

Sustainability in Marketing

Abstract

This chapter presents a timely case for incorporating sustainability education as a key feature of marketing curricula. Heath and McKechnie in this chapter contextualize marketing education for sustainability within the changing higher education landscape, which has been shaped by increasing demands from international and national stakeholders to develop sustainability literacy amongst students. They share their experiences of embedding sustainability within a new marketing course by focusing predominantly on environmental and green issues, and they discuss pedagogical matters and practices within it. Drawing on a review of literature on marketing and the environment and on examples from practice, they suggest ways to engage students with sustainability issues from the outset and to facilitate their learning. They reflect on challenges of this endeavour and ways to overcome them.

Introduction

Marketing is predicated on creating “value for customers and build[ing] strong customer relationships in order to capture value from customers in return” (Kotler, Armstrong, Harris and Piercy, 2017: p. 5) or as the most recent American Marketing Association (2008) definition states on “creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large”. While such representations endow marketing with an important social and economic function in society, they overlook sustainability concerns, as they rely on prevalent notions of value, which tend to neglect the “intrinsic value” (O’Neill, 1993: p. 8) of the natural world, the notion of value linked to sustainability (see McDonagh and Prothero, 2014), as well as other forms of non-materialistic value such as the value of justice or equity.

Businesses (and marketing in particular) impact on the physical environment through *what they take* (the natural resources they use such as oil and water), *what they make* (the products derived from those resources) and *what they waste* (industrial waste causing pollution and destruction of natural systems) (Hawken, 1993; Fuller, 1999). These effects are considerable and are driven by a “high consumption way of life”, which is “utterly unsustainable” (Assadourian, 2010: p. 186). News stories remind us daily of the severity of problems that threaten sustainability (e.g. global warming, plastics in oceans, poverty and growing income and wealth inequalities). According to a recent study by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), biodiversity continues to decline, endangering the world’s capacity to provide food, water and security to billions of people (Watts, 2018). Beyond the negative implications for humans and their well-being, this is worrying for the sake of the “intrinsic worth” (Pepper, 1997) of nature.

While many companies and consumers have reinvented practices and patterns of producing and consuming more attendant to the environment, the net effect of such effort remains insufficient given the scale of the environmental problems. At the same time, the rhetoric of marketing scholarship, reflected in the hegemony of the normative managerial marketing approach espoused in many marketing textbooks, tends to portray marketing as a benign force (Hackley, 2003, 2009; Brown, 1995), distant from ecological and other adverse effects. This is despite marketing arguably being the primary tool used by businesses to create and maintain consumer cultures (Assadourian, 2010). As a result, sustainability remains largely overlooked within academic conversations about recent trends in the marketing discipline (McDonagh and Prothero, 2014).

To engage meaningfully with sustainability we need, as marketing scholars, to contextualize discussions of the construct within the marketing curriculum and not relegate them to a sub-topic of an introductory or revision lecture in our courses. The aim of this chapter is to share our views on the urgency of making sustainability a fundamental topic of our teaching, as well as our experiences of how we have been embedding sustainability within our teaching. We will cover pedagogy, design and content, as well as challenges, which underscore our efforts. However, before doing so, it is important that we provide some brief context to recent initiatives to develop sustainability within the curriculum at university- and school-level that have impacted our attempts to embed sustainability within marketing education.

Background

The Stockholm Declaration of the United Nations Conference on the Human Environment of

1972 was the first to allude (even if indirectly) to the importance of sustainability in higher education (Wright, 2002). Principle 19 of the Declaration states that “*Education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment*” (United Nations, 1972). Since then, around the world, various national and international bodies have lent support to developing educational resources to incorporate sustainability in order to help to create a more sustainable future by aligning with the United Nations initiative of the Decade of Education for Sustainable Development (DESD) between 2005 and 2014 (UNESCO, 2005). The British Government set out its vision for a more sustainable environmental, social and economic future in its report: *Securing the Future: delivering the UK sustainable development strategy* (HM Government, 2005). This report highlights the key role of compulsory education for young people to raise awareness of sustainable development and provide them with skills to put sustainable development into practice in later life. At the same time, it acknowledges the need to increase ‘sustainability literacy’ elsewhere in colleges, universities and professional development. Next, the Higher Education Funding Council for England (HEFCE) launched a *Sustainable Development in Higher Education* policy document to underpin the Government’s goal of sustainable development within the higher education sector in England (HEFCE, 2005), in which it articulated the following vision: ‘*Within the next 10 years, the higher education sector in this country will be recognised as a major contributor to society’s efforts to achieve sustainability – through the skills and knowledge that its graduates learn and put into practice, and through its own strategies and operations.*’ The accompanying ten-year action plan has undergone regular review, culminating in the recent publication of HEFCE’S policy development and framework for future work in this area (HEFCE, 2014). An examination of the latest vision

statement indicates some minor amendments to broaden the scope by including the role of research, knowledge transfer and community engagement in promoting sustainable development: *‘HEFCE’s vision is that universities and colleges are widely recognised as leaders in society’s efforts to achieve sustainability – through the understanding, skills and attitudes that students gain and put into practice, through research and knowledge exchange, and through community involvement, as well as through their strategies and operations that bring all these together.’* (HEFCE, 2014).

