, there is an inescapable emphasis on interpretation in dealing with a lot of qualitative data, which precludes reducing the task to a defined formula” (Robson & McCartan, 2016, 462). Even though using quasi-statistical approach systematically helped to minimize these tendencies, “humans as ‘natural analysts’ have deficiencies and biases corresponding to the problems that they have as observers” (Ibid). In this thesis, it implies that when conducting content analysis, there still can be some biases from the researcher’s side even though I tried to address it using a quasi-statistical approach (examining frequency and existence of concepts). In consideration of these limitations, this study by providing the actor’s subjective opinions about the phenomena under examination gives an incomplete depiction of the actor’s position.

2.4.2 Conceptual limitations

A limited number of concepts were used in the conceptual framework to give a clear rationale for transformation to mindful consumption. Moreover, for studying university engagement with the topic through the conceptual framework, only PEP & PEO assumptions and DSP were used, which can be seen also as a limitation. While PEP & PEO are alternatives to neoclassical economic assumptions, which emphasize on static analysis regarding history irrelevant, the PEP model comes from a democracy-oriented school of thought in economics, values history as well as inertia and irreversibility (Söderbaum Peter, 2018). However, in the conceptual framework, the history of marketing thought was touched upon to a limited extent. Conceptual framework is intended to serve as a lens through which the author explains and understands the world. It is important to note that the author’s perspective incorporates strong sustainability views, and a limited amount of economic theory was considered. Finally, upon writing this thesis, the concept of sustainability marketing did not have a collective/universal definition or terminology, which is important in that it leaves the study to take an open-ended course toward its analysis.
2.5 Reliability & Validity

There are many frameworks to help in the evaluation of reliability and validity of qualitative data. Various key aspects in this thesis design and methods have ensured to improve the overall thesis’ reliability and validity. In this section, the researcher will present details so that the reader can evaluate the reliability and validity of this study. Firstly, it is important to accurately describe the research process as detailed as possible, and in this thesis, it is done in the Chapter 3. Secondly, Shenton (2004) suggests that using more than one method makes up for their individual limitations and utmost utilizes their benefits this is referred to as triangulation. Triangulation involves different data collection methods (Shenton, 2004, p. 65). Triangulation in this study was achieved by collecting data via semi-structured interviews, literature review and content analysis. The researcher was well aware that the questions asked with semi-structured interviews can be subject of bias, hence through the triangulation of methods bias was limited as much as it was possible, as suggested by Baxter & Jack (2008).

Shenton (2004, p. 69) also states that the examination of previous research findings and connecting emerging research questions to an existing knowledge of the phenomena is a vital criterion for evaluating qualitative studies. This thesis fulfils this criterion with a literature review conducted in Chapter 4. It would be inaccurate to claim absolute reliability and validity considering the limitations outlined in Section 2.5. However, to a certain extent that limitations were addressed with triangulation methods design, the results can be generalized. In order to guarantee internal validity, the analysis of both interviews and content analysis results are based on the same framework. Additionally, one advantage of the unobtrusive content analysis is that it allows reliability checks and replication studies, since the data are in permanent form and can be subject to re-analysis (Robson & McCartan, 2016). In this study, data is collected from the mandatory marketing textbooks, which are in a permanent form.

2.6 Ethical considerations

Throughout this research, the researcher made certain ethical considerations in regards to the conduct of semi-structured interviews and content analysis. Unobtrusive content analysis in particular does not require ethical review, as the data was obtained from an unrestricted portal from a public domain. Because often more than one unit of analysis is required for unobtrusive content analysis, the student counsellor for the advanced level from the Department of Business Studies of UU was contacted and inquired about the accessibility of data, during which she was introduced to the topic and focus of the research. The researcher perceived unobtrusive Internet research as involving the analysis of published course syllabi and literature, similar to print materials, rather than research involving human subjects. Gottschalk, Kluckhohn and Angell (1945) point out on some concerns regarding the accuracy of document selection for content analysis, according to which the question that the researcher should be able to answer is “Who produced the document, for what purpose, and from what perspective or mindset?” (Robson & McCartan, 2016 p. 351). These concerns and questions have been addressed by the researcher prior to obtaining and analyzing the data in the section 2.2 where the researcher explains what are these documents for, in which courses they are used, who produced them and what is the goal of each course.

Three requirements defined by Kvale (1996) concerned with ethics when conducting interviews are confidentiality, informed consent and consequences. All respondents were informed prior to the interview about the topic, the focus, the aim of the study and the academic background of the researcher. All respondents participated on a voluntary basis by giving a positive answer and confirming the date for an interview via email or phone. Respondents were introduced to the criteria of selection for the study and were informed that at any given time they could pause the interview and skip the questions they felt uncomfortable with. Also, they were given an opportunity to choose whether to keep their response anonymous or not. Moreover, the interview questions were discussed with subject reviewer and reviewed by the supervisor of the thesis in order to make sure there were no questions with a problematic ethical nature prior conducting the interviews. The full transcript is not included as an
appendix in this study, because respondents gave their consent for the material to be used only in this study. Furthermore, all the methods in regards to the process of interviews and further deductions have been described thoroughly in Chapter 3. It is imperative that both the data collection as well as the concepts and conclusions are well reasoned, and the reader can follow the logical flow of researcher’s thoughts.

3 Conceptual framework

The objective of this section is to establish a conceptual framework which will certainly impact the essence of the results. A conceptual framework is a selective structure which the author believes can best explain the natural progression of the phenomenon studied (Camp, 2001). The conceptual framework presents an integrated way of looking at a problem under study (Liehr & Smith, 1999), and is intended to serve as a lens through which the author explains and understands the world. This part of the research can rationalize the outcome of analyses, in that it can be closely linked to the conceptual lenses that the author chooses to present.

3.1 Choice of Conceptual Framework

Through sections 3.2, 3.3, 3.4, this thesis is building up a rationale for SCP discussing ecological boundaries, the safe and just space for humanity, strong and weak sustainability, connecting sustainability with marketing and discussing the need for ESD in UU in Section 3.7. Section 3.2 helps to determine which sustainability paradigm is prevailing in marketing course curriculums. Consequently, through PEP & PEO assumptions in Section 3.6 and Dominant Social Paradigm (DSP) in Section 3.8, it is looking at micro level sustainability transformations, curriculum development at universities, and examining the perception of marketing faculty personnel in order to analyse and determine how they perceive and make use of the sustainability marketing approach as well as the sustainability concept in their courses/programs. Similarly through the same lens, this thesis examines the student’s perspective on sustainability marketing. In relation to Section 3.5 (UN's SDG 12 & SCP), I connected SDG 12 to my methods, specifically the scheme of analysis using UNESCO’s indicative learning objectives, which is a guide for the use of ESD in learning for the SDG 12. Section 3.7 explains how ESD intends to change the unsustainable way of life of modern society through training, as well as formal, informal and non-formal education. In my thesis, I focused on the formal education and on a specific discipline - marketing. I used UU’s Action Plan for Sustainable Development 2019–2021 document, where the university states its strategic goals for the work towards sustainable development in order to create the evaluative tool for analysis. The assumptions of PEP/PEO are used to assess the curriculum development dynamics in UU. These assumptions see every individual as a policy-maker who is contributing to institutional change processes at a collective level. In this thesis, teachers/lecturers are regarded as PEP, striving to find the best suitable context for their ideological orientation and the university itself is regarded as PEO. Finally, Dominant Social Paradigm (DSP) lenses are connected to the methods, since DSP radically contrasts with sustainability in marketing and the researcher wanted to see to what extent DSP influences the curriculum development of marketing courses.

The conceptual framework has also helped to select the research methods. Firstly, employing the content analysis method and analyzing the mandatory literature of marketing courses and their syllabi has helped to identify which sustainability paradigm is prevailing in marketing course curriculums. Further, the lens of SDG 12 helped to select and use UNESCO’s indicative learning objectives and connect SDG 12 to the methods (scheme of analysis), in order to test whether or not marketing courses follow on the guide for the use of ESD in learning for the SDGs. Similarly, the lens of ESD helped to select and use UU’s Action Plan for Sustainable Development 2019–2021 document and create the evaluative tool for analysis. Secondly, the lens of PEP/PEO regarding the institutional change processes and curriculum development dynamics required subjective opinions of those who are
currently working in the marketing field. These lenses helped to conduct semi-structured interviews with marketing faculty personnel and particularly in developing a set of questionnaires emphasising on the influences of the curriculum development process. Lastly, Dominant Social Paradigm (DSP) in turn helped to select semi-structured interviews as a method for this thesis. Through the questionnaire, the researcher aimed to understand to what extent DSP influences the curriculum development of marketing courses. Figure 4 below illustrates the conceptual framework presented in Chapter 3.

The conceptual framework has directly helped to select the main questions of the questionnaire and the main categories of content analysis. As mentioned previously, each of these concepts brought a relevant document such as UU (2018)’s Action Plan for Sustainable Development 2019–2021 and UNESCO’s (2017) indicative learning objectives for promoting ESD based on which the content analysis has been implemented with. The lenses of SDG 12, ESD and Weak and Strong Sustainability were used in creating the evaluative tool box for content analysis of mandatory literature of marketing courses. Additionally, the main categories for content analysis were chosen based on their connection to sustainability from the index of each textbook. Likewise, the interview questions were designed based on the lenses of DSP and PEP/PEO. The questions aimed to determine the ideological orientation of individual lecturers, their perceptions of sustainability in marketing education, and to find out to what extent DSP influenced the curriculum development. The following questions in particular were derived from the conceptual framework: “What do you think has influenced the development of marketing curriculum content in Uppsala University?”, “Do you think an individual whether a student or professor can have an influence on curriculum development of marketing courses in UU?”, “What do you think about the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology?” and “Why do you think that issues of sustainability have not yet been well incorporated into the marketing curriculum? Do you think it’s an institutional issue, bureaucracy, lack of resources or any other reason?”. 

![Conceptual Framework Diagram]

- 18 -
3.2 Strong Sustainability vs Weak Sustainability

One of the central debates concerning sustainable development is the question of endorsing strong or alternatively weak sustainability. Sustainable development is perceived conflictingly different by economists and environmentalists (Neumayer, 2003). Weak Sustainability (WS) seeks to expand neoclassical economic-growth theory to include non-renewable natural capital as means of production (Dietz & Neumayer, 2007). The main argument of WS is that it accepts the possibility to substitute natural capital with manufactured capital. This worldview is problematic in the context of sustainability as it leads to maximizing monetary gains at the expense of the environmental decline. Historically, this belief has been prominent in neoclassical economics where economists of the time were suggesting that exponential growth can go on indefinitely in a slow pace, considering that humans are innovative in regard to substitutes and environmental changes can be controlled if needed (Atkinson, 2014). Similarly, strong sustainability (SS) has also been adopted by economists and aims at nourishing human well-being. The key difference between these concepts is that SS suggests that there are no ultimate substitutes for natural capital and manufactured capital. SS believes that both types of capitals are interdependent and manufactured capital’s growth cannot replace lost natural capital (ibid). However, SS does not assume that all ecosystems have to be maintained in a same manner, some ecosystems are more vital than in supporting life, hence SS promotes context specific solutions. Furthermore, there is a fundamental qualitative difference between manufactured capital and natural capital. It is possible to replace manufactured capital which means that its loss is reversible, while the destruction of vital natural capital is mostly irreversible. For example, the extinction of certain ecosystems and species is irreversible, while the manufactured goods or human made assets are not, however the creation of manufactured capital involves natural capital, therefore it cannot be a complete substitute to the biophysical form of the natural capital (Ekins et al., 2003).

In the marketing context for instance, Corporate Social Responsibility (CSR) is a good example of WS. The World Business Council for Sustainable Development (WBCSD, 1999) in its publication Making Good Business Sense, defined CSR as “the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large” (WBCSD, 1999). This notion of CSR addresses intergenerational justice by prioritizing the long-term monetary gain of corporations based on the consumption of manufactured capital, which over time increases GDP per capita.

Varey (2011) recognizes that the marketing viewpoint of sustainability has short- and long-term scopes, which is an indicator of a strong distinction between weak and strong sustainability. He describes short term (weak sustainability) as a reformist orientation that strives to sell green products (Varey, 2011). As for “strong sustainability” he says, “the prerequisite and foundation of any human development, requiring the preservation of the integrity of all ecosystems, the ability of the ecosystem to recover from disturbance and re-establish stability, diversity, and resilience, a human society that lives and develops as an integral part of ecosystems that have ecological integrity, and directly supported by ethics, values and worldview, in which people know that they are integral with the ecological systems of the biosphere. People thus desire the integrity of those systems” (Varey, 2011, p. 79).

Wilkinson & Pickett, (2010) suggests that weak sustainability supporters currently have a prevailing position and questions of justice and equity are absent in theoretical and empirical investigations of behavioral economics and marketing. For this purpose, this conceptual framework will serve as a guide in determining which sustainability paradigm is prevailing in marketing course curriculums.

Overall, SS still allows economic growth to the extent that ecological boundaries put limits to growth. Hence, SS consists of contentious ideas that incorporate many complex and contested concepts.
which have been further elaborated by the Stockholm Resilience Centre. The next section will touch upon related concepts, such as Planetary Boundaries (Rockström et al, 2009).

### 3.3 Living within the Planetary Boundaries

The concept of Planetary Boundaries (PB) with an attempt to define “a safe operating space for humanity” first emerged in scientific journals in 2009 by prominent earth system scientists (Rockström et al. 2009). Since then, the concept has been widely endorsed by many relevant organizations including the United Nations High-Level Panel on Global Sustainability (Blomqvist et al., 2012). In 2015, the PB was updated with “Planetary boundaries: Guiding human development on a changing planet” (Steffen et al. 2015). The nine Planetary Boundaries are Climate change, Change in biosphere integrity, Stratospheric ozone depletion, Ocean acidification, Biogeochemical flows, Land-system change, Freshwater use, Atmospheric aerosol loading and the release of novel entities (See Figure 4). In the first article in 2009, only three of those planetary boundaries were transgressed, but currently it is four (climate change, loss of biodiversity, altered land-system and biogeochemical cycles (phosphorus/nitrogen), and the others are on the verge of being transgressed, such as freshwater consumption, ocean acidification and phosphorous cycle (Stockholm Resilience Centre, 2015).

PBs are scientifically based quantifications of human perturbation of the indispensable environmental boundaries in which society and economy need to be in order to not alter earth systems to an unrecognizable extent. Scientists who developed this concept emphasize that PB doesn’t take into consideration the societal dimension of development, stating that an adequate consideration must be made on social aspects of development within the boundaries of the planet where issues of equity and justice must be addressed (Steffen et al. 2015). The scientists report how in a very short amount of time human activities drove earth systems outside a nearly 12,000 yearlong stability, from Holocene, towards a new geological era, the Anthropocene.

Although during the Holocene era natural environmental change existed, Earth’s regulatory capacity made it resilient enough to keep the necessary conditions allowing humans to build societies and life (as we know it). However, starting from the industrial revolution, the energy shift to fossil fuels and the industrialization of agriculture with large-scale monoculture have undermined the natural cycles and pushed earth systems to an unstable state. In the beginning, environmental changes were slow and have occurred mostly on a local level, whilst the changes now are drastic in their geological pace and have a more global scale. It is clear to scientists that various societies over time contributed very differently to the current state of the earth systems; that being said our modern industrial societies have the biggest impact on it and therefore the biggest responsibility to solve sustainability issues. Some of these changes could potentially be irreversible and come with a high cost of disrupting human development. PB scientists suggest identifying and quantifying the remaining PBs, which are not yet transgressed, stating that it could help to prevent human activities from causing undesirable environmental changes (Rockström et al. 2009).

In the revised version of PB, two core boundaries were defined as climate change and biosphere integrity; the reason was that these two boundaries have the potential on their own to push the earth systems into a new state if they are continued to be transgressed (Steffen et al. 2015, p. 1259855-8). Building on the PB concept Raworth (2012) defined a “safe and just space for humanity” focusing on human development, which I will explore in the following section.
3.4 Doughnut Economics

In trying to combine PB with social development, a “doughnut” of PB and social boundaries arising from RIO+20 was developed. This “doughnut” defines a safe and just operating space for humanity situated amid planetary and social boundaries (Raworth, 2012). Raworth (2012) defined sustainable development as a development comprised of Rockström, et al.’s (2009) earth system thresholds (referred to as “environmental ceiling”) and a new model of social boundaries to be maintained in order to avoid unacceptable social deprivation (social foundations). After studying these indicators, she came to a conclusion that humanity is far from living within the doughnut (Raworth, 2012).

Raworth (2012) framed PB as an outer boundary and positioned human development as an inner minimum boundary (shown in Figure 5). Living within the doughnut gives a safe and just space for humanity. The doughnut illustrates that every person has enough resources to live up to their human rights, while at the same time collectively live in a way that respects the ecological limits of our planet. While it could be discussed to what extent this model reproduces prevalent social development discourses on what exactly constitutes a “social foundation,” it nonetheless poses a valuable analogy for the approach presented in this thesis. It constitutes a critical perspective questioning economic incentives and practices that ignore ecological as well as social dimensions of development; it acknowledges the equity and intergenerational justice perspective. The next section will discuss Sustainable consumption and production (SCP) in the context of UN’s SDG.
3.5 UN's SDG 12 & SCP

In September 2015, the United Nations (UN) adopted a new agenda for Sustainable Development, including 17 Sustainable Development Goals (SDGs) and a total of 169 detailed targets under the SDGs to be achieved by 2030. The goals provide a framework for shared action “for people, planet and prosperity”. People meaning to end poverty and hunger enabling people to achieve their full potential in an appropriate environment. Planet meaning that goals are set to protect the environment from degradation through sustainable consumption and production (SCP) and acting on climate change. And lastly Prosperity meaning that economic, social and technological progress is in harmony with the natural environment (UN, 2019).

The SDGs were developed after the lessons learned from its precursor the Millennium Development Goals 2000-2015 (MDGs). The main difference between SDGs and MDGs was that MDGs where mainly focused on transformative actions in developing countries whereas SDGs were designed to be universally applicable, for all countries. This entails that Agenda 2030 is expected to be realized by all countries regardless of having the status of a developed or developing country (UN, 2019).

Sustainable consumption and production (SCP) are an integral part of the SDGs, more broadly reflected in the stand-alone goal 12 which calls for responsible consumption and production. SCP is referred to as both a target and means of implementation of the SDGs (UN, 2018). After the adoption of 2030, agenda goals were translated into measurable objectives referred to as targets.

"The targets of SDG 12 aim at the implementation of the 10-year framework of programmes on SCP, the sustainable management and efficient use of natural resources, the reduction of global food waste and waste generation, the environmentally sound management of chemicals and all wastes throughout their life cycle, sustainable practices and integration of sustainability information into companies’ reporting cycles, and support for developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production” (UN, 2018, pp. 1-2).

Target 8.1 on economic (GDP) growth has been critiqued as being in opposition to SDG 12. For instance,
Bengtsson et al., (2018) argues that if countries implement Target 8.1, SDG 12 will become unfeasible. Also, SDG 12 is particularly challenging for developed countries and emerging economies because of their high per capita carbon footprints (emissions caused per capita) (Kroll, 2015). According to Bauer et al. (2018), even though Scandinavian countries rank high in progress reports for SDGs, they have been ranked poorly in their progress towards SDG 12, concerning SCP. Chan et al. (2018) in an attempt to identify research needs of SDG 12 found that “consumers, businesses and public-sector decision-makers lack knowledge about SCP, and there is a need to bridge different actors’ knowledge as well as to better bridge science and concrete applications” (Chan et al., 2018, p. 4). For instance, in many developed countries consumption of ultra-processed foods (UPPs,) which are high in added sugar, salt, saturated and trans-fat, additives have been rapidly growing due to heavy marketing strategies, mainly targeting younger people and children. This kind of consumption has negative effects on both human health(social) and the environment (ecological). While the retailing of UPPs has triggered unsustainable production and consumption, the issues still haven’t been addressed and UPPs remains extremely profitable for corporations (Macari et al., 2018). Production has just as much social and ecological implications for sustainability that include losses along production and supply chains, use of nonrenewable natural and mineral resources, use of hazardous chemicals, unfair wages and exploitation of local communities and ecosystems etc. According to Chan et al., (2018) one way to achieve SCP and reduce unsustainable consumption is with behavior change through the influences by new marketing practices.

3.6 Political economic person/organization (PEP & PEO)

One of the tough challenges for University professors of marketing is to remain non-conformist to the mainstream ideological orientation, especially taken that marketing deals with the subjective and monetary values of assets. This is why in the conceptual framework, I’ve chosen to include the ideological orientation scope of Söderbaum (2018). Söderbaum, (2018) states “that values, ethics and even ideology play a role in human decision-making and behavior”. Society consists of material and non-material dynamics between various actors (e.g. single human beings, communities, civil society organizations, businesses, governmental agencies etc.), and through an amalgamation of internalized substructures (e.g. households, schools or universities). The notion of actor will be perceived based on the political economic person (PEP) assumption interpreted by Söderbaum (2018), according to which individuals with various roles in society carry a positioned identity which interacts with different contexts such as political, socio-cultural, institutional, physical and environmental. This assumption withdraws from neoclassical theory by valuing actor’s interactions and experiences in specific contexts, while the neoclassical economic man looks at one sole dimension: the markets.

Furthermore, PEP avoids classifying actor as a utility-maximiser that strives to optimize every taken action with rational judgment. Alternatively, it sees actor as an individual with routine and values that strives to find the best suitable context for their ideological orientation. The actor’s actions are inspired by the ideological orientation, which in turn have been the result of private (religion, morals, values etc.) and extrinsic (laws, societal norm and culture) experiences that formed the behavior. PEP assumption suggests that actor’s decisions are made through a dynamic learning process which always involves other actors. It also sees every individual as a policy-maker with certain ideological orientation who is not only following a routine but is also guiding others or in his words “contributing to institutional change processes at a collective level”.

The political economic person (PEP) assumption is part of a democracy-oriented school of thought in economics that can be referred to as “institutional ecological economics”. Individuals are regarded as actors guided by their ideological orientation. While neoclassical theory and method tends to look for one optimal solution in each decision-situation the idea behind PEP and PEO is that ideological orientation must be identified in each separate case, respecting differences in ideological orientation among actors in a democratic society. For instance, Sustainable development is an ideological orientation that differs from the economic growth narrative of neoclassical economics.
The power of the individual in ESD is also discussed in the SWEDESD (2016) publication, which was produced after a conference entitled “Bridging the gap – educators and trainers” in Visby, Sweden. It states that efforts to tackle sustainability issues and create a meaningful change can take place both collectively and individually. Even if these initiatives are small in scale and aren’t significant from the beginning, over a period of time these small actions can result in a significant impact. As an example, SWEDESD (2016), shared a story of a previous conference participant who teaches a child that picking up litter is a right thing to do; later on the child starts practicing picking up litter at school, school authorities respond intrigued considering this a new behavior to be outside the conventional norms, and consequently this results in a large scale change of norms at school and policy implementation banning litter in school (SWEDESD, 2016, p. 34).

Greenwald (2008) defines organization as a “body of individuals working under a defined system of rules, assignments procedures, and relationships designed to achieve identifiable objectives and goals.” This sort of definition is inclusive and includes wider spectrum than just a profit-maximizing organization typically described in neoclassical economic theories. This definition covers social organizations within society including educational institutions. On these grounds, organizations in this case universities will be studied in terms of the concepts of the Political Economic Organization (Söderbaum, 2008).

3.7 ESD in Teacher Education at Uppsala University & SWEDESD

Education for Sustainable Development (ESD) enables everyone to receive or access the knowledge, skills, views and values required for becoming an agent in building a sustainable future. UU’s website states that ESD touches upon the main wicked issues of sustainability such as climate change, ending extreme poverty, disaster risk, sustainable consumption and production, refugees and ecological diversity into teaching and learning. According to the website of the University, ESD entails using a participatory teaching approach and high-quality learning environment which allows students to shape the future of the world. Moreover, it adds that ESD works with curricula and learning content, pedagogy, learning environments and societal transformation in formal, non-formal and in-formal settings. Recently, UU published an Action Plan for Sustainable Development 2019–2021, where the University states its common and strategic goals and strategies for the work towards sustainable development (UU, 2019a, 2019b). Some of these strategies are: encouraging new ways of interdisciplinary and multidisciplinary research to contribute to sustainable development and supporting cooperation among the disciplines that are closely connected to the main issues of sustainable development. Furthermore, it highlights the goal of safeguarding sustainability framework adoption and well incorporation into courses and assisting teachers in including sustainable development in their teaching (UU, 2018).

Currently, UU works in a partnership with the Swedish International Centre of Education for Sustainable Development (SWEDESD), founded by the Swedish government which offers reflexive tools for ESD performance and scaling. They organize seminars, conferences, workshops and forums for practitioners and university staff. More specifically, they organize training courses for active teachers at universities, educators and policy makers working with wicked problems. In collaboration with UU, they also work on the ESD learning lab based in UU’s Gotland campus, where they work on education and learning for Sustainable Development (UU, 2019b).
3.8 Dominant Social Paradigm (DSP)

A real challenge that marketing practitioners face when trying to incorporate sustainability in making a new approach to marketing is that it radically contrasts with the dominant social paradigm (DSP) that prevails within a large portion of industrialized consumerist societies today (Shapiro, 2006).

Varey, (2012) states that even in postindustrial societies, the industrial ideological orientation of growth and consumption is still prevalent in popular culture. It has been argued that the dominant social paradigm (DSP) of industrial societies (previously associated mainly with the west) is the main driver of environmental decline. In such societies where people are driven by private profiting, maximizing utility and exchange of goods and services, people start consuming even when they don’t need to and popular culture in turn starts stimulating consumption and adding new meanings to it (Shrum et al., 2013).

DSP is described as social, political, economic, and technological paradigm which shapes individuals in the society and directs them to find their place in the existing socio-economic system. Values of DSP should be rigorously examined, as those are the core principles that form individual views of the environment. The concept of the DSP was introduced by Pirages & Ehrlich (1974) and continuously discussed by my multiple scholars throughout the years. Milbrath (1989) defines DSP as “a societal belief structure that organizes the way people perceive and interpret the functioning of the world around them” (Milbrath, 1989, p116). Pirages & Ehrlich (1974) argue that the underlying idea of DSP is simply the pursuit of self-interest in economic, political, technological and ethical terms.

In a world where new ethical concerns are constantly adopted and values around ethics change, self-interest can mean different things to different people, but one thing is constant: humans are the only, or primary, holders of moral standing in Anthropocentrism (Padwe, 2013). The concept of DSP focuses on fulfilling human needs and wants, paying no attention to earth systems and the environment. Polonsky (2011) elaborates on this, stating that the environment and societies are not dependent on each other, since the environment can perfectly exist without humans while the reverse is impossible. Generally, DSP aims to boost economic growth, create people’s government, and advance technology in hopes of finding solutions. The three dimensions of Kilbourne, (2004) and their ideologies are important in understanding consumerist societies lifestyles and incentives to maintain the system. More recently, functional and organizational dimensions were also introduced and attached to DSP concept (Kilbourne et al., 2009). Below, Table 4 abridges ideological positions of the five dimensions of DSP (Mittelstaedt et al., 2014). Overall, DSP generates behavior that conflicts with SCP and is an obstacle to achieve SDG 12 and SS.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Protection of individuals is the only legitimate function of government</td>
</tr>
<tr>
<td>Technological</td>
<td>Scientific development progresses the human condition, and technology is capable of solving all economic and social problems</td>
</tr>
<tr>
<td>Economic</td>
<td>Exponential economic growth is feasible with a continuous growth in production and consumption through technology and innovation</td>
</tr>
<tr>
<td>Organizational</td>
<td>Humans are superior to nature, and nature only serves to create additional value for human existence</td>
</tr>
<tr>
<td>Functional</td>
<td>Competition between humans is the natural code of existence (based on the Enlightenment philosophy)</td>
</tr>
</tbody>
</table>

Table 4: 5 Dimensions of DSP with their beliefs (Kilbourne & Peterson, 2014)
4 Literature Review

This chapter provides a review of scientific literature about transformation of traditional marketing towards Sustainability Marketing, presenting key differences and commonalities with similar marketing approaches and most relevant findings on the evolution of marketing thought.

4.1 Evolution of Marketing thought with marketing sub-types

This section will review the formation, development and evolution of marketing with five fundamental theoretical concepts: ecological marketing, green marketing, greener marketing, sustainable marketing and sustainability marketing in order to unveil how marketing influences the planet’s ecological balance.

Transforming into a discipline in early 1900s, contemporary marketing has been referred to as the “grandchild” of mass production that started from the Industrial Revolution (Martin & Schouten, 2012). The alarming issues of sustainability and the shrinking ecological state required an ideological shift in the marketing discipline. In the past, it was assumed that wants were natural and infinite, and promoting endless consumption was necessary because earth’s regenerative capacity was assumed to have no boundaries for industrial waste and pollution (Kotler, 2011). Kotler et al. (1999) states that marketing is “a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others” which again signals a deep-rooted ideological orientation.