Against this backdrop of higher education responding to the sustainability agenda, our university (the University of Nottingham) was one of seven pilot institutions that participated in the Higher Education Academy’s (HEA) Green Academy programme launched in 2011 to develop and embed sustainable development within the curriculum (HEA, n.d.). Naturally, the Nottingham University Business School’s engagement with this organisational change programme to promote the sustainability agenda at school level has been accompanied by various collaborations with other stakeholders. For example, the School is a Champion School for the United Nations Principles for Responsible Management Education (PRME) in the 2018-2019 cycle, and an active member of a business-led community outreach organisation, Business in the Community. At the same time, the School is subject to monitoring and review by the Quality Assurance Agency for Higher Education (QAA), which is responsible for raising the academic standards and quality of UK higher education. This means that it has to conform to QAA processes for quality assurance and curriculum management, which involves defining and assessing subject-specific learning outcomes for undergraduate and postgraduate degree programmes in terms of key areas of knowledge and understanding (which include the importance of sustainability issues) and skills (i.e. intellectual, professional and transferable ones). Finally, increasingly stringent demands are being placed on the School by three key

international business education accreditation bodies (i.e. EQUIS, AMBA and AACSB) to demonstrate how sustainable (or sustainability) thinking is reflected in curricula, policies and practice. The School's mission, which emphasises a strong commitment to delivering excellence, innovation, impact, responsibility and sustainability, influences its teaching and learning strategy to ensure that these key areas are appropriately embedded into its programmes at undergraduate and postgraduate levels. Let us now consider how we have approached this task in marketing education.

Marketing Education for Sustainability

Raised public awareness of the urgency of environmental issues has been reflected in the growth of programmes and courses in business higher education dealing with sustainability and social responsibility (Moon and Orlitzky, 2011); nevertheless, little is known about how marketing faculty integrate sustainability education into their courses (Nicholls, Hair Jr, Ragland and Schimmel, 2013). How we have approached this task has been influenced by our shared philosophical assumptions that reality is multiple, socially constructed within social, cultural and historical contexts; and that knowledge generation is idiographic, time-bound and context-dependent (Hudson and Ozanne, 1988). These assumptions require us to notice and challenge deeply ingrained beliefs and ways of thinking that constitute the Dominant Social Paradigm of western, industrialised societies (Kilbourne, McDonagh and Prothero, 1997; Kilbourne and Carlson, 2008). These include the prevailing anthropocentric approach, which holds that the existence of the human species is "the central of most important fact in the universe" (Cambridge Dictionary, 2018) and treats non-human species as important only for their instrumental value to humans (O'Neill, 1993), as well as the materialistic view of progress and quality of life (Kilbourne et al., 1997). These ideologies are important for they condition

views about how society relates to nature and colour arguments about environmental issues (Pepper, 1997). It is argued that marketing serves as an engine for this paradigm because marketing relies on the promotion of a consumer-oriented vision of life and happiness (see e.g. Alvesson, 1994; Shankar et al, 2006; Varey, 2010; Heath and Chatzidakis, 2012). Marketing has, therefore, an “inherent drive toward unsustainability” (van Dam and Apeldoorn, 1996: p. 45; see also Kilbourne et al, 1997), which bestows marketing educators with an added responsibility to engage with this topic.

To be meaningful, such an engagement needs to be predicated on a deep understanding of (un)sustainability and a genuine commitment to address the implications this poses to our discipline. A sustainability approach to marketing needs to take the notion of “environment friendliness” as more than a “marketing tool” to sell more “green products” (see van Dam and Apeldoorn, 1996, p. 52). Likewise, we believe that educators in marketing (and other fields) should not reduce the incorporation of sustainability into curricula to a mere requirement to satisfy the demands of external or internal stakeholders; rather, they need to embrace it as a fundamental topic (“*the pressing issue*”, McDonagh and Prothero, 2014: 1200) within their curricula. This should vest the sustainability agenda with a strengthened sense of urgency. In marketing education, in particular, this necessitates a macro approach, which conceives marketing discipline and practice beyond the constrained set of beliefs and ways of thinking within the Dominant Social Paradigm (see Kilbourne and Carlson, 2008; Gordon, Carrigan and Hastings, 2011) that often work against sustainability. Thus, either through developing new programmes and courses that specifically address sustainability matters pertaining the discipline and practice of marketing, or via systematically integrating these concerns in the curricula of existing courses, we seek to challenge an uncritical approach to looking at the discipline (see also Catterall, Maclaran and Stevens, 2002) that tends to remove marketing

systems and practices from their consequences on the planet.

Planning for and Designing Sustainability Education in Marketing

As is normal for higher education programmes and courses, there are policies and procedures in place for curriculum design and management in keeping with the institution's requirements. At our Business School, curriculum design should be relevant to degree title, the School's mission and vision, and faculty teaching and research interests. It is managed under the auspices of the Quality Assurance Agency for Higher Education (QAA) Business and Management Subject Benchmark Statements for undergraduate and postgraduate levels. Thus, since we are embedding sustainability in course content, it was necessary to demonstrate that each course satisfied the appropriate curriculum content items of the QAA subject benchmark statements for Business and Management. This is what happened in a compulsory course in "Consumers and Markets" for first year undergraduate students, which was launched in 2014/15, following the restructuring of the BSc Management degree.