Initially, the concept of “if we can build it, we can sell it” was based on consumer needs without taking into account additional preferences. Then, the idea of “let the buyer beware” added slightly unethical and assertive marketing strategies. This became the “guiding philosophy” which turned consumer fulfilment into the base of marketing thought (Martin & Schouten, 2012, p. 6). Sustainability in Marketing is principally linked to the “triple bottom line” concept which has been discussed in the Section 3.5, which is focusing on the planet, people and prosperity (Charter et al., 2006). This implies that sustainability in marketing is a compound area where changes should occur in a context-specific manner. Aiming to incorporate sustainability from the late 1970s, marketing has expanded its scope towards directions of ecological marketing, green marketing, greener marketing, sustainable marketing and sustainability marketing (Rahman & Kazmi, 2013).

![Fig.7: Development of Marketing thought (Modified from Kumar et al., 2013)](image)

It is important to note that no single definition of terminology is accepted universally, hence the evolution of marketing thought with evolving approaches and concepts will be further discussed as it is imperative in framing sustainability marketing, understanding what are each of these concepts comprise of and what are the technical or conceptual overlaps and divides among them.

4.1.1 Ecological marketing

In the 1960s, Wroe Alderson used systematic approach to investigate the marketing system’s social and ecological impact. This has been a defining moment for ecological marketing, as from the 1970s, ecology and marketing started to appear more frequently in academic articles and journals (Katrandjiev,
2016). In 1974, George Fisk published a book entitled “Marketing and the Ecological Crisis”, where he was arguing that marketing is capable of promoting socially desirable long run environmental goals. He added that “marketing modified the mores and social values that influence destiny”, and he elaborated on this, recognizing what we would call today sustainability issues in his words “the holistic problem of maintaining balance among myriad interdependent elements of the human habitat” (Fisk, 1974). Fisk advocated for modifying marketing and consumption practices and inventing new social institutions to attain environmental goals, however his ideas seemed to be too radical at a time and were heavily criticized by American Marketers and scholars. For instance, Craig Aronoff in Business and Society review said “Fisk must realize that his modest proposal is nothing less than the advocation of a complete alteration of industrialized society” (Aronoff, 1975).

The first definition of ecological marketing appeared in Henion & Kinnear (1976) after a workshop organized by American Marketing Association stating that ecological marketing is “prudential analysis of how marketing activities reacts on pollution, energy depletion and non-energy resource depletion” (Henion & Kinnear 1976) Hence, ecological marketing looked at a narrow scope of environmental issues (air pollution, oil spills, altering the environment with pesticides etc.) and narrowed the role of marketing to an environmental mitigatory rather than a defender of ecology from human activities. Nowadays in the academic literature both terms of Green Marketing and Ecological Marketing are often used interchangeably, they can also be referred as environmental marketing or eco-marketing. However, there is a subtle difference that made Ecological marketing transform into Green marketing which will be discussed in the following section.

4.1.2 Green & Greener marketing

Building on ecological marketing in the late 1980s, another marketing concept had emerged as a result of further environmental decline and growing societal awareness of the human footprint. The concept of green marketing has evolved ever since; in the beginning, just like the ecological marketing the concept was describing a marketing practice to fulfill consumer needs by decreasing the negative effects on the environment in general (Mintu & Lozanda, 1993; Stanton & Futrell, 1987). However, the current definition is more explicit, stating that green marketing refers to practices where companies implement sustainable thinking holistically, beginning from the production phase and extending to post-purchasing services. This holistic approach strives to stabilize the profit obligation of the company with a comprehensive need to protect the environment (Gordon et al., 2011). Mohajan (2012) points out that green marketing is often being misinterpreted and states that “green marketing is marketing of products that are considered not to be harmful for environment” (Mohajan, 2012).

Gordon et al. (2011) suggests that green marketing rapidly grew due to consumer behavioral change, where consumers started to put an increased value on sustainability, making companies rationalize valuing green products. He further explained that green marketing could be integrated in all marketing processes of the company as a way to promote sustainability and conscious consumption. When it comes to the benefits of sustainability marketing, the main arguments are that it is enhancing the public relations of the company, helps in conservation of the planet and is ultimately profitable for businesses (Gordon et al., 2011).

Martin & Schouten (2012) further elaborated on the economic rationale, stating that sustainability marketing is a fundamental investment which in the long term can result in a significant competitive advantage (Martin & Schouten, 2012, p. 15). Green marketing begins with the progression of various marketing notions that companies have used for support in their campaign to integrate and execute sustainability strategies. Companies have a need to be distinguished as moral corporate pioneers with their stakeholders, and these green marketing strategies are the key. Additionally, these strategies enable companies to use product distinction for green characteristics within their product line. Green marketing tools, as stated by Rahbar & Wahid (2011), include but are not limited to eco-labeling, eco branding, and environmental advertisement. Eco-labeling and eco branding are significant in affecting consumers’ behavior concerning green products. These tools in practice are basically adjustments of goods and services in terms of their packaging and advertising toward eco-friendliness (Polonsky, 1994).
Some actions aimed at green marketing are creating and marketing environmentally conscious products and services in order to reduce environmental risks. Promoting and packaging products that contribute to solving some kind of environmental issue (for instance green packaging, green prices and green communication) (Ottman, 1998) are all examples of green marketing (ibid).

Overall, green marketing has been entirely based on ecological marketing in that it too primarily focused on the environment, however there were some differences from ecological marketing. Firstly, it uses a holistic approach in reducing environmental impact during the full cycle of the production from pre-production to post-production. Secondly, unlike ecological marketing, green marketing isn’t solely concerned with non-renewable resources; it extended to biodiversity loss, species extinction and extreme poverty in low income countries (Belz & Peattie, 2012). Additionally, green marketing proves to be unrealistic in regard to price, as it turned out that many buyers were not willing to pay more for green products unlike previously thought (ibid).

The term greener marketing first appeared in Charter (1992), defined as “a holistic and responsible management process that identifies, anticipates, satisfies and fulfils stakeholder requirements, for a reasonable reward, that does not adversely affect human or natural environmental wellbeing” (Charter, 1992). Both Green and Greener Marketing terms are used interchangeably, and there is no consistency in defining the key differences of these concepts in academic literature. However, Gunther, (2011) has conducted an investigation asking various Green marketers and corporate environmental management teams to define greener marketing. The findings were interesting in that she concluded that green is an absolute complete ideal, whereas “Greener” is any effort or measure taken to achieve this objective. One of her respondents, Peter Troast, stated that he prefers the concept of “post green”, as it symbolizes the evolution toward the next step beyond “greenwashing” where companies start rethinking their priorities sincerely, knowing that in a long-term sustainability is economically beneficial. The subtle but ethical difference of these concepts show the evolution of marketing thought. This narrative is similar to the discussion of whether products should have eco-friendly label or less eco unfriendly, since some kind of environmental impact most of the time is still there.

4.1.3 Sustainability Marketing

Today, the mainstream notion of marketing in which “marketing is simply figuring out what you have to sell your product or service for a profit” (Keefe, 2004, p. 17) is debunked and heavily criticized. Hence, marketing scholars and practitioners have an ambiguous challenge of conceptualizing and creating a new paradigm of Sustainability Marketing. Despite this, marketing can play a pivotal role in developing more sustainable systems of production and consumption within our societies in future (Belz & Peattie, 2012).

Sustainability marketing, which in turn emerged from Green Marketing, strives to collide the three components of the triple bottom line, ensuring that the designed product with cradle-to-cradle is benefiting society (all humans involved as customers, employees, retailers etc.), ecology/environment and business (Belz & Peattie, 2012). Consequently, it can be assumed that Sustainability Marketing incorporates and involves both Social and Green marketing. Social Marketing revolves around investigating ethical issues concerning human wellbeing and commercial marketing; in simple words, Social Marketing deals with the effects of commercial marketing on society.

For many, sustainability marketing can be perceived as yet another oxymoron, since essentially marketing strives to encourage and stimulate sales and sustainability aims to foster responsible consumption and production. However, sustainability marketing is a new emerging marketing approach striving to create a consensus between the traditional marketing and the sustainable development concept (Belz and Peattie, 2012). According to Van Dam et al. (1996) sustainability marketing should help in finding realizable trade-offs between companies and ecological concerns while acknowledging the limitations of marketing philosophy and the need for regulatory restrictions to the market mechanism. Belz & Peattie, (2012) define sustainability marketing as “planning, organizing,
implementing, and controlling marketing resources and programmes to satisfy consumers wants and needs, while considering social and environmental criteria and meeting corporate objectives (Belz & Peattie 2012, p. 29). At the same time, they elaborate on this stating that “sustainability marketing may be defined as “building and maintaining sustainable relationships with customers, the social environment and the natural environment” (ibid). They also emphasize that sustainability marketing has a long term and relationship orientation. Moreover, sustainability marketing is also challenging the conventional marketing mix, requiring it to transform and develop into Sustainability Marketing Mix (See Figure 8).

**Traditional Marketing Mix**

| Product | Price | Place | Promotion |

**Sustainability Marketing Mix**

| Customer Solution | Customer Cost | Convenience | Communication |

**Fig. 8:** McCarthy's 4P approach vs Sustainability Marketing Mix (Modified from Belz & Peattie, 2012)

Belz & Peattie (2012) argue that the 4Ps of traditional marketing mix (product, price, place and promotion) created by McCarthy focuses on the sellers’ perspective instead of buyers’ perspective, thus not fulfilling the true needs of buyers. Sustainability Marketing Mix introduces the 4Cs (Customer solution, Customer cost, Convenience and Communication). This transformation brings buyers and customers to the central stage of marketing, proving that marketers know and are aware of their problems.

There are a few nuances in this transformation that are worth acknowledging. Firstly, one can observe that the word “price” was replaced by “cost”, while price is usually monetary term; the word cost goes beyond and can include psychological, ecological, social cost of using certain goods or services. Secondly, the word “promotion” turns into “communication”, which oversteps one-way communication, which is conventionally used in the persuasion of customers to buy goods and services. Thirdly, adding customer solution in the 4Ps present solutions to customers problems instead of pushing physical items and product to be sold. Lastly, convenience refers to accessibility and customer desire to use certain products and services. Overall, sustainability marketing transformations are striving to engage companies in public and political procedures in order to modify institutions in favor of sustainability. Within the current institutional framework, the efficient marketing of sustainable goods and services is often constrained with policy limitations, as governments do not offer both consumers and producers enough incentives to act sustainably, in fact at times they do the exact opposite and reinforce unsustainable behavior. In order to encourage companies to adopt sustainability marketing strategies societal and political institutions should start favoring sustainable consumption. That’s why sustainability marketing is closely linked with corporate social responsibility (CSR) which will be discussed in the section 4.1 (Belz & Peattie, 2012, pp. 31, 288).

Sustainability marketing in its ecologically oriented meaning recognizes that marketing operates on a small earth which has ecological limits; it does not intend to compromise the health of ecosystems and the opportunities of future generations with short term gains. It is feasible in the sense of technical practicability and economic perspectives, ethical in considering lack of equality in economic...
development. Hence, it fosters social equity and avoids having any direct or indirect contribution to unjust systems. Additionally, Sustainability Marketing tries to build value-based interactions with customers, changing the narrative of marketing in terms of economic exchanges and considering it a management process of relationships between businesses, their customers and stakeholders (Belz & Peattie 2012, p 16). Moreover, Sustainability Marketing should not only strive for eco-management of resources in meeting customers and business objectives, but it should also tackle the organizational environmental configurations that are dynamic, changeable and give space for dealing with unpredictability (Saren., 2006).

Belz & Peattie (2012) further explain that mainstream or modern marketing has dominated the field as a way of thinking about marketing for decades. It was very narrowly focused on the commercial transactions and was dealing solely with markets as an issue, without thinking more broadly. This was changed due to relationship marketing, which made it less narrow due to focusing on a deeper way of communicating with customers. Figure 9 shows the move towards sustainability marketing describing it as a natural progression of marketing thought. According to Figure 9, Sustainability Marketing represents a blend of eco-marketing, ethical marketing, relationship marketing and modern/mainstream marketing (Belz & Peattie, 2012, p. 17). It can be observed that the scope of marketing is becoming broader from looking at narrow markets to looking at broader society and planet. In a similar manner, the focus of marketing is shifting from commercial transactions to relationships.

**Fig. 9: Towards Sustainability marketing (Modified from Belz & Peattie, 2012, p17)**

As already mentioned in the introduction of this thesis, there is no clear definition of sustainability in marketing and to some degree, sustainability marketing is an emerging and evolving concept. Table 5 below shows various definitions of sustainability marketing that arose throughout this research.

<table>
<thead>
<tr>
<th>Sustainable/Sustainability Marketing definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sustainability marketing is a concept which aims to increase businesses sustainable efforts for the long-term” (Fuller, 1999).</td>
</tr>
<tr>
<td>“The concept of sustainability marketing holds that an organization should meet the needs of its present consumers without compromising the ability of future generation to fulfil their own needs” (Kotler,et al., 2008)</td>
</tr>
<tr>
<td>“Sustainability Marketing is planning, organizing, implementing, and controlling marketing resources and programmes to satisfy consumers wants and needs, while considering social and environmental criteria and meeting corporate objectives (Belz &amp; Peattie 2012, p. 31).</td>
</tr>
</tbody>
</table>

- 30 -
“Sustainability Marketing is building and maintaining sustainable relationships with customers, the social environment and the natural environment” (Belz & Peattie, 2012).

“Sustainable marketing is the strategic creation, communication, delivery, and exchange of offerings that produce value through consumption behaviors, business practices, and the marketplace, while lowering harm to the environment and ethically and equitably increasing the quality of life and well-being of consumers and global stakeholders, presently and for future generations” (2018, Lunde)

<table>
<thead>
<tr>
<th>Table 5: Commonly used definitions of Sustainable/Sustainability Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>One can observe that Belz &amp; Peattie’s definitions are from a consumer point of view, while the rest of the definitions are from a business point of view with an exception of Lunde’s (2018) definition. Hence in this thesis, Sustainability Marketing will be defined according to Lunde’s (2018) definition because of its holistic perspective, relevance and comprehensiveness. It seems like sustainability marketing is an umbrella concept that includes and unites the broad spectrum of marketing practices aiming at sustainability. According to Lunde (2018), the most used definitions of sustainability in marketing are based on Brundtland Commission (1987) or the triple bottom line (Elkington 1994). By rephrasing Brundtland Commission (1987) definition and connecting it to sustainability marketing, the roles of stakeholders in decreasing environmental harm and acting as ethical and equitable agents remains undefined. He further argues that it is a problem not to have a consistency in definitions because frameworks differ greatly as some use environmental and others use holistic frameworks. He states that most current definitions define sustainability marketing from a business/consumer point of view instead of holistic perspective. That’s why he proposes a new definition of sustainability marketing where sustainability marketing is defined as</td>
</tr>
<tr>
<td>“strategic creation, communication, delivery, and exchange of offerings that produce value through consumption behaviors, business practices, and the marketplace, while lowering harm to the environment and ethically and equitably increasing the quality of life and well-being of consumers and global stakeholders, presently and for future generations.” (Lunde 2018, p. 94)</td>
</tr>
</tbody>
</table>

The new definition is focused on the exchange of value, and it’s up to individuals to define what is value to them, whether value is in sustainable supply chain, not harming the environment or low CO2 emissions etc. Secondly, the concept of well-being is added explaining that the products marketed should not lower the quality of life of a consumer or jeopardize their safety.