This first-year course is important to signal to students that sustainability is a foundational matter within marketing. Its aim is to develop an understanding of the contexts in which markets develop, and marketing and consumption are practised, in order to enable students to develop a personal and critical perspective prior to studying the technical aspects of marketing management in the second and third years of their degree programme. Thus, for sustainability-oriented learning objectives and outcomes, the course was designed to develop a knowledge and understanding of "*The importance of sustainability issues, including an understanding of the challenges and opportunities arising from the activities of people and organisations on the economic, social and environmental conditions of the future*" and develop key intellectual skills

(e.g. critical thinking), professional practical skills (e.g. self-awareness, openness and sensitivity to diversity issues) and transferable skills (e.g. communication) to enhance the employability of the students. Following the publication of the latest QAA subject benchmark statements in 2015, the course content was reviewed to meet the corresponding updated learning objectives and outcomes (i.e. to develop a knowledge and understanding of “*The need for individuals and organisations to manage responsibly and sustainably and behave ethically in relation to social, cultural, economic and environmental issues*” and develop key intellectual skills (e.g. conceptual and critical thinking), professional practical skills (e.g. self-analysis and awareness/sensitivity to diversity issues) and transferable skills (e.g. emotional intelligence and empathy). Next, we will illustrate how we incorporated the concept of sustainability as an underlying theme in this course.

Pedagogy and teaching methods

We consider ourselves to be facilitators of learning and therefore, in keeping with the features of suitable pedagogy to support education for sustainability (Littledyke and Manolas, 2010), our pedagogical approach is student-centred, concentrates on real-world contexts for critically examining sustainability issues relating to marketing and consumption, and focuses on shared learning experiences and active, constructivist methods to accommodate, extend or challenge common beliefs. On the whole, we have employed the traditional educational methods of large-group lectures and small-group tutorials, which are supported by online material (e.g. news announcements, forum, audio-visual materials etc.) on our virtual learning environment (Moodle). The following account highlights content we cover, as well as practices and learning activities we employ to facilitate students’ learning and critical engagement.

Setting the Context: making the case for sustainability

Although the natural environment is pervasive in public discourse and there are opportunities for environmental education across the National Curriculum for primary and secondary state schools in England (National Association for Environmental Education, 2018), we often find that students come to the classroom with little understanding of sustainability. Thus, to begin a discussion about the relationship between the business (and marketing) field and the planet, it is important to clarify to students the concept of sustainability and the inter-linked nature of the economic, social and environmental considerations that broad understandings of the concept entails (Crane and Matten, 2016). This also serves to appease those less ecologically minded students, who may question the usefulness of sustainable considerations when these can hinder financial results.

While the “win-win-win” discourse that underlines the triple bottom-line principle of ecological, economic and sociocultural sustainability (Elkington, 1998) is very useful to present an attractive case for sustainability, caution is warranted in alerting students to the dangers of a rhetoric which may marginalize concern for ecology and reinforce business-as-usual approaches, thus contributing to un-sustainability (see Milne and Gray, 2013). Therefore, to acquaint marketing students with the sustainability agenda and raise their awareness of the importance of the topic, we find it helpful to provide a brief portrait of problems of the planet with regards to ecology and social issues, such as inequality and poverty; to this effect, we draw on a variety of contemporary evidence from press articles (e.g. *The Guardian*’s Climate Change section), academic articles, environmental reports, and publicly available videos and images with graphic representations of, and impactful content about, the severity of the environmental and social problems we face. Asking students in the classroom to calculate their

carbon footprint using the World Wide Fund for Nature (WWF) environmental footprint calculator (see <http://footprint.wwf.org.uk/>) reinforces the idea that there are limits on the ability of the planet to sustain our consumption levels and facilitates a thoughtful discussion of actions they might take to reduce their impact on the planet. Students can then appreciate that sustainability is a “megatrend” and that materialism and overconsumption encouraged by market systems constitute “one set of barriers to sustainable living” (Scott, Martin and Schouten, 2014: 282).

From then, we can ask students to consider “Why should we care about the good of future generations and non-humans?” (O’Neill, 1993). As well as arousing guilt (and perhaps perplexity) about humans’ impact on the Earth, these considerations are designed to engage students with the moral imperative of respecting the limits of the planet for future generations (O’Neill, 1993; Reid, 1996), a principle put forward earlier in Rawls’ (1971) well-known *Theory of Justice* (see also Heath and Chatzidakis, 2012). We have found that not all students will agree that there is a moral requirement to attend to the needs of future generations, which opens up differing positions to be taken in ensuing lively and reflective debates.

Instructors can then contextualize marketing discourse and practice within the sustainability agenda and probe students to consider whether and how marketing has progressed to “meet the needs of the present without compromising the ability of future generations to meet their own needs” (WCED, 1987). Taking a critical perspective, instructors may wish to problematize the Brundtland Report’s widely accepted definition of sustainable development by challenging the vague notion of needs; for example, the needs of an environmentalist and of a property developer may be opposed (Reid, 1996). They may also draw on critical marketing to discuss claims that “false” needs (e.g. “the tendency to give priority to economic over ecological

goals”) and a misconception of wants as needs are commonly used by marketers to influence demand (Alvesson, 1994: p. 303).

Next, a study of the history of environmental matters in marketing helps students to grasp the challenges and complexity of discussing sustainability within marketing. Such an account is also useful for students to be able to ground environmental discussions of marketing within the temporal and contextual frameworks in which they emerged.

A Brief Historical Review of Marketing’s Relation to Sustainability

Kilbourne and Beckmann (1998), Leonidou and Leonidou (2011), and McDonagh and Prothero (2014) all offer comprehensive reviews, on which we shall draw to provide a brief discussion of the topic. Our account is far from exhaustive, and only purports to highlight streams of thought, ideas and concepts that have marked this field of the discipline.