This point is particularly gripping because it touches upon the consumer rights issue and mental health and marketing which is a highly controversial topic considering that mainstream marketing has been deploying fear and insecurities of customers to sell for decades (J. Webb, 2004).

4.1.4 Sustainable Marketing vs. Sustainability Marketing

Despite the fact that both are predominantly considered macro-marketing concepts and are often used interchangeably one could ask why Sustainability Marketing and not Sustainable Marketing? At first, it may seem like there is no big distinction between the two concepts, but the subtle differences are discussed below.

Belz & Peattie, (2012) explain that when using “sustainable” as an adjective, it can be perceived as lasting and durable in regard to efficient customer relations, and not reveal the true connections with sustainable development. Conversely, Eleanor Snare, a sustainability marketer, suggests that sustainability marketing and sustainable marketing are very different in that sustainability marketing refers to a situation when sustainable aspects of your business, product or service are used to convey a marketing message, while sustainable marketing is when the marketing activities and actions are sustainable themselves (Snare, 2019).
As an example of a sustainability marketing campaign, she brings forth the multinational clothing-retail company H&M’s conscious collection, which is known for its recycled materials and currently is being marketed worldwide (ibid). Dam & Apeldoorn (1996) vaguely defined sustainable marketing as “The marketing within and supportive of sustainable economic development” As far as the conceptualization of sustainability marketing, I have chosen to focus on sustainability marketing as a concept because of its comprehensive range.

4.2 CSR & Sustainability Marketing

Achieving stable socio-ecological outlook across all sectors, businesses needed an approach that is both strategic and systematic. The most widespread framework that businesses use today is Corporate Social Responsibility (CSR). CSR is an older concept than sustainability marketing and till now is considered to be the most widespread framework for companies wishing to respond to their social and environmental responsibilities. According to Belz & Peattie, (2012) the difference between CSR and sustainability marketing is that one operates at a corporate level, while the other focuses on the product level and looks at customers as the main stakeholders (while CSR looks at customers, employees, suppliers, government, local communities, environmental groups etc.).

The number of companies publishing CSR reports presenting environmental, social and managerial issues has increased exponentially since the early 2000s (Idowu et al., 2015). However, normally company’s CSR activities are conducted on voluntary basis, which can potentially result in CSR reports being irrelevant to sustainability strategies focusing only on public-relations value, not strategic or operational in terms of being integrated into core business activities (Belz & Peattie, 2012). A similar opinion is pointed out by Pedrosa (2012), who states that CSR needs to be in the core of business strategy to create coherence. Even though CSR is well incorporated in the management systems, it fails to change the strategic direction and the negative effects of its processes, products and services. She further suggests that the missing link between the companies CSR strategy and marketing can be filled with sustainability marketing.

Pedrosa (2012) found the main challenge barriers that are hindering the change towards sustainability marketing. Firstly, sustainability marketing should be expected to promote more sustainable consumption patterns in both market offerings and consumer behaviors, meaning that by offering a product or service companies should strive to find solutions for environmental needs. Secondly, they should raise awareness among consumers and find ways to change consumer behavior towards more sustainable lifestyles. It can be argued that CSR and traditional/mainstream marketing are to some extent mutually exclusive, taken into account that when businesses pursue mainstream marketing and communication strategies, they can’t contribute to sustainable development effectively, even if they publicly seek to engage with CSR (Pedrosa, 2012). Whether businesses are interested in CSR or sustainability marketing approaches due to ethical reasons or by self-interest is hard to say, in order to clarify one need to observe the long-term actions of businesses.

Overall, marketing can serve as a bridge in all business functions from designing products to keeping up with the entire life cycle of a product including communication with customers and therefore it should target the broader strategy by rejecting “business as usual” position. This being said businesses that are willing to adopt CSR and manage their businesses sustainably should as a matter of course incorporate and endorse sustainability marketing approach (ibid).

4.3 Micro Marketing VS Macro Marketing

Being derived from economics, marketing similarly has two focuses: macro-marketing and micro-marketing. Micro-marketing considers the activities of individual companies and studies how they make offerings to their consumers, determine the needs of customers and eventually deliver their products.
Fulfilling customer needs takes place considering the four P’s (product, place, promotion and price). Wilkie & Moore (2003) suggest that throughout years, marketing as an academic discipline has become more focused on personal consumer behavior and on corporate management issues or statistical research, rather than the whole system view of marketing operation in society and economy. Similarly, Kilbourne and Beckman (1998) suggests that until 1995, the micro-marketing orientation research was prevailing, however later on with the emergence of critical marketing, more macro-marketing research has been conducted but still remained insignificant compared with micro-marketing research.

Macro-marketing aims to consistently study the relationship between marketing and society altogether with giving attention to frequently unforeseen socio-environmental consequences. Macro-marketing more specifically studies the distribution process of products and services, focusing on the social impacts of issues such as advertising or optimal usage of resources (Hunt 1981); this is where obvious sustainability issues are surfacing in marketing. One of the biggest dilemmas of macro-marketing is how to maximize society’s use of resources and minimize waste and environmental damage, since it is clear that the immediate satisfaction of consumers is not for the best interest for the common future and at times not even for consumers themselves (for example, the usage of products like cigarettes).

One significant aspect of macro-marketing that makes scholars assume that sustainability marketing is a macro-marketing practice is its focus in examining markets as systems and employing systems thinking, which is in accordance with sustainable development. The consumer is at the very center of any contemporary industrial economy, as modern-day global economy is being driven by the needs and wants of private citizens. (Belz & Peattie, 2012, pp. 311-312) However, Belz & Peattie (2012) suggest that sustainability marketing is a micro/macro marketing. The subtle line is in that sustainability marketing views societal and ecological issues at micro level meanwhile acknowledging that besides scientific evidence, societal and ecological issues can often be socially constructed. Additionally, contemporary media can have a vital role in deciding which sustainability issues should be mainstreamed and to what extent (Belz & Peattie, 2012, p. 29).

5 Content Analysis of Mandatory Literature & Syllabi

5.1 Syllabi analysis

The following analysis focuses on dissecting the syllabi of Marketing courses of UU with respect to six key points. These key points stem from the cognitive, socio-emotional, and behavioural learning objectives for achieving SDG 12, as well as the goals of Action Plan for Sustainable Development 2019-2021. This syllabi analysis tool allows the researcher to understand the extent of the influence of Dominant Social Paradigm (DSP), and see if the course designs are in accordance with Uppsala University’s Action Plan for Sustainable Development 2019-2021 and indicative learning objectives for promoting ESD in learning for the SDG 12.

<table>
<thead>
<tr>
<th>Whose challenges does the course cover?</th>
<th>MC-1 covers issues related to globalization in regard to interdependent markets, networks and flows of people and data across the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MC-2 covers traditional marketing with its philosophy and role in society as a whole.</td>
</tr>
<tr>
<td></td>
<td>MC-3 covers skills needed for developing market strategies for firms.</td>
</tr>
<tr>
<td></td>
<td>MC-4 equips theoretical tools to work with the challenges that companies encounter.</td>
</tr>
<tr>
<td></td>
<td>MC-5 provides solutions for firms in developing contemporary marketing strategies and tactics.</td>
</tr>
<tr>
<td></td>
<td>MC-6 stresses on examining different marketing theories in order to analyse how the marketing has co-evolved with society</td>
</tr>
</tbody>
</table>
### Economic Growth
MC-1 intends to study problems and challenges related to companies’ progress and expansion in markets including entering new markets. MC-2 focuses on traditional marketing, bringing examples of large companies. MC-3, MC-4, MC-5 do not mention growth in their syllabi.

### Interdisciplinary learning
Only MC-1 suggests that students will be able to use interdisciplinary insights critically in the context of international business and marketing theory upon completing the course.

### Ethics
MC-1 touches upon the ethical dilemmas of companies working in the global market. MC-2 mentions consumer behavior but no mentioning of ethics. MC-3, MC-4, MC-5 do not mention ethics in their syllabi at all.

### Sustainability
Only MC-3 mentions the product life cycle concept as to support building market strategy.

### History of Marketing
MC-5 provides a background on the development of marketing thought, MC-6 equips the student with different marketing theories by providing historical and developmental perspective.

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**Table 6: Syllabi Analysis of UU’s Marketing courses**

Since it was hypothesized that sustainability marketing or sustainability proper is underrepresented in the marketing curriculum of marketing courses at UU, it was decided to look for ‘sustainability in marketing’ instead of looking solely for ‘sustainability marketing’. In order to examine topics included in the literature an evaluative checklist (see Table 2) was created as an analysis tool based on the objectives of cognitive learning, socio-emotional, behavioral learning objectives of UNESCO’s (2017). As it has been already discussed in Chapter 1 UNESCO has been promoting ESD from 1992 which was followed up with the UN Decade for ESD from 2005 to 2014. This publication was designed as a guide for the use of ESD in learning for the SDGs (This is explained in a more detailed manner in the sub Section 2.3.1). The guide identifies indicative learning objectives and suggests topics and learning activities for each SDG and presents implementation methods in course design. Based on the conceptual framework, the evaluative checklist is created considering SDG 12 (see Section 3.5)

### 5.2 MC-1 International Business and Marketing

Key concepts examined in the textbook were identified as: environment/environmental pollution, sustainable/sustainability, corporate social responsibility, ethics, climate, poverty, renewable/nonrenewable, natural resources. In order to understand the context and whether or not they were related to sustainability, each of them was read through individual paragraphs. Later, findings were analysed through the evaluative checklist tool. Bryman & Bell (2015) being a research guide of business research methods has been found to be unsuitable for analysis due to its structure and focus, thus content analysis has been implemented only on Hill & Hult, (2016).

The word environment is used 140 times, unlike most of the times where it is not referred to as a natural environment “globalization, labor policies and the environment” section is critical of free trade and its impacts on third world countries with no proper environmental regulations in place, where companies of developed countries often move to. This paragraph discusses global carbon dioxide emissions, while pointing on the world’s biggest emitters, especially US with its cultural denial and China which so far shown little interest in adopting tighter pollution controls (Hill & Hult, 2016, p 26, 492).
The textbook suggests that instead of blaming trade liberalization efforts that have promoted economic growth and globalization, countries should agree upon policies designed to decrease carbon emissions.

“Although UN-sponsored talks have had this as a central aim since the 1992 Earth Summit in Rio de Janeiro, there has been little success in moving toward the ambitious goals for reducing carbon emissions laid down in the Earth Summit and subsequent talks in Kyoto, Japan, in 1997 and in Copenhagen in 2009” (Hill & Hult, 2016, p 26, 492)

When discussing the environment, the textbook also mentions the phenomena known as tragedy of the commons when discussing universality of pollution of the environment, emphasizing the fact that atmosphere and the oceans are not owned by any country; no matter where the pollution originates, it harms all (Hill & Hult, 2016, p 133).

The words sustainable and sustainability are used 25 times throughout the textbook. Except a few times when they are referred to as sustainable advantage, the words are always used in regards to sustainable development; mostly in chapter five ethics, corporate social responsibility and sustainability.

As the book has a global focus on multinationals, it defines sustainable strategies as “strategies that not only help the multinational firm make good profits, but that do so without harming the environment, while simultaneously ensuring that the corporation acts in a socially responsible manner with regard to its multiple stakeholders” (Hill & Hult, 2016, p. 150). The paragraph further explains that the main idea of sustainability is that the companies do not exert a negative impact on the ability of future generations to meet their own economic needs. On the side of the same page, the question of whether sustainability is bad for profits is discussed. According to which, multinational firms are overwhelmed about the varied stakeholder needs they face and that sustainability indicators are not clear enough. For instance, it is unknown how much customers are willing to pay for sustainable products/services. Corporate social responsibility is also mentioned in the same context of companies trying to translate it into strategies along with sustainable strategies (Ibid).

The concept of corporate social responsibility is mentioned 15 times in the textbook. The concept is defined as follows.

**The concept of corporate social responsibility (CSR) refers to the idea that businesspeople should consider the social consequences of economic actions when making business decisions and that there should be a assumption in favor of decisions that have both good economic and social consequences (Hill & Hult, 2016, p. 149).**

This paragraph suggests that power itself is morally neutral, however some multinationals have acknowledged a moral obligation to use their power to enhance social welfare. As an example of this, social investments of British multinational oil and gas company BP are used, described as “social investment without economic reasons”. The company which operates in developing country notices lack of clean water and builds desalination plants to provide drinking water for the local community (Hill & Hult, 2016, p. 150).

The word ethics is mentioned 149 times, most of the times referring to business ethics, other times to religious ethics, international ethics, personal ethics, code of ethics etc. Business ethics is defined as “the accepted principles of right or wrong governing the conduct of business people” (Hill & Hult, 2016, p. 129). Chapter 5 discusses how ethical issues should be incorporated into international business practices. It further presents different business ethic approaches and concludes that moral philosophers find them to be unsatisfactory in important ways. According to the textbook, common ethical issues in international business are employment practices, human rights, environmental regulations, corruption, and social responsibility of multinational corporations. In order to make sure that ethical issues are considered in international business, the textbook suggests number of actions
such as promoting people with grounded sense of personal ethics, making CSR a central driver of enterprise policy, be morally courageous, pursue sustainable strategies (Hill & Hult, 2016, p. 153).

The word climate is used 13 times, 8 out of which it describes climate change other times it refers to political climate, business climate, ethical climate, economic climate, favorable climate. The textbook raises the issue of businesses moving their production to other countries to avoid tight emission limits. It also briefly explains the scientific consensus around climate change debate stating that “Most climate scientists argue that human industrial and commercial activity is increasing the amount of carbon dioxide in the atmosphere; carbon dioxide is a greenhouse gas, which reflects heat back to the earth’s surface, warming the globe; and as a result, the average temperature of the earth is increasing” (Hill & Hult, 2016, p. 134).

The word poverty is used 13 times, one of the introductory sections entitled “globalization and the world’s poor” discusses the impact on free trade on global inequality. It argues that the economic stagnation of poor countries is not a result of free trade or globalization. It suggests that most of the world’s poorer nations are constrained by large debt burdens. It calls for large-scale debt programs for the world’s poorest countries to give them the opportunity to redesign their economies and start as the textbook describes “the long climb toward prosperity” (Hill & Hult, 2016, p. 29).