Following the seminal works of Rachel Carson’s (1962) *Silent Spring*, the Club of Rome’s report *The Limits to Growth* (Meadows, Meadows, Randers and Behrens III, 1972), and the concomitant growing awareness of worsening natural-environmental problems and the human (and corporate) responsibility therefor, several marketing scholars took an interest on the environmental agenda (Peattie, 2001; Kilbourne and Beckmann, 1998; Belz and Peattie, 2009). The growing environmental regulations and stakeholders’ pollution concerns also contributed to this interest (Leonidou and Leonidou, 2011). Thus, in the seventies, a first stream of studies (as identified by Kilbourne and Beckmann, 1998), attempted to identify (and measure) who *socially conscious* (Anderson and Cunningham, 1972; Webster, 1975), *ecologically concerned* (Kinnear, Taylor and Ahmed, 1974), or *environmentally concerned* consumers were (Murphy,

Kangun and Locander, 1978). Although the need for this understanding was often justified with reference to its managerial relevance (e.g. Anderson and Cunningham, 1972), intrinsic ecological concerns for the impact of rising consumption on the planet were already put forward by Fisk (1973), who proposed a set of criteria for a theory of *responsible consumption*. Some of these studies were quite narrowly focused (Peattie, 2001) on consumers' attitudes and/or behaviour in relation to specific products, such as gasoline (Kassarjian, 1971) or detergents (Henion, 1972; Kinnear and Taylor, 1973). In the eighties, literature in the field turned towards energy conservation and efficiency (e.g. Allen, 1982; Anderson and Claxton, 1982) and attitudes towards environmental regulations, which marked the second stream of research (Kilbourne and Beckmann, 1998). A few studies further looked at how some consumers were choosing to embrace a lifestyle of voluntary simplicity, characterized by ecological awareness, and efforts to reduce personal levels of consumption (Leonard-Barton, 1981; Cowles and Crosby, 1986). At the same time, efforts proceeded to understand the unclear relationship between environmental attitudes and behaviour (e.g. Balderjahn, 1988).

During the eighties and nineties, amidst media attention to several environmental disasters and growing problems, public concern about the environment rose (Peattie, 2001; Belz and Peattie, 2009). As companies discovered that "green" sells, environment friendliness became a competitive factor (Belz and Peattie, 2009) or a marketing tool (van Dam and Apeldoorn, 1996). Accordingly, the late eighties and nineties saw the proliferation of "green marketing" initiatives (Ennew and McKechnie, 1992; Ottman, 1993), whereby businesses attempted to produce and market "greener" products to attract those consumers who were concerned about the environment and willing to pay a premium for the sake of it (see Kilbourne, 1998; Peattie, 1999; Belz and Peattie, 2009).

Green marketing would be later described as “activities which attempt to reduce the negative social and environmental impact of existing products and production systems, and which promote less damaging products and services” (Peattie, 2001: p. 129). Unsurprisingly, there was a continued interest in the environment within academic marketing studies, many of which sought to characterize environmentally concerned consumers (e.g. Brown and Wahlers, 1998) and examine the relationship between environmental attitudes and behavioural intentions or behaviour (e.g. Schwepker and Cornwell, 1991). Efforts were concomitantly dedicated to informing the development of marketing strategies (e.g. Menon and Menon, 1997; Brown and Wahlers, 1998), including advertising decisions (e.g. Davis, 1994; Obermiller, 1995) attendant upon the environmental agenda.

In spite of the apparent enthusiasm with which businesses embraced the green agenda, their strategies involved, to a great extent, only superficial changes or changes which fell short of the magnitude of transformation required for addressing the needs of the planet (Kilbourne, 2010). Green marketing activities were “primarily managerial strategies to increase sales and only secondarily green” (Kilbourne, 1998, p. 642). That represented, as Van Dam and Apeldoorn (1996: p. 51) articulated, a “micro solution to a macro problem”, which fell short of what a truly green approach to marketing necessitated (Kilbourne, 1998; van Dam and Apeldoorn, 1996). To make matters worse, green marketing was somehow decried amidst the realisation that some companies were merely engaging in “green washing” or “green selling”, simply adjusting promotional campaigns or PR efforts, but otherwise behaving *as usual* (Peattie and Crane, 2005; Peattie, 1999; Gordon et al., 2011). The MTV 2008 Switch campaign was a global youth-focused campaign to promote environmentally-friendly lifestyle choices. Playing ‘The Green Song’ from this campaign (YouTube, 2018) can vividly illustrate to students the concept of green washing and open up discussion in the classroom.

From around the mid-nineties on, a new stream of studies emerged, which recognised the limitations of a managerial, green agenda and pushed for the inclusion of macromarketing considerations (Kilbourne et al., 1997; Kilbourne and Beckmann, 1998; Peattie, 1999). This research stream also offered a greater critical outlook of marketing *vis a vis* sustainability than mainstream studies did hitherto, which challenged marketing's assumptions and its effects on the environment and framed the environmental problem and marketing's discussions therein within the cultural context of western-developed societies (van Dam and Apeldoorn, 1996; Kilbourne et al, 1997; Kilbourne and Beckmann, 1998). This evolution is supported by developments in the area of critical marketing, which question marketing's role in fostering a consumer-oriented vision of life (e.g. Alvesson, 1994; see also McDonagh and Prothero, 2014). Since then, many studies have devoted attention to explain the Dominant Social Paradigm of western, industrialised societies and the ways in which the values and beliefs embedded therein (e.g. limitless economic growth, the association of happiness with consumption, a belief that technology will find solutions to the environmental problems, anthropocentrism) affect our attitudes and behaviour in ways that are damaging to sustainability (e.g. Kilbourne et al., 1997; Kilbourne, 1998; Kilbourne and Carlson, 2009; Varey, 2010; Heath and Chatzidakis, 2012; McDonagh and Prothero, 2014).

Such broader reflections paved the road for ecologically minded scholars to question current levels of consumption (e.g. Kilbourne et al, 1997; Buchholz, 1998) and call for limits to growth (e.g. Varey, 2010). As Kilbourne and Carlson (2008) noted, "green products and green consumers are first and foremost products and consumers. While green products are slightly less resource intensive, they still require resources. If consumers consume more of them, no net gain is realized" (p. 107). These concerns are accompanied by a shift in some scholars'

discourses from green marketing (which has often too managerialist a focus) to sustainable marketing (which evinces broader and future-oriented concerns). A truly sustainable approach to marketing is an appeal, amongst others, to “accept the limitations of marketing philosophy”, “value continuity over profit”, accept the need for regulations to the market system and move beyond replacing products to rethinking levels of consumption (Van Dam and Apeldoorn, 1996: p. 53; Belz and Peattie, 2009).

However, despite many business attempts, the overall outlook on sustainability did not improve; in the nineties, the degree to which businesses “moved closer to real sustainability” was deemed “minimal” (Peattie, 1999: p. 131), and more recent assessments remain, sadly, far from optimistic. The observations that “overall consumption growth has offset most incremental eco-efficiency improvements” (Peattie and Peattie, 2009: 262) and that “[t]he past 20 years of debate and business initiatives linked to marketing and the environment have clearly failed to deliver significant change or substantive progress towards sustainability” (Peattie and Peattie, 2009: 262) shed a grim light on our planet’s prospects and the effectiveness of the overall green/sustainable initiatives. As a consequence, in the last decade, and amid growing sustainable concerns, including those of climate change, loss of biodiversity, and world inequalities (Wilkinson and Pickett, 2009; Belz and Peattie, 2009; Watts, 2018), and a loss of trust in marketing (e.g. Sheth and Sisodia, 2005), we have observed a growing number of marketing scholars advocating radical, substantive, or dramatic changes (e.g. Varey, 2010; Kilbourne, 2010; Scott et al. 2014) in our ways of thinking about, and engaging with, marketing and consumption.

This historical account, supported with debates and discussions of relevant case studies (e.g. “Unilever – a prototype for tomorrow’s company” in Kotler et al, 2017: p. 618-620) and other

examples of business practices and principles (M&S's "Plan A", Lush's "Our Green Policy", The Body Shop's "Enrich Not Exploit Commitment") should highlight to students the plurality of "sustainability" discourses that have populated the marketing discipline and practice since at least the seventies. It also challenges them to appreciate both the complexity of, and urgency for, marketing engaging creatively and meaningfully with the sustainability agenda.

Defining Sustainable Marketing

To reflect changes in the discipline and practice of marketing in face of the ecological imperative, several conceptualizations of what a sustainable marketing orientation entails have been produced. Discussing with students some of these definitions helps to highlight the strong managerial focus that understanding of the phenomenon tends to maintain (see also McDonagh and Prothero, 2014), which may lessen the perceived urgency of the environmental and social matters at stake. Thus, for example, Fuller (1999) defines sustainable marketing as: "the process of planning, implementing, and controlling the development, pricing, promotion, and distribution of products in a manner that satisfies the following three criteria: (1) customer needs are met, (2) organizational goals are attained, and (3) the process is compatible with ecosystems." (p. 4). Fuller (1999) argues that this definition is a "logical extension of contemporary marketing's managerial orientation, not a radical departure from it" (p. 4); it treats sustainability as merely an additional variable to consider to the marketing practice. Martin and Schouten (2014) draw on the AMA's (2008) most recent definition of marketing to articulate sustainable marketing as marketing that does not damage, and may even improve human and environmental conditions: "the process of creating, communicating and delivering value to customers in such a way that both natural and human capital are preserved or enhanced throughout" (p.18). A similar understanding that marketing can preserve or enhance the planet

for the future is popular in marketing textbooks, such as Kotler et al.'s (2017), who model their definition of sustainable marketing on the WCED's (1987) definition of sustainable development: "Socially and Environmentally Responsible Marketing that meets the present needs of consumers and businesses, while also preserving or enhancing the ability of future generations to meet their needs" (p. 593). This kind of rhetoric, however, risks downplaying the urgency of sustainability by suggesting that marketing is about enhancing consumers' lives, including those of future generations. Perhaps, the broadest and most sustainability-oriented understanding of marketing, which they term sustainability marketing, is found in Belz and Peattie (2009: 18): "it delivers solutions to our needs that are:

- Ecologically oriented, taking account of the ecological limits of the planet and seeking to satisfy our needs without compromising the health of ecosystems and their ability to continue to deliver ecosystem services.
- Viable, from technical feasibility and economic competitiveness perspectives.
- Ethical, in promoting greater social justice and equity, or at the very least in terms of avoiding making any existing patterns of injustice worse.
- Relationship-based, which move away from viewing marketing in terms of economic exchange towards viewing it as the management of relationships between businesses and their customers and key stakeholders".