The concept of renewable/nonrenewable is used 3 times; it is used in the sense of natural resources once in an example of a Finnish manufacturer, Stora Enso, where it describes its CSR practices and commitment of producing and selling renewable products (Hill & Hult, 2016, p. 151). The other two times it is about renewable/nonrenewable terms for governing.

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
<th>The textbook discusses global supply chain, growth of consumption/production in certain regions, global value chain almost no mentioning of use of scarce resources in production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green economy</td>
<td>Absent</td>
</tr>
<tr>
<td>Pluralism of marketing and business approaches</td>
<td>The textbook has a focus on international business and its functions, it includes globalization debate and ethical issues and is critical of growing markets. However, when discussing marketing in international business the persistent theme is the tension that exists between the need to reduce costs and the need to be responsive to the settings of host countries which raises costs. Hence, the ideological orientation of DSP is prevalent with a focus on traditional marketing.</td>
</tr>
<tr>
<td>Consumer positioning</td>
<td>The textbook focuses on international consumers with various cultural and religious backgrounds who have different wants and needs. Customers are positioned as buyers and there is no mentioning of the impact of individual lifestyle choices on environmental or social development.</td>
</tr>
<tr>
<td>The goal of marketing discipline</td>
<td>According to the textbook the goal of marketing is to create value. The marketing functions of businesses create value through brand positioning and advertising. This means increasing the value of products/services based on what consumers perceive to be contained in business offerings (Hill &amp; Hult, 2016, p. 343). There is no interpretation of values and whether marketing fosters sales/growth or competitive advantage and improved supply chains.</td>
</tr>
</tbody>
</table>

Table 7: Evaluation of MC-1 textbooks with the analysis tool based on UNESCO’s (2017)
5.3 MC-2 Principles of Marketing

Key concepts examined in the textbook were identified as: environment, environmentalism, sustainable/sustainable marketing, sustainable retailing, social marketing, ethics marketing, environmental/social responsibility, green retailing, consumerism, climate, renewable/nonrenewable, cradle-to-cradle. In order to understand the context and whether or not they were related to sustainability, each of them were read through individual paragraphs. Later findings were analysed through the evaluative checklist tool. Considering that the textbook has 17 editions and often students are encouraged to read the newest editions, even when Studentportalen lists the 13th edition, the latest version of the textbook was analysed.

The word environment is used 162 times, where 82 times it is referred to as natural environment. The textbook has an entire section entitled “environmentalism” (Kotler & Armstrong, 2018, p608). The other 80 times it is referred to as advertising environment, marketing environment, economic environment, retail environment, online environment, shopping environment, technological environment, digital environment, pricing environment, competitive environment, health care environment, in-store environment, working environment, global environment etc.

The word environmentalism is used 14 times and is defined as “an organized movement of concerned citizens, businesses, and government agencies designed to protect and improve people’s current and future living environment” (ibid). The textbook suggests that environmentalists are not against marketing or consumption, but instead they want society and companies to operate with more care for the environment. In the following sentence, they state that the goal is to stop “mindless consumption”. Furthermore, they elaborate that environmentalists see the marketing system’s goal differently, instead of maximizing consumption, consumer choice, or consumer satisfaction, the goal should be to maximize quality of life, which instead of consumer goods and services should be the quality of the environment, now and for future generations (ibid).

The word sustainable in this textbook is mentioned 791 times, and unlike the previous editions, it dedicates a big portion of text throughout the textbook (from 1-20 chapters) to highlight the increasing importance of sustainable marketing. The textbook frames marketing under the sustainable marketing framework by providing real life examples to explain how sustainable marketing calls for socially and environmentally responsible actions that meet both the present and the future needs of customers, companies, and society as a whole (Kotler & Armstrong, 2018, pp. 598–600, pp. 600–607, pp. 607–613, pp. 613–617, pp. 617–620). The text clarifies that even well-intentioned marketing actions that meet the present needs of consumers can cause harm to the larger society. It states “responsible marketers must consider whether their actions are sustainable in the longer run” (Kotler & Armstrong, p 598). Various examples from modern day companies sustainable marketing practices are shown, for instance the Fair Play Framework of Adidas with its P’s of Sustainability (people, product, planet, and partnership). According to the textbook, sustainable marketing not only applies to businesses and governments, but also to consumers. Furthermore, the textbook points out that sustainable supply chains are not only good for the environment, but they’re also good for company’s bottom line, since the supply chains that create the environmental footprint such as transportation, warehousing, or packaging often account for the biggest portion of costs for companies (Ibid, p. 377). Thus, suggesting that developing sustainable supply chains are not only environmentally responsible but also profitable. Additionally, under the sustainable marketing concept the textbook includes five sustainable marketing principles: consumer-oriented marketing, customer value marketing, innovative marketing, sense-of-mission marketing, and societal marketing (Ibid, p. 621).

The concept of societal marketing is used 14 times and is described as the use of traditional business marketing concepts and tools to encourage behaviors that will create individual and societal well-being (ibid, P 249) It is a different type of marketing that questions whether the pure marketing concept overlooks possible conflicts between consumer short-run wants and consumer long-run welfare (Ibid, p. 37)
The concept of marketing ethics is used 32 times in the textbook, mostly in chapter twenty: Sustainable Marketing: Social Responsibility and Ethics where marketing ethics is under sustainable marketing umbrella (Ibid, 617-621). The textbook states that “each firm and marketing manager should work out a philosophy of socially responsible and ethical behavior. Under the sustainable marketing concept, managers must look beyond what is legal and allowable and develop standards based on personal integrity, corporate conscience, and long-term consumer welfare” (Ibid, p. 621).

The concepts of environmental/social responsibility are used 58 times, overall supporting the idea that environmental and social responsibility require a total corporate commitment and need to a component of the overall corporate culture (Ibid, p. 620).

The concept of green retailing is mentioned 12 times, and the entire section on green retailing elaborates on the emerging trend in big companies of making stores more environmentally friendly through sustainable building design, construction and operations. Moreover, the text highlights that the retailers also green up their product assortments. As an example, IKEA’s “People & Planet Positive” strategy is brought to illustrate how IKEA’s made its 328 giant stores in 28 countries more energy independent and efficient (Ibid, pp. 410–411).

The word consumerism is used 9 times and it is described as “an organized movement of citizens and government agencies to improve the rights and power of buyers in relation to sellers” (Ibid, p. 607). It is presented as a grassroots movement with a primary goal of keeping the balance between buyers and seller rights, similar to environmentalism which arose in order to keep businesses accountable. The word is not referred as preoccupation of society with the acquisition of consumer goods anywhere in the texts.

The word climate is used 11 times, 7 out of which it was referred to when explaining a particular weather condition in certain geographical locations, 2 times as organizational and political climate and consequently 2 times when referring to climate change. Climate change was along other pressing ecological challenges such as deforestation and water quality decline. When discussing a case study in Chapter 14, the textbook highlighted that sustainable farming methods have the potential to increase yields and mitigate the effects of climate change, while still providing economic and social benefits to smallholder farmers. (Ibid, pp. 107, 443).

The concepts of renewable/non-renewable resources or energy are used 5 times. More explicitly, the text describes the meanings of each when explaining that marketers should be aware of trends in the natural environment. Hence both renewable/non-renewable resources, such as forests and food have to be used wisely. Furthermore, it put emphasis on non-renewable resources, such as oil, coal, and various minerals since they pose a significant problem, which is that companies making products that require these scarce resources face large cost increases even if the materials remain available. (Ibid, p. 105).

The concept of cradle-to-cradle is mentioned once in the Chapter 20. The text states that many companies have adopted design for environment (DFE) and cradle-to-cradle practices, which entails thinking from a future perspective when designing products so they are easy to recover, reuse, recycle, or return to biophysical environment after usage. In the end, it again emphasis on the profitable aspect, adding that these practices can be beneficial for companies in monetary terms (Ibid, p. 609).

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
<th>The textbook covers topics on the production and consumption patterns, value chains, use of natural resources (renewables and non-renewables).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green economy</td>
<td>The textbook slightly touches upon the concepts of cradle-to-cradle and sustainable growth. No mentioning of circular economy and de-growth.</td>
</tr>
</tbody>
</table>
Pluralism of Marketing approaches

The textbook covers approaches beyond traditional marketing such as customer engagement marketing, societal/social marketing and sustainable marketing.

Consumer positioning

Consumers are positioned both as buyers as well as change agents. Textbook strongly suggests that “the move from irresponsible consumption to sustainable consumption is in the hands of consumers. (p. 608)

The goal of marketing discipline

The textbook presents both traditional and critical marketing approaches. Specifically, in Chapter 20, it elaborates on sustainable marketing. According to the textbook two main goals of marketing are to attract new customers by promising superior value and to keep and grow current customers by delivering value and satisfaction. In more general terms marketing is defined as “engaging customers and managing profitable customer relationships” (Kotler & Armstrong, p. 28)

<table>
<thead>
<tr>
<th>Table 8: Evaluation of MC-2 textbooks with the analysis tool based on UNESCO’s (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.4 MC-3 Marketing Strategy</strong></td>
</tr>
</tbody>
</table>

Key concepts examined in the textbook were identified: *climate, lifestyles, consumption, dominance, environment, equity, brand equity, social responsibility and sustainable*. In order to understand the context and whether or not they were related to sustainability, each of them was read through individual paragraphs. Later findings were analyzed through the evaluative checklist tool.

The word *climate* is used once, and refers to business climate (Best, 2014, pp. 492). The word *lifestyle* is used sixteen times and most of the times is confined to the needs-based consumer segmentation. A special emphasis is on the lifestyle of millennials stating that “Millennials represent a worldwide lifestyle segment that is defined by age (18–24 years) and driven by fundamental needs for creatively, identity, and having fun. With 840 million Millennials worldwide, this age group is a significant consumer segment (ibid, p. 157) (Ibid, 10, 157-159, 161-163, 165-168, 172-173, 181, 189, 191, 250, 308, 403).

The word *consumption* is used five times, mostly in the phrase “consumption behavior change” which is presented as a challenge for profitability (ibid, 10, 153, 166, 179, 327). The word *dominance* is used twice when discussing market share advantage stating that the “competitive advantage is derived from market dominance” (ibid, 204, 224). The word *environment* is used seventeen times in the textbook, yet no single time it is referred to as natural environment. Instead it is referred to as information sharing environment(1), competitive environment(9), market environment (2) marketing environment(3) and medical waste environment(1). Implementation environment(1). Also, environmental regulations in SWOT analysis are presented as a weakness for competitive position. (ibid, P. 470) (ibid, pp. 10, 125, 197, 208, 218-219, 224, 312-313, 334, 349-351, 365, 368, 422, 439, 464, 493) The only time there is a mentioning of environmentally friendly is when referring to Toyota Priuses example of conquering all new product markets that offered alternative value propositions (ibid, p. 461)

The word *equity* is used 22 times in the textbook in the context of brand equity for achieving strong brands. (ibid 2, 7, 40, 49, 213, 233, 239, 243, 246, 250-253, 260, 262-263, 312, 400, 486-490, 494) *Social Responsibility* is used once suggesting that “businesses with a poor record of social responsibility may face eroded brand equity. Oil companies that become associated with poor environmental practices, and consumer goods companies whose “sweatshop” conditions at overseas manufacturing facilities are publicized, see declines in the equity of their brands” (ibid, p. 251).
The word *sustainable* is used thirteen times referring to sustainable advantage (*ibid*, p. 196) as if sustaining the source of competitive advantage.

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green economy</td>
<td>Absent</td>
</tr>
<tr>
<td>Pluralism of Marketing approaches</td>
<td>The textbook is entirely based on traditional marketing approach with mainstream DSP worldview.</td>
</tr>
<tr>
<td>Consumer positioning</td>
<td>The textbook has a strong customer focus where consumers equals to buyers with various needs and wants. Individual lifestyle choices influence economic development however no mentioning of environmental or social development.</td>
</tr>
<tr>
<td>The goal of marketing discipline</td>
<td>The textbook presents traditional marketing approach with 4P’s promoting sales and growth. It further suggests that “a strong brands achieve faster market penetration at a lower cost” (<em>Best, 2014</em>, p. 229).</td>
</tr>
</tbody>
</table>

**Table 9:** Evaluation of MC-3 textbooks with the analysis tool based on UNESCO’s (2017)

### 5.5 MC-4 Service Logic in Marketing

Key concepts examined in the textbook were identified as: *environment, sustainability, climate, social responsibility*. In order to understand the context and whether or not they were related to sustainability, each of them was read through individual paragraphs. Later findings were analyzed through the evaluative checklist tool.

The word *environment* is mentioned 40 times, and most of the time it is referred to as natural and ecological environments, and a few other times it is referred to as a factor in the context of external, exogenous or dynamic environments.

The word *sustainability* is mentioned 4 times, 2 out of which it is referred as environmental sustainability and the other two times more generic to sustainable development. On page 437, the text elaborates on the need to have a broadened view of value going beyond profit or shareholder value. This is discussed in the context of “triple bottom line,” stating that “some companies include social well-being and environmental sustainability in their conceptualizations of value” (*Lusch & Vargo, 2014* p. 437). However, one issue outlined in the text is measuring social well-being and environmental sustainability. “Although there are established conventions to measure value-in-exchange, or economic value, there are no established conventions to measure social well-being and environmental sustainability. Therefore, a key challenge is developing an understanding of what these concepts mean from the perspective of other actors versus the enterprises’ definition or meaning” (*Ibid*).

In another occurrence, *sustainability* is discussed when discussing the contemporary model of economy stating that “the model of the economy becomes one of a continuous cycle of the creation of stuff, the marketing of stuff, the destruction of stuff, and thus the necessity for, and economic growth defined in terms of, the creation, marketing, and destruction of more and more stuff. Is it any wonder that sustainability issues are a central concern and increasing topic of conversation?” (*Ibid*, p. 319).

Furthermore, when comparing goods dominant logic and the neoclassical economic theory of the firm with service dominant logic, the text points out that the service dominant logic has a vital advantage in regards to ethics and sustainability (*Ibid*, p. 249) As stated in the textbook...
“Goods dominant logic points almost directly to normative notions of investment in people, long-term relationships, and quality service flows and “only somewhat less directly” to notions of transparency, ethical approaches to exchange, and sustainability.” (Ibid)

whereas the foundational premises of service dominant logic automatically imply normative prescriptions.

The word climate is mentioned 5 times, and none of the times it is used in the context of climate change, it is referred to as business climate, climate as an environment of an area and climate as a particular weather condition in certain geographical location. On page 415 when discussing the natural ecosystems that humans benefit from, climate is listed next to water and pollination of crops. Furthermore, when discussing human interference with ecosystems and their alteration, the text states

“Such behavior is natural for humans and has occurred for millions of years and will likely continue for millions more.” (Ibid p. 417)

The concept of social responsibility is briefly mentioned 2 times, when discussing enterprise service offerings and mapping the service of ecosystems in chapter nine (Ibid, pp. 337, 515).