While comprehensive, this conceptualization may be seen as too long to be practically used, which could limit its adoption. However, in their book, Belz and Peattie (2009) do offer a shorter articulation of the concept that retains its broad focus.

Embedding Sustainability throughout the Marketing Curriculum

Along with having dedicated sessions to address sustainability in marketing, we integrate the topic throughout the different parts of curriculum. Thus, for example, we derive implications for sustainability when we analyse the various elements of the marketing environment (e.g. How does sustainability and the natural environment impact on the technological environment?; How may sustainability-related concerns such as employers' working conditions or respect for the natural environment affect suppliers' choices?), as well as when discussing reasons and strategies for new product development. In particular, we look at meanings of consumption and brands, consumer culture and consumers' behaviour through the lens of sustainability, exposing how consumption-oriented lifestyles significantly impact the planet. We explain to students that the responsibility for fostering sustainable development does not lie entirely on the business side; individual consumers have an equally important role therein (Heath and Chatzidakis, 2012; Gordon et al., 2011), as widely recognized in marketing literature (e.g. Connolly and Prothero, 2003); we also discuss how more environmentally-oriented, or "mindful" ways of consumption (Sheth, Sethia and Srinivas, 2011), "collaborative consumption" and "sharing" (Belk, 2014) and "anti-consumption" practices (e.g. Cherrier, Black and Lee, 2011) can help to move sustainability forward. Monbiot's (2012) insightful opinion article "The Gift of Death" highlights the impact and futility of excessive consumption in the industrialized world and should facilitate an interesting conversation in the classroom about the impacts for sustainability of excessive consumption; "Bake them a cake, write them a poem, give them a kiss, tell them a joke, but for god's sake stop trashing the planet to tell someone you care. All it shows is that you don't." (Monbiot, 2012).

In addition, sustainability matters can be usefully entrenched in discussions of the marketing-mix, so that students appreciate that companies' operational choices can (and should) be attendant to society and the environment. As Kotler (2011) outlines in a short article celebrating

the 75th anniversary of the Journal of Marketing, these considerations may focus on issues in relation to each of the four P's such as: production and packaging of items in ways (and using materials) that are more sustainable and reduce waste (product); pricing options that reflect products' environmental friendliness (price); channel organization decisions attendant to the social and environmental impact of a company's production and distribution facilities (place); decisions about where and how to communicate companies' offerings so as to minimize their environmental impact (e.g. reducing promotional print campaigns in favour of digital campaigns) and promote the company's commitment to sustainability (promotion) (see also Fuller, 1999). A more comprehensive discussion of what the "greening" of the marketing mix may involve is provided by Simintiras, Schlegelmilch, and Diamantopoulos (1997), whilst the effects of such green marketing practices on companies' performances are addressed by Leonidou, Katsikeas and Morgan (2013).

Finally, throughout the different sections and subjects covered, we always endeavour to share with students examples of companies' and brands' (e.g. Fair Trade, Ben & Jerry's) best practices in sustainability to inspire them in their future careers. We show them that while many companies have been successfully reinventing their marketing mixes to respond to these growing environmental concerns (Leonidou et al, 2013), a few have been especially ingenious (e.g. IKEA's plans for using the Ecovative's mushroom-based packaging, Borhuaer, 2017) in joining critical voices that advocate limits for consumption and waste. That is the case of Patagonia's well reported 2011 campaign "Don't buy this jacket"; this campaign raised consumers' awareness of the environmental impacts of the clothing industry (and specifically of producing and transporting a particular jacket), whilst garnering considerable publicity for the company. Intercalating discussion with these and other examples (e.g. advertising campaigns by environmental pressure groups, such as Greenpeace and WWF), can be inspiring

for students to derive implications for sustainable development.

Pedagogical Challenges and Assessment

Increasing student diversity (including cultural diversity) poses an important challenge to instructors. Students vary not only in terms of their socio-cultural background but also their academic background. For example, some may have already studied business-related subjects in compulsory education, while others may not; and some may already be oriented towards adopting a deep approach to learning, while others lean towards a surface approach. From the outset, we recognise that not every student will be equally interested in learning (or be prepared to learn) about sustainability issues and developing a personal and critical perspective of marketing. We also acknowledge that a growing number of our students come from emerging economies where sustainability issues are not necessarily of a major concern. Nevertheless, we try to encourage our students to engage with such issues through the various classroom interventions we have described above.

Another challenge is the impact of cohort size on the design and planning of students' learning activities. We have found that the increasing size of the cohort (from just under 300 students in 2014/15 to more than 400 students in 2017/18) limits the opportunities for our preferred learning activities (e.g. small group discussions, debates, students' presentation of essays) and assessment methods that would benefit the sustainability-related topics we cover. Notwithstanding this problem, we try to engage students in the classroom via frequently inviting their participation in class discussions and activities over a period of 11 weeks and use two sessions of small-group tutorials (groups of about 20 students) to explore selected areas covered in the large-group lectures in more detail. Throughout the course we encourage

students to adopt a deep approach to their learning and routinely give formative feedback in the classroom to support learning. For pragmatic reasons, we have opted for summative assessment by one 1.5 hour examination, which takes the form of a choice of two essay questions out of five. We provide practice exam questions on our virtual learning environment.

A third challenge is that there are still only a relatively small number of textbooks and little other pedagogical material dedicated to sustainability and marketing for educators wishing to engage students with these conversations. This is especially the case for those of us who wish to address these matters in macro and critical ways throughout the whole marketing curriculum. We find that combining pedagogical material from mainstream marketing textbooks (e.g. Kotler et al., 2017), readings from specialized books on sustainability and marketing (e.g. Belz and Peattie, 2009) and selected journal articles can help to overcome such deficiency in balanced and useful ways.

Thus far, our efforts seem to have been recognised in students' evaluation of teaching and the course, as well as in their own performance, which have been very encouraging. Overall, students have been able to articulate social and ecological concerns in their interventions in the classroom (especially in tutorial sessions), with some being especially keen to learn more about these matters in the context of marketing. Some have also formally (and informally) commented on how they enjoyed this course and the teaching approaches employed. Results of students' examination performance have also been positive and in line with the results obtained in other courses in their degree. Equally, the module seems to help students as they progress in their studies. For example, by the time many of students from the first cohort had taken an elective course in 'Consumer Behaviour' in their final year in 2016/17, one of the authors observed a more informed and deeper level of student engagement with sustainable

consumption issues.

Final Thoughts

We believe that the social, environmental and economic problems we face globally and the perils they represent for the sustainability of the planet (both for humans and other species) require us, as educators in higher education (and especially in marketing), to treat sustainability as an integral part of our curriculum. This urges us to move beyond superficial discussions of the topic and contextualize sustainability within the historical and ideological framework (Pepper, 1997) that underscores social assumptions about market and marketing. Our ability to convince students of the urgency of sustainability lies largely in the “power of stories” we tell and the ways in which they fit students’ prior beliefs (see Fisher, 1989; Heath and Heath, 2016: 812). Students may fail, at first, to appreciate both the intrinsic importance, and the business implications, of the sustainability agenda. They may view these concerns as overly pessimistic (in our experience, students sometimes do express such views). Up-to-date information and evidence from multiple sources, and real-life case-studies and examples from practice and the press, guided by reflective discussion of relevant scholarly work, help to build the case for sustainable development.

We note that our scholarly efforts are somewhat thwarted by the limited and mostly managerially-oriented work published in mainstream marketing journals, which gives the impression that sustainability is still mostly taken as a micro and managerial issue, and of a relatively minor importance (McDonagh and Prothero, 2014). This problem is evinced in, and exacerbated by, a substantial proportion of the journals that have engaged with the sustainability agenda in marketing still only being rated two stars in the Chartered ABS’s most

recent Academic Journal Guide 2018 (e.g. *Journal of Macromarketing*, *Journal of Marketing Management*, *International Journal of Consumer Studies*, *Consumers, Markets and Culture*, *Journal of Consumer Policy*). Such ratings and their impact on scholars' opportunities for progression may discourage many of us from researching sustainability, which, together with a preference for research-based teaching in many institutions, make it less likely that this subject will feature centrally in curricula.

Education is a core site in which “inroads into environmental value formation can be made” (O’Brien, 1995: p. 168). Changing ingrained ways of thinking, however, necessitates consistent messages and integrated efforts at institutional, personal, business, political and economic levels (see O’Brien, 1995). As Gordon et al (2011) remind us, the need for dramatic action on climate change and other sustainable-related issues is still a live political issue about which people need to be convinced. Many, including crucially the current President of the United States, are hostile to the idea that there is a climate-change problem at all, while others, as discussed by Monbiot (2018), are overly eager to adopt the most optimistic possible prediction in environmental matters.

Marketing is the means by which organisations enable and shape consumption of goods and services. This means that it will inevitably play a central role in the task of trying to establish sustainable practices for production and consumption, if not as a tool for good then as an obstacle to be overcome. Thus, it is vitally important that our students, as future marketers or campaigners for sustainability, are exposed to a broad and contextualized view of marketing, which is attendant to its effects. For these reasons, shunting sustainability to the margins of marketing curricula should no longer be an option.

References

- Allen, Chris T. (1982) Self-perception based strategies for stimulating energy conservation. *Journal of Consumer Research*, 8(4), 381-390.
- Alvesson, Mats (1994) Critical Theory and Consumer Marketing. *Scandinavian Journal Management*, 10(3), 291-313.
- Anderson, C. Dennis and John D. Claxton (1982) Barriers to consumer choice of energy efficient products. *Journal of Consumer Research*, 9(2), 163-170.
- AMA (2008) Press Release: The American Marketing Association Releases New Definition for Marketing. <https://archive.ama.org/archive/AboutAMA/Documents/American%20Marketing%20Association%20Releases%20New%20Definition%20for%20Marketing.pdf>, accessed February 1, 2018.
- Anderson, W. Thomas, & Willian H. Cunningham (1972) The Socially Conscious Consumer. *Journal of Marketing*, 36(3), 23-31.
- Assadourian, Erik (2010) Transforming cultures: from consumerism to sustainability. *Journal of Macromarketing*, 30(2), 186-191.
- Balderjahn, Ingo (1988) Personality variables and environmental attitudes as predictors of ecologically responsible consumption patterns. *Journal of Business Research*, 17(1), 51-56.
- Belk, Russell (2014) You are what you can access: Sharing and collaborative consumption online. *Journal of Business Research*, 67(8), 1595-1600.
- Belz, Frank-Martin, & Ken Peattie (2009) *Sustainability marketing: A global perspective*. Chichester: Wiley.
- Borhuaer, Scott (2017) IKEA unveils its Plans for Mushroom-Based Packaging, <https://minipakr.com/2017/02/22/ikea-unveils-its-plans-for-mushroom-based-packaging/> ,