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
<th>Poorly covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though the textbook argues that there is a need for sustainable market creation “Sustainable” in such context implies stable, as if stable market creation to guarantee strategic advantage. Furthermore, the textbook suggests that tangible resources and natural resources are not the most important resources for human advancement, yet humans need natural resources. There are discussions of use of natural resources but no mentioning of renewables and non-renewables resources. Additionally, the textbook suggests that supply chain does not capture the dynamic self-adjusting, value-proposing activities of actors in a broader ecosystem setting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Green economy</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The textbook revolves around the service-dominant logic and how it is different from goods dominant logic. The textbook deduces all the various sub-disciplines and research streams in marketing such as B2B marketing, international marketing, industrial marketing, consumer marketing, services marketing, retail marketing, tourism marketing, high-technology marketing, social marketing, macromarketing into goods dominant logic (G-D). It is assuming that all of these approaches to marketing have a similar driver: the inadequacy of the logic of the underlying model of economic exchange (Lusch &amp; Vargo, 2014 p. 33)</td>
<td></td>
</tr>
</tbody>
</table>

| Pluralism of Marketing approaches | The textbook has a different take on consumer positioning. It states that there is a distinction between consumer and customer. The textbook avoids using the term “consumers” and instead uses “customers”. This is because the authors believe that all actors have the same purpose of value co creation through resource integration and service-for-service exchange and roles can often be interchangeable. |

<table>
<thead>
<tr>
<th>Consumer positioning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The textbook has a different take on consumer positioning. It states that there is a distinction between consumer and customer. The textbook avoids using the term “consumers” and instead uses “customers”. This is because the authors believe that all actors have the same purpose of value co creation through resource integration and service-for-service exchange and roles can often be interchangeable.</td>
<td></td>
</tr>
</tbody>
</table>
The goal of marketing discipline

The goals of marketing in the textbook are different depending on good dominant logic and service dominant logic. In service dominant logic marketing is not so much a function of the marketing department as it is in service dominant logic. Instead it is primary function of the enterprise. Overall the goal of marketing is value creation rather than value distribution (Lusch & Vargo, 2014 pp. 75-76, 192)

Table 10: Evaluation of MC-4 textbooks with the analysis tool based on UNESCO’s (2017)

6 Results

In the following chapter, the results obtained through semi-structured interviews with UU’s marketing faculty personnel and marketing students of selected Swedish universities are presented along with results of content analysis of mandatory literature & syllabi of UU’s marketing courses.

6.1 Content Analysis Results

The results from the syllabi analysis of marketing courses of UU in regards to economic growth, interdisciplinary learning, ethics, sustainability or history of marketing show that half of the syllabi indicate to cover the challenges of businesses and firms (MC-3, MC-4, MC-5) and the other half cover challenges in regards to globalization, society and the role of marketing in society (MC-1, MC-2, MC-6). Incentives for economic growth with direct mentioning of market expansions and entering new markets are present in one syllabus, while in another instance, syllabus states that large companies are in the forefront of cases (MC-1, MC-2). Interdisciplinary learning and ethics are present only in the syllabi of 1 course. (MC-1). Similarly, product life cycle is mentioned once (MC-3). Finally, historical and developmental perspective is present in syllabi of 2 course (MC-5, MC-6).

<table>
<thead>
<tr>
<th>Sustainable Consumption/Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC-1, MC-4, MC-3 do not cover adequately topics on production and consumption patterns, value chains, use of natural resources (renewables and non-renewables) while MC-2 does cover.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Green economy</th>
</tr>
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<tbody>
<tr>
<td>MC-1, MC-3, MC-4 do not cover topics on cradle-to-cradle, circular economy, green growth, degrowth while MC-2 does cover partially only (cradle-to-cradle &amp; green growth)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pluralism of marketing and business approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC-1, MC-3, MC-4 lack pluralism while MC-2 covers approaches beyond traditional marketing such as customer engagement marketing, societal/social marketing and sustainable marketing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consumer positioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>In MC-1, MC-3 consumers are positioned as buyers with no mentioning of the impact of individual lifestyle choices on environmental or social development, while in MC-2 consumers are positioned both as buyers as well as change agents and in MC-4 there is a distinction between consumers and customers due to the interchangeable nature of actors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The goal of marketing discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>In MC-1 and MC-4 the goal is to create value instead of distribution. For MC-3 the goal is faster market penetration at a lower cost and for MC-2 the goal is to engage customers and managing profitable customer relationships.</td>
</tr>
</tbody>
</table>

Table 11: Results of Syllabi Analysis
6.2 Semi-structured interview Results with UU’s Marketing Faculty personnel

How did marketing as a discipline evolve over time?

Respondent 1 states that “the way that marketing is done has changed immensely, however the fundamental core is the same, most basic function is to facilitate a transaction which can also be an ecological or social transaction”. Respondent 2 does not wish to generalize, however connected to the way they teach in universities, she points out that she has been a bit surprised on the lack of focus on sustainability at the Department of Business and Administrations of Uppsala University, however there is an increasing interest from students. Respondent 3 suggests that there has been a big shift towards consumer behavior in marketing. Respondent 4 thinks that “Marketing is still a transactional short-term thing, however its evolving and with growing consumer demands relationships become more transparent”. Respondent 12 states that consumer marketing is shifting towards service marketing.

How would you describe the marketing content of what is being taught at Uppsala University?

Respondent 1 thinks that Uppsala University’s background comes from more of an industrial marketing background, like business to business rather than consumer marketing. He states “they teach product positioning, branding and overall the course plan doesn’t change much things just get updated”. He further elaborates on this saying that “I started laughing at a meeting about a month ago, we started looking at what we taught and it was the same course that they taught when I came here, it’s literally the same course plan from 20 years ago, it just goes in circles.” Respondent 2 states that there is emphasis on the principles of marketing and consumer behavior. As she works in Gotland, she thinks that Gotland has more focus on sustainability, since there is also a Master’s program in Sustainable Management in Gotland. Respondent 3 states that marketing content consists of the theory of principles of marketing, industrial marketing, consumer marketing, business to business marketing, and service marketing. She further shares her experience of more than 30 years, and how she noticed the change in the marketing faculty from industrial marketing towards more consumer marketing. Respondent 4 adds that the focus of the content is on business marketing, including business relations and innovation. Respondent 12 states that the content is diverse starting from consumer marketing, showing value created by companies moving into co-creating of values and service marketing.

What is sustainability?

Respondent 1 defined sustainability as “not destroying the resources on which society relies on”. Respondent 2 defined it as “the well-being of the society apart from profit”. However, she doesn’t agree with the definition in terms of firms having social focus, because according to her “that’s not what firms are about, firms are about making profit and sustainability is a way for firms to make profit”. Respondent 3 states that “we discuss it with more of a fairness and equality angle to look at ecological issues, fair trade issues etc.”. Respondent 4 has another perspective, and according to her “Sustainability focuses on the fact that we need to reflect on our choices and their implications”. Respondent 12 defined it with triple bottom line.

Did any topic area of your course touch upon sustainability?

Two respondents (1, 3) reported sustainability to be mentioned through the secondary literature and lecture slides. Respondent 2 states that there were lectures on CSR, however the textbook was Kotler, so the content was quite limited. Respondent 4 and 12 shared that there was no mentioning of sustainability.

Do you think sustainability is relevant to the marketing discipline?

All respondents agree that sustainability is relevant to the marketing discipline. Respondent 1 elaborates on this saying “Yes, absolutely, we have to recognize sustainability. Raw sales are not the only way to
do marketing, in my perspective marketing should achieve a behavioral change in society.” Respondent 2 states that “Yes, and in future marketing will have to integrate more of sustainability topics. But she doesn’t think sustainability will be of the 20 chapters of marketing textbooks, however she expects it to be the narrative of overall marketing discipline”.

Do you think modern day marketing education and its consequences are partially responsible for current consumption patterns?

All respondents agree with this statement. Respondent 1 elaborated on this saying “yes and it is still today, just turn on television marketing is generally used to make people consume stuff, that’s a negative side to it.”

What do you think about the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology?

Respondent 1 states that “You are not going to get rid of marketing, our job is to infuse responsibility in it.” Respondent 2 thinks that both ideologies are merging into one and brings up the example of H&M’s conscious collection and recycling efforts. She questions consumer power in order to make companies accountable. Respondent 3 states that “Marketing can be sustainable if the concept of wants and needs is redefined just like in societal marketing, even Kotler said that wants and needs can’t be left alone”. Respondent 4 states that “I don’t believe it’s either or, things still need to be consumed, I don’t believe they oppose each other but if we can incorporate sustainability in marketing, we can achieve responsible consumption.” Respondent 12 thinks that marketing is a about communication, and she thinks that these viewpoints are not inherently against each other.

What do you think has influenced the development of marketing curriculum content in Uppsala University?

According to Respondent 1, the free market economy, globalization and environmentalism have influenced the development of marketing curriculum in UU. Respondent 2 points out that the development of marketing courses depends on the overall marketing courses and what they are teaching, she states “we can’t do something completely different. I was in a seminar for instance, for all the marketing personnel at the department and we were discussing the curriculum content and one another lecturer said “but what is CSR even?” because we are focused on our research. She further shares that personal research projects of marketing professors/lecturers influence greatly the curriculum development of marketing courses in the department. Respondent 3 is unsure of the influences, but prior to this question mentioned how big of an influence head lecturer have on the curriculum development. Respondent 4 says that the Swedish perspective has influenced the development of marketing curriculum, and compares studying marketing in America and Sweden. In Sweden, it is more like back and forth communication in comparison with America. Respondent 12 states that the program designed last times occurred 5 years ago and hasn’t been changed.

What do you think the content of your marketing curriculum prepares students for?

Respondent 2 thinks that in regard to the content, there is too much focus on business to business and service marketing compared to consumer marketing, and he/she doesn’t know where students end up upon graduating. Respondent 1 states that “we are not really good at following up what our student’s do after graduation but they land in all sorts of settings working in multinationals and different companies.” Respondent 3 says that they usually they end up in marketing departments in finance sector or in different companies. Respondent 4 says that working in marketing department in different business. Respondent 12 states that the curriculum prepares students to do analysis with critical and analytical view.

What do you think should be added or removed from marketing curriculum?
Respondent 1 does not see a need for change. Respondent 2 doesn’t think that there should be a course on sustainability marketing, instead sustainability should be part of all courses. Respondent 3 says the courses do not cover everything that she would like to cover, but the supervisor prefers IT & Digitalization based on his own research interests, thus she feels that she is too much framed into the compulsory literature that is being examined. Respondent 4 states “a lot of marketing literature is still informed by economic theory and bounded rationality that we are rational human beings making decisions yet the emotions play a big part. More nuance picture of the human being needs to be a part of our learnings in social sciences.” Respondent 12 mentions internationalization, digitalization and sustainability as topics that the faculty is currently considering incorporating into the curriculum. She also confirms that the faculty is currently trying to incorporate sustainability in all of their courses but does not really know how to do it.

**How do you think UU responded to the global call for sustainability and education for sustainability?**

Respondent 1 says that “I would say literally right inside the department there have been small changes in the curriculum integrating sustainability.” Respondent 2 thinks that the global call for sustainability added more of legitimacy and awareness. Also, the funding on sustainability research has been increased. Respondent 3 is not aware, did not notice changes is not informed about Uppsala universities action plan for sustainability. Respondent 4 didn’t notice changes on a student level. Respondent 12 states “I wouldn’t say it changed that much, course plans were written 5 year ago” she adds “universities are good but we are slow”. According to her meantime they try to incorporate this knowledge through secondary literature and presentations.

**What was the most prevalent marketing approach in the literature of the courses that you teach?**

A majority of the respondents (2,3,4) reported traditional marketing to be the prevalent marketing approach in the literature of the courses. Respondent 1 is conflicted about the question, and states that “these approaches are not explicitly taught but are part of the fiber of what’s going on.” According to him, students are introduced to different marketing theories and approaches and lecturers aim is to open student’s minds. Respondent 12 mentions network marketing and service dominant marketing.

**Do you think mandatory literature of marketing courses in UU should include sustainability knowledge?**

Respondent 1 says that “Sustainability should find itself in all subjects, you can tie it to ethics often, these values find their way in” It should be a theme that’s coming through all the courses.” “I would hope that sustainability comes through the examples and discussions I actually don’t care about the fact that sustainability is not mentioned in the textbook, but if you have the typical Kotler introduction to marketing, I would assume for political correctness they would include a chapter on sustainability. Students should be confronted with ethical issues and sustainability during the discussions and case studies. Sustainability described in a chapter of a textbook is less important”. Respondent 2 says “Yes, it has to be. It doesn’t have to be labeled sustainable marketing, but marketing has to be sustainable” Respondent 3 says “Yes, but you could never have my boss say that he wants to have a sustainability marketing course” According to her, it’s not possible to have compulsory course of 7.5 credits for sustainability marketing course. Instead sustainability should be the narrative of everything and not comprise its own course. Respondent 4 says “It’s valuable to make it underlying narrative but sustainability marketing shouldn’t dominate marketing discourse.” She prefers it to be its own course on ethics or sustainability and not the underlying agenda for all courses. Respondent 12 points out on a gap in research when it comes to journals and articles, even though there is a lot of research it is very context specific and it’s hard to apply to a general programs/course.

**Do marketing courses you teach cover the topics of ecological marketing, green marketing or sustainability marketing?**

Half of the respondents said that courses they teach do not explicitly cover the topics of ecological marketing, green marketing or sustainability marketing. Respondent 1 brought an example of injecting his values of owning electric cars, owning solar power plants to his Chinese students to promote
sustainability. Respondent 2 thinks that these topics are learned by students only through external research. Respondent 3 states that it “does not cover but touches upon on ecological marketing in compulsory literature of seminars.” Respondent 4 states that it covers sustainability marketing and green marketing.

Why do you think that issues of sustainability have not yet been well incorporated into the marketing curriculum? Do you think it’s an institutional issue, bureaucracy, lack of resources or any other reason?

According to Respondent 2, “It’s a complex issue that has to do with individual actors in the faculty as well as an institutional setup. University is launching programs on Uppsala university sustainability initiatives; where I coordinate climate leadership on research working with interdisciplinary research groups. UU has started doing this very late compared to others though.” Respondent 1 says “The business department is so institutionally locked. These structures have been here for a long time and will not change. The political and institutional structures are almost unbreakable. Sustainability gets caught up in all of that.” Later he adds that “even if sustainability is not labeled, it’s part of being Swedish.” Respondent 3 said “Marketing faculty personnel lack awareness and training on these issues as a group.” Respondent 4 states that “students want to get a job, there is this interaction with society and university, so sustainability is caught up in this overall relational dynamic.” Respondent 12 points on time factor when designing programs for instance last time the programs were redesigned 5 years ago.

Do you think Sustainability Marketing education would benefit marketing student’s employability in the future?

More than half of the respondents (1, 3, 12) agree that Sustainability Marketing education would benefit marketing student’s employability in the future and the other half are unsure (2, 4). According to Respondent 2, “many high skilled graduates want to work in companies that do good for society, and firms see the potential in talents who care about sustainability.” Respondent 12 agrees but questions the concept saying “Do you think there is a clear sustainability marketing approach?”

Do you think marketing students will be eager to learn about sustainability marketing, are they interested in learning about alternative approaches to marketing?

All respondents agree that students will be eager to learn about sustainability marketing. Respondent 1 elaborates on this by saying “Yes, but I don’t look at sustainability marketing as an alternative approach to traditional marketing, what I think is that marketing has to take sustainability account and classic tools of marketing can function with sustainability, infusing values with traditional marketing. Marketing is a part of the problem but it can be the part of the solution too.”

Do you think an individual whether a student or professor can have an influence on curriculum development of marketing courses in UU?

All respondents agree with this. Respondent 2 states that “If you are teaching, you can definitely influence the curriculum, even though you can’t change the plan of the course, you can always add literature as a secondary literature”. Respondent 1 states that “Every time we evaluate our programs, we have student representatives too. However, we have the tremendous tradition of 500 years old university and we have the tremendous problem of a 500 years old university.” Respondent 4 elaborates on this saying that “Yes, for instance I focus on innovation and sustainability and I want to bring my research to the classroom and learn students’ perspectives on this.”
6.3 Semi-structured interview Results with marketing students from other Swedish universities

In Table 12, the results of semi-structured interview are presented except for the question N1 and N4, due to their open-ended nature. The first interview question was meant to be an ice breaker and to provide me with the academic background of student respondents in a more detailed manner, this information can be found in Table 3 (Chapter 2, section 2.3.2). Question N4 “What does the term sustainability mean to you” was to determine the level of familiarity with the topic. Respondent N5 shared that she wasn’t familiar with the concept of sustainability prior arriving to Sweden. Respondents N9, N7 pointed out on the long-term well-being of the society, Respondent N11 stated that sustainability in marketing is about profitability of the user, respondent N8 defined it as a society, economic, and social system that is within the boundaries of the planet. Lastly, respondents N6 and N10 defined it as “meeting our needs without compromising the future generation”. The quantified results of all student respondents are presented in Table 12.

From a short review below, the results demonstrate that the majority of student respondents believed that marketing theory has remained the same, but the applications have changed. When trying to describe the content of marketing courses and what is or has been taught in their universities, half of the respondents thinks that courses are very theoretical and not practical, and the other half thinks programs have a focus on real world applications. Further, a majority of the respondents reported that in their programs/courses no topic area touched upon sustainability. More than half of students think that sustainability is relevant to the marketing discipline, while the rest were undecided or thought that other disciplines have to tackle sustainability issues. A majority of students think that modern day marketing education and its consequences are partially responsible for current consumption patterns, while the rest think that society at large is responsible with individual consumers or doesn’t think that marketing education are responsible for current consumption patterns.

A majority of students either do not see the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology or think that these two do not oppose each other, the rest think they are inherently against each other or that these ideologies can find a compromise when carefully applied to each other. A majority of students think that content of their marketing curriculums teaches them marketing theory and prepares them for work in marketing departments in business settings, the rest think it teaches them about newly emerging marketing or are undecided. Majority of student think that more practical applications should be added to the marketing curriculum, second majority think that sustainable/sustainability marketing should be added, the rest would add critical marketing thinking or are undecided. Majority of student respondents did not notice any changes in regard to the global call for sustainability and education for sustainability in their universities, second majority noticed changes in curriculums, the rest think there are projects implemented outside of the scope of the curriculum modification and the rest are undecided. Majority of students reported that the most prevalent marketing approach in the literature of the marketing courses they took was traditional marketing, the rest reported international marketing, digital, sensory, content marketing and brand marketing.

On another note, most marketing students think that the mandatory literature of marketing courses should include sustainability knowledge while the rest think it should not. Another thing is whether sustainability in marketing should be taught with a separate course such as sustainability marketing for instance or sustainability should be the underlying narrative and rationale of everything students learn. On this matter, most students think that there should be a course of sustainability marketing within a programme and the rest thinks that sustainability should be the underlying agenda for everything students learn. Most students reported that during their studies of marketing, they haven’t learned of ecological marketing, green marketing or sustainability marketing while some reported that they learned about ecological marketing, green marketing and sustainability marketing. Majority of students think that the issues of sustainability have not yet been well incorporated into the marketing curriculum because curriculum takes a long time to change, the rest think it is an administrative issue, sustainability is not enough relevant currently in marketing discourse or due to the dominant paradigm
in the world. Consequently, a majority of students think that Sustainability Marketing education would benefit marketing student’s employability in the future, second majority does not think so, the rest agree but think it will only apply in developed countries. Last but not least, all student respondents reported that they are eager to learn about sustainability marketing and assume that students in general would be interested in learning about alternative approaches to marketing.

<table>
<thead>
<tr>
<th>Question N2</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think Marketing has evolved over time?</td>
<td>It hasn't changed</td>
<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Theory has remained the same, applications have changed</td>
<td>5; 11; 6; 10</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Marketing trends have changed</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N3</th>
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<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you describe the marketing content of what is being taught in your programme/course?</td>
<td>Minimal marketing focus</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Courses are very theoretical and not practical</td>
<td>9; 7; 8</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Courses are focused on applications in the real world</td>
<td>11; 6; 10</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N5</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did any topic area of your course touch upon sustainability?</td>
<td>One course</td>
<td>5; 7</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>A few courses</td>
<td>10</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9; 6</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>11; 8</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N6</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think sustainability is relevant to the marketing discipline?</td>
<td>Yes</td>
<td>11; 8; 6; 10</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N7</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think modern day marketing education and its consequences are partially responsible for current consumption patterns?</td>
<td>Yes</td>
<td>9; 12; 8; 6; 10</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>It’s up to the consumer</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N8</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about the</td>
<td>Marketing and sustainability are independent</td>
<td>5; 11</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>
contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's up to the consumer</td>
<td>9; 6</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>These cannot exist together</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>They can coexist</td>
<td>10</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Question N10**

What do you think the content of your marketing curriculum prepares students for?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just teaches us marketing theory</td>
<td>9; 7</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Prepares us for industry</td>
<td>11; 8; 10</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Teaches us new marketing trends</td>
<td>6</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Question N11**

What do you think should be added or removed from marketing curriculum?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add more practical applications</td>
<td>9; 7; 6</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Add sustainable marketing</td>
<td>11; 10</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Add more critical thinking</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Question N12**

How do you think your university responded to the global call for sustainability and education for sustainability?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are incorporating external projects</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>They didn't take any measures</td>
<td>9; 7; 6</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>They are trying to incorporate into the curriculum</td>
<td>11; 10</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>N/A</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Question N13**

What was the most prevalent marketing approach in the literature of the course/courses you took?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Marketing</td>
<td>5; 7; 8</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>International Marketing</td>
<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Digital, Sensory, Content Marketing</td>
<td>6</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Brand Marketing</td>
<td>10</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>11</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Question N14**

Do you think mandatory literature of marketing courses should include sustainability knowledge?

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, should have a separate course</td>
<td>5; 7; 11; 10</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Yes, should be included in more than one course</td>
<td>8; 6</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question N15**

During your studies of marketing, have you studied:

<table>
<thead>
<tr>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, ecological marketing</td>
<td>6</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Yes, green marketing</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>
you heard of ecological marketing, green marketing or sustainability marketing? If so, can you tell me about them?

<table>
<thead>
<tr>
<th>Question N16</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, sustainability marketing</td>
<td>10</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5; 9; 11; 8</td>
<td>4</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N17</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires a paradigm change in society</td>
<td>5</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Sustainability is not relevant to marketing</td>
<td>9</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Curriculum takes a long time to change</td>
<td>7; 11; 8</td>
<td>3</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Administrative difficulties</td>
<td>6</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question N18</th>
<th>Response</th>
<th>Interviewee Code</th>
<th>Number of Occurrences</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5; 8; 6; 10</td>
<td>4</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Yes, but only in developed countries</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>9; 11</td>
<td>2</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

Table 12: Quantified Semi-Structured interview results with marketing students

7 Discussion

The hypothesis deriving from the content analysis of Marketing textbooks, including the case studies presented in them, highlight that sustainability is depicted as gaining a long-term competitive advantage and building a brand reputation rather than taking responsibility for the outcomes of business transactions. Overall, the findings from the content analysis demonstrate that the mandatory literature
of marketing courses of MC-1, MC-3, MC-4 do not follow UNESCO’s (2017) indicative learning objectives for promoting ESD in learning for the SDGs (UN’s guide aiming to support curriculum developers and educators in designing curricula and courses to promote learning for the SDGs.)

More specifically, topics on production and consumption patterns, value chains, use of natural resources (renewables and non-renewables), cradle-to-cradle, circular economy, green growth, degrowth are absent. Furthermore, in half of the textbooks, consumers are positioned as buyers with no mentioning of the impact of individual lifestyle choices on environmental or social development. Even though most courses had a goal of creating value instead of distribution, MC-3 still had a goal of fast market penetration at a low cost, which can be argued to be unethical even in regards to choice of wording. The results of the content analysis also provide evidence that there is a lack of pluralism of marketing approaches in marketing literature.

A similar pattern of results was obtained through the semi-structured interviews with students, with a majority of whom reported that in their programs/courses, no topic area touched upon sustainability. Additionally, half of the respondents from the marketing faculty confirmed that traditional marketing is the prevalent marketing approach of UU’s marketing courses, and that the courses they teach do not explicitly cover the topics of ecological marketing, green marketing or sustainability marketing. A similar situation was reported by students from other Swedish universities. Further, planned comparisons revealed that MC-2 (Principles of Marketing) was the only course which mandatory literature was following on most of the UNESCO’s (2017) indicative learning objectives for promoting ESD in learning for the SDGs. However, it is important to note that on Studentportalen, the recommended compulsory literature for MC-2 is not the latest 17th edition of the textbook, where an entire chapter on sustainability and sustainability marketing was added but the older 13th edition. Hence UU should update MC-2’s web page and list the newest version of the textbook.

Most respondents agreed that individuals, whether a student or professor, can have an influence on the curriculum development of marketing courses in UU; but half of respondents from the marketing faculty revealed that sustainability is mostly touched upon throughout secondary literature. This means that the decision to include sustainability topics/literature in the curriculum relies mostly on the individual research interests and preferences of lecturers, which in turn depends on the available funding for their respective research projects. For instance, one of the respondents said that the research interests of her supervisor are in IT & Digitalization, which would potentially end up in the secondary literature of marketing courses or even the compulsory literature depending on the role of the person in the faculty.

As Cohen et al., (2011) suggests, the question of content selection for the marketing discipline curriculum reveals the ideologies and decision-making priorities in society today. This finding is directly in line with PEP/POP assumptions of the conceptual framework where individual lecturers (PEP) are both operating and influencing the direction of PEP. While most of the respondents agreed that sustainability is relevant to the marketing discipline and that modern-day marketing education and its consequences are partially responsible for current consumption patterns, the results show that sustainability marketing as a concept described in Belz & Peattie (2012) is almost nonexistent in the marketing curriculum of UU. It is difficult to think of any other reason to explain why most students do not see the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology, other than the absence of sustainability in marketing curriculums. All respondents agreed that students are eager to learn about alternative approaches to marketing such as sustainability marketing, which will in turn benefit marketing student’s employability in the future. This illustrates that individuals are open to change, despite the influence of dominant social paradigm (DSP), but lack of sustainability in marketing curriculums can be described as an institutional issue, as Respondent 1 said, “the business department is so institutionally locked. These structures have been here for a long time and will not change”.

Moreover, the results show that the half of UU’s marketing faculty respondents were unaware of how UU responded to the global call for sustainability and education for sustainability. They also were not familiar with the Action Plan for Sustainable Development 2019–2021 programme, even though in 2015, UU has adopted a similar programme where a number of organisational initiatives have
been taken to prioritize university-wide sustainability issues. But even without such policy programmes, the Higher Education Act (1992:1434) requires UU to “promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice” (UU, 2018) about which employees should be aware of, as Respondent 3 said “Marketing faculty personnel lacks awareness and training on these issues as a group”.

Furthermore, while UU’s current Action Plan for Sustainable Development 2019–2021 encourages university researchers to explore new pathways to interdisciplinary and multidisciplinary perspectives that may contribute to sustainable development (Ibid), I personally found it very difficult to approach the Business Studies Department for conducting this research, particularly because the positive response rate of lecturers and professors from the marketing faculty was very low. Only 12% of people contacted agreed for an interview, and there were a number of last-minute cancellations, which I speculate were due to the topic of the research. It is interesting to also observe the conformist views of UU’s marketing personnel, such as “you could never have my boss say that he wants to have a sustainability marketing course”. In fact, Sustainability leadership in higher education settings has been characterized with conformist personnel and the status quo prevalence where lecturers are open to change but do not perceive societal problems and ecological crisis as alerting or overwhelming. Sustainability is expected to be achieved in some way through educational programs, awareness trainings and policy instruments, and slightly less emphasis is on the interdisciplinary curriculum development and collaboration (Hopwood et al., 2005). Below, I present a summary of answers to the research questions based on analysis of primary and secondary data, as well as the literature review.

<table>
<thead>
<tr>
<th>Research Question 1: What is Sustainability Marketing and what are the differences and commonalities with other similar types of marketing practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Marketing is a newly emerging concept aiming at building and maintaining sustainable relationships with customers, the social environment and the natural environment (Belz &amp; Peattie, 2012). More recently, Lunde (2018) defined it more concretely as a “strategic creation, communication, delivery, and exchange of offerings that produce value through consumption behaviors, business practices, and the marketplace, while lowering harm to the environment and ethically and equitably increasing the quality of life and well-being of consumers and global stakeholders, presently and for future generations.”</td>
</tr>
<tr>
<td>The findings from the literature review on differences and commonalities with other similar types of marketing practices such as ecological marketing, green/greener marketing, sustainable marketing revealed that all of these concepts are representing a move towards sustainability marketing from traditional marketing. Green or greener marketing technically mean the same thing, and are used in academic literature interchangeably. Difference in wording has to do with the ideological state in which absolute sustainability is not feasible in current social paradigm.</td>
</tr>
<tr>
<td>Similarly, there is no conceptual difference between sustainable or sustainability marketing; the only difference is that sustainability marketing is more precise in that it deals with sustainable development and not only building sustainable relationships with customers. Ecological marketing looks at a narrow scope of environmental issues such as air pollution, oil spills, etc., meanwhile not looking at a broader spectrum of environmental decline systematically. Further, green marketing expanded the scope of ecological marketing to the loss of biodiversity and social issues such as poverty in low income countries. Finally, Sustainability marketing serves as an umbrella concept that unifies and develops all of these concepts framing them into triple bottom line, aiming at building and maintaining sustainable relationships with customers (it is customer oriented), the social environment and the natural environment.</td>
</tr>
</tbody>
</table>

| Research Question 2: Is sustainability marketing integrated in the curriculum of Marketing courses at Uppsala University? |
The results of the content analysis suggest that the concept of sustainability marketing as defined by (Belz & Peattie, 2012) is mostly nonexistent in the mandatory literature of marketing courses in UU. Moreover, with the prevalence of traditional marketing influenced by DSP, the marketing courses of UU proved to lack pluralism in their marketing approaches. Most courses with an exception of MC-2 (Principles of Marketing) do not follow UNESCO’s (2017) indicative learning objectives for promoting ESD in learning for the SDGs. Furthermore, semi-structured interviews with the marketing faculty personnel and students revealed that sustainability in marketing courses is mainly touched upon through the secondary literature, meaning that the decision to include sustainability topics/literature in the curriculum relies mostly on the individual research interests and preferences of lecturers.

Research Question 3: Which marketing approach is prevalent in the curriculums of marketing courses at Uppsala University as well as other Swedish universities?

The results of content analysis and semi-structured interviews suggest that traditional/mainstream marketing (Kotlerian marketing) is the prevalent approach in marketing courses/programs of UU even if & other higher education institutions in Sweden.

Research Question 4: How do Marketing professors at Uppsala University perceive the potential of sustainability marketing to be incorporated into the academic curriculum in order to change unsustainable behaviors in businesses/society?

It is evident that the marketing professor/lecturer respondents of UU acknowledge that sustainability is relevant to the marketing discipline and admit that issues of sustainability have not yet been well incorporated into the marketing curriculum. However, they do not see a chance for sustainability marketing to be a course in the near future. It is preferred to refocus, adjust or enhance the mainstream marketing towards sustainability. Instead of popularizing and integrating the sustainability marketing approach, they would rather make marketing sustainable through examples, underlying narratives of discussions or secondary literature, but without necessarily redefining marketing. In other words, they envision sustainability to be a theme that comes through all the courses, but not a compulsory topic that would be examined.

Research Question 5: Do marketing students across Sweden experience lack of knowledge on sustainability regarding the content of marketing courses and prevalent marketing ideology?

Yes, students taking marketing courses/programmes in Sweden report to lack knowledge on sustainability marketing and overall sustainability.

8 Conclusion & Future Research

This thesis has shed a light on the relevance of the sustainability marketing discourse in higher education institutions. The rationale for sustainability in marketing was argued on the basis of its relevance to global paradigm and contemporary challenges. The evolution of marketing thought along with the conceptualization and transformation of traditional/mainstream marketing towards sustainability marketing was examined, presenting key differences and commonalities with similar marketing approaches, such as ecological marketing, green marketing, greener marketing, and sustainable marketing.

Furthermore, the institutional setup of the case of UU was found to be problematic when considering its commitments towards sustainable development and the Action Plan for Sustainable Development 2019–2021. The study has found that the concept of sustainability marketing is nonexistent in the mandatory literature and is poorly covered through the secondary literature. Similarly, most of the mandatory literature of marketing courses of UU do not follow UNESCO’s (2017) indicative learning objectives for promoting ESD, and hence do not promote learning for sustainable development. It is speculated that a similar situation is in other Swedish universities, as students reported poor knowledge on the subject. Further, this study found the influence of DSP in the curriculum development.
of marketing courses of UU, which was evident through the content analysis and the portrayals of respondents’ perspectives of the marketing faculty. In addition, the hypothesis deriving from the grounded theory suggested that sustainability is depicted as gaining a long-term competitive advantage and building a reputation, rather than taking responsibility for the outcomes of business transactions. Additionally, wherever sustainability discourse was present in the textbooks it was framed towards weak sustainability. This thesis argues that sustainability marketing is a relevant discourse that requires further interrogation to uncover how it may be incorporated in the marketing curriculum beyond being an external reading in the secondary literature. It has also been confirmed that traditional/mainstream marketing (Kotlerian marketing) is still the prevalent marketing approach in marketing courses/programs of UU and other higher education institutions in Sweden.

Despite the limitations these are valuable findings in light of sustainability marketing discourse. This study opens a 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 perspectives of UU students and investigate the secondary literature of marketing courses of UU. This study has also revealed the importance of developing skills and competence in the area of sustainability marketing. Following from this, the need to consider pedagogical tools in the delivery of sustainability marketing curriculum content would need further examination.

In the context of sustainable development, universities have a particular responsibility and meanwhile UU’s Action Plan for Sustainable Development has an objective to ensure that the sustainability perspective is integrated into its educational programmes and supports teachers in integrating sustainable development in their teaching. I encourage that more emphasis be put on the curriculum transformation, considering that the Action Plan for Sustainable Development is open to continuous re-prioritization. Moreover, I suggest redesigning marketing courses and boost sustainability marketing consciousness within the faculties.

In conclusion, it is evident that Sustainable Development is high on the world agenda due to the fact that humanity is reaching a crisis point. Consequently, this study argues that unsustainable development is partially a consequence of the neo-liberal economic/political structure and a practice that supports neo-liberal economic thinking, which in turn is supported by neo-liberal economic teaching in universities. Hence, marketing education as a sub-discipline of economics and its teachings is crucial for moving towards sustainable development. ESD is needed in particular, since it enables learners to take informed decisions and act responsibly for environmental integrity, economic viability, equity and intergenerational justice. Moreover, societal understanding of marketing dictates what can be taught in marketing education, which consequently circumscribes what can be researched in marketing. The results of this thesis suggest that we still have a long way to go to bring ESD into marketing education, as current mainstream marketing practices (traditional marketing) and its thinking with DSP prevalence maintains, supports and exacerbates the global unsustainable consumption and production patterns.
9 Acknowledgements

I would like to express my profound gratitude to my supervisor, Peter Söderbaum, for his helpful supervision, suggestions and important guidance during the process of writing this master thesis. I also gratefully acknowledge the helpful suggestions and comments provided by my subject reviewer, Frans Lenglet, who went well above and beyond his duties as a subject reviewer. Further, I extend my gratitude to those who willingly participated in the interviews, especially the Marketing faculty personnel of the Business Studies Department of Uppsala University for conveying their knowledge and expertise and providing valuable input around which this thesis is structured.

More importantly, I would like to thank the Swedish Institute for granting me a scholarship through the Visby Programme and making my Master’s studies possible. I would also like to thank the Armenian General Benevolent Union, Swedish Institutes Network for Future Global Leaders, CEMUS, my fellow MSDs and Uppsala University for giving me the opportunity to be part of the Masters Programme in Sustainable Development. Finally, a warm thank you to my parents. Nobody has been more supportive to me in the pursuit of this thesis than my family, whose unconditional love and guidance are with me in whatever I pursue in life. Thank you!
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Appendices

Appendix A: Interview guide with marketing students/graduates

Appendix: Interview guide

This appendix contains the interview guides that were used for conducting the interviews. Some questions were modified during the interviews depending on the course of the conversation. All interviews were conducted in English, via skype or in person.

Hello, I am very pleased to meet you and thank you for participating in my research. In the following interview, there will be around 18 questions for you to reflect on. I would like to inform you that the interview will be recorded. You are free to decide whether to participate anonymously or not. The recorder is used with the purpose of recording the whole interview word by word. As a researcher, I will be the only person to have access to the recording material afterwards. The material collected from our interview will be used only in this study and nowhere else. The audio recording will be deleted after the successful completion of this study. Please note, that you can choose not to answer questions that you feel uncomfortable with and you may interrupt or pause the interview whenever you feel like. If you have any questions or thoughts after the interview you can contact me or my supervisor Peter Söderbaum.

Before the interview, I will explain to you the aim, methods and research questions of this study as well as a general overview of the problem.

1. To start with, I would like to ask about your academic background, which program and which university did you study in and how have you decided to study marketing?

2. How do you think marketing as a discipline has evolved over time, especially the way we teach it?

3. How would you describe the marketing content of what is being taught in your programme/course?

4. What does the term sustainability mean to you?

5. Did any topic area of your programme/course touch upon sustainability?

6. Do you think sustainability is relevant to the marketing discipline?

7. Do you think modern day marketing education and its consequences are partially responsible for current consumption patterns?

8. What do you think about the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology?

9. What do you think has influenced the development of marketing curriculum content in your university?

10. What do you think the content of your marketing curriculum prepares students for?

11. What do you think should be added or removed from marketing curriculum?

12. How do you think your university responded to the global call for sustainability and education for sustainability?
13. What was the most prevalent marketing approach in the literature of the course/courses you took?

14. Do you think mandatory literature of marketing courses should include sustainability knowledge?

15. During your studies of marketing, have you heard of ecological marketing, green marketing or sustainability marketing? If so, can you tell me about them?

16. Why do you think that issues of sustainability have not yet been well incorporated into the marketing curriculum? Do you think it’s an institutional issue, bureaucracy, lack of resources or any other reason?

17. Do you think Sustainability Marketing education would benefit marketing students employability in the future?

18. Would you be eager to learn about sustainability marketing and do you think students in general would be interested in learning about alternative approaches to marketing?
Appendix B: Interview guide with marketing faculty personnel

Appendix: Interview guide

This appendix contains the interview guides that were used for conducting the interviews. Some questions were modified during the interviews depending on the course of the conversation. All interviews were conducted in English, via Skype or in person.

Hello, I am very pleased to meet you and thank you for participating in my research. In the following interview, there will be around 18 questions for you to reflect on. I would like to inform you that the interview will be recorded. You are free to decide whether to participate anonymously or not. The recorder is used with the purpose of recording the whole interview word by word. As a researcher I will be the only person to have access to the recording material afterwards. The material collected from our interview will be used only in this study and nowhere else. The audio recording will be deleted after the successful completion of this thesis. Please note, that you can choose not to answer questions that you feel uncomfortable with and you may interrupt or pause the interview whenever you feel like. If you have any questions or thoughts after the interview you can contact me or my supervisor Peter Söderbaum. Before the Interview I will explain you the aim, methods and research questions of this study as well as a general overview of the problem.

1. To start with, I would like to ask about your professional background and your academic experiences, and how have you come to find yourself as a professor in the marketing discipline?

2. How do you think marketing as a discipline has evolved over time, especially the way we teach it?

3. How would you describe the marketing content of what is being taught at Uppsala University?

4. What does the term sustainability mean to you?

5. Do you think sustainability is relevant to the marketing discipline?

6. Do you think modern day marketing education and its consequences are partially responsible for current consumption patterns?

7. What do you think about the contradictory viewpoints that exist about marketing as a consumption ideology in contrast to sustainability ideology?

8. What do you think has influenced the development of marketing curriculum content in Uppsala University?

9. What do you think the content of your marketing curriculum prepares students for?

10. What do you think should be added or removed from marketing curriculum?

11. How do you think UU responded to the global call for sustainability and education for sustainability?

12. What was the most prevalent marketing approach in the literature of the courses that you teach?

13. Do you think mandatory literature of marketing courses in UU should include sustainability knowledge?
14. Do marketing courses you teach cover the topics of ecological marketing, green marketing or sustainability marketing?

15. Why do you think that issues of sustainability have not yet been well incorporated into the marketing curriculum? Do you think it’s an institutional issue, bureaucracy, lack of resources or any other reason?

16. Do you think Sustainability Marketing education would benefit marketing students employability in the future?

17. Do you think marketing students will be eager to learn about sustainability marketing, are they interested in learning about alternative approaches to marketing?

18. Do you think an individual whether a student or professor can have an influence on curriculum development of marketing courses in UU?
SUBJECT: Request for Interview

Dear X,

I am Shavarsh, a senior Sustainable Development Master’s student at Uppsala University, and currently I am writing my masters thesis in Sustainability Marketing.

I am conducting interviews as part of my research study to increase our understanding of sustainability marketing. My area of concentration is the marketing curriculums at Uppsala University, and I am especially interested in your views regarding curriculum transformation as it relates to sustainability and ways that marketing can contribute to global Sustainable Development. Two participants from each categories of professors, senior lecturers, lecturers, researchers, associated researchers, doctoral students have been chosen for this interview. As a senior marketing professor with an extensive experience in academia, you are in an ideal position to give valuable first-hand information from your own perspective.

The interview takes around 30 minutes and is very informal. It can take place both via Skype or in person. I am simply trying to capture your thoughts and perspectives on being a marketing professor here at Uppsala University. If you wish, your responses to the questions can be kept confidential. Upon request, you can also see my preliminary questions before the interview date, however some questions can be modified and added during the interview depending on the course of our conversation.

Your participation will be a valuable addition to the research and findings could lead to greater understanding of sustainability marketing and education for sustainable development.

If you have any questions please do not hesitate to contact me or my supervisor Peter Söderbaum, or if you already are willing to participate, please suggest a day and time that suits you and I'll do my best to be available. I promise to not take too much of your time. In case if you can’t participate in this interview, please reply as soon as possible so another person within your respective category can be contacted.

Kind Regards,
Shavarsh Gevorgyan

Masters of Science in Sustainable Development, Class of 2019
Department of Earth Sciences, Uppsala University
shavarsh.gevorgyan.6939@stuent.uu.se
Tel: 0762412108
Appendix D: Interview request email for marketing students

SUBJECT: Request for Interview

Dear X,

I am Shavarsh, a senior Sustainable Development Master’s student at Uppsala University, and currently I am writing my masters thesis in Sustainability Marketing. I have found your details from Swedish Institute's database.

Currently, I am conducting interviews as part of my research study to increase our understanding of sustainability marketing. My area of concentration is the marketing curriculums, and I am especially interested in student views regarding curriculum transformation as it relates to sustainability and ways that marketing can contribute to global Sustainable Development.

The interview takes around 30 minutes and is very informal. It can take place both in person or via Skype. I am simply trying to capture your thoughts and perspectives on being a marketing student in Sweden. If you wish, your responses to the questions can be kept confidential. Upon request, you can also see my preliminary questions before the interview date, however some questions can be modified and added during the interview depending on the course of our conversation.

Your participation will be a valuable addition to the research and findings could lead to greater understanding of sustainability marketing and education for sustainable development.

I suggest we have a meeting or a call on Skype. Please feel free to suggest any other date and time that suits you. If you have any questions please do not hesitate to contact me. I promise to not take too much of your time.

Kind Regards,

Shavarsh Gevorgyan

Masters of Science in Sustainable Development, Class of 2019
Department of Earth Sciences, Uppsala University
shavarsh.gevorgyan.6939@stuent.uu.se
Tel: 0762412108