- accessed March 16, 2018.
- Brown, S. (1995) Postmodern Marketing. London: ITPB.
- Brown, J. D., & Russell G. Wahlers (1998) The Environmentally Concerned Consumer: An Exploratory Study. *Journal of Marketing*, 6(2), 39-47.
- Buchholz, Rogene A. (1998) The ethics of consumption activities: a future paradigm?. *Journal of Business Ethics*, 17(8), 871-882.
- Cambridge University Press (2018) Cambridge online dictionary, Cambridge Dictionary online. <https://dictionary.cambridge.org/dictionary/english/anthropocentric>, accessed March 15, 2018.
- Carson, Rachel (1962). *Silent Spring*, Boston: Houghton Mifflin Company,
- Catterall, Miriam, Maclaran, Pauline, & Lorna Stevens (2002) Critical Reflection in the Marketing Curriculum. *Journal of Marketing Education*, 24(3), 184-192.
- Cherrier, H., Black, I. R., & M. Lee (2011) Intentional non-consumption for sustainability: consumer resistance and/or anti-consumption?. *European Journal of Marketing*, 45(11/12), 1757-1767.
- Connolly, John, & Andrea Prothero (2003) Sustainable consumption: consumption, consumers and the commodity discourse. *Consumption, Markets and Culture*, 6(4), 275-291.
- Cowles, D., & L. A. Crosby (1986) Measure Validation in Consumer Research: A Confirmatory Factor Analysis of the Voluntary Simplicity Lifestyle Scale. *Advances in Consumer Research*, 13, 392-397.
- Crane, Andrew, & Dirk Matten (2016) *Business Ethics*. Oxford: Oxford University Press, 4th edition.
- Davis, J. J. (1994) Consumer response to corporate environmental advertising. *Journal of Consumer Marketing*, 11(2), 25-37.
- Elkington, John (1998) Partnerships from cannibals with forks: The triple bottom line of 21st-

- century business. *Environmental Quality Management*, 8(1), 37-51.
- Ennew, Christine, & Sally McKechnie (1992) Green marketing: can the banks respond?. *International Journal of Bank Marketing*, 10(7), 8-9.
- Fisher, Walter R. (1982) *Human Communication as Narration: Towards a Philosophy of reason, value and action*. Columbia, NY: University of South Caroline Press.
- Fisk, George (1973). Criteria for a Theory of Responsible Consumption. *Journal of Marketing*, 37(2), 24-31.
- Fuller, Donald A. (1999) *Sustainable Marketing: Managerial-Ecological Issues*. Thousand Oaks. California: SAGE Publications, Inc.
- Gordon, Ross, Carrigan, Marylyn, & Gerard Hastings (2011) A Framework for Sustainable Marketing. *Marketing Theory*, 11(2), 143-163.
- Hackley, C., 2009. Marketing: A critical introduction. London: Sage.
- Hackley, Chris (2003) 'We Are All Customers Now...' Rhetorical Strategy and Ideological Control in Marketing Management Texts. *Journal of Management Strategy*, 40(5), 1325-1352.
- Hawken, Paul (1993) *The Ecology of Commerce: A Declaration of Sustainability*. New York: HarperCollins.
- HEA (n.d.) "Education for sustainable development in higher education", available at: Education for sustainable development in higher education accessed 16 03 18.
- Heath, Teresa, & Andreas Chatzidakis (2012) 'Blame it on marketing': consumers' views on unsustainable consumption. *International Journal of Consumer Studies*, 36(6), 656-667.
- Heath, Teresa, & Matthew Heath (2016) 'Once upon a time there was a consumer...': stories of magic and the magic of stories. *Journal of Marketing Management*, 32(9-10), 811-826.
- Henion, Karl E. (1972) The Effect of Ecologically Relevant Information on Detergent Sales. *Journal of Marketing Research*, 9(1), 10-14.

HM Government (2005) Securing the future: delivering UK sustainable development strategy. TSO (The Stationery Office).

HEFCE (2005). Sustainable development in higher education. Available at: http://webarchive.nationalarchives.gov.uk/20100303151747/http://www.hefce.ac.uk/pubs/hefce/2005/05_28/, accessed 16th March 2018.

HEFCE (2014). Sustainable development in higher education: HEFCE's role to date and a framework for its future actions. Available at: http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201430/HEFCE2014_30.pdf, accessed 16th March 2018

Hudson, Laurel Anderson, & Julie L. Ozanne (1988) Alternative Ways of Seeking Knowledge in Consumer Research. *Journal of Consumer Research*, 14(4), 508-521.

Kassarjian, Harold H. (1971) Incorporating ecology into marketing strategy: the case of air pollution. *The Journal of Marketing*, 35(3), 61-65.

Kilbourne, William E., & Les Carlson (2008) The Dominant Social Paradigm, Consumption and Environmental Attitudes: Can Macromarketing Education Help?. *Journal of Macromarketing*, 28(2), 106-121.

Kilbourne, William E. (1998) Green Marketing: A Theoretical Perspective. *Journal of Marketing Management*, 14(6), 641-655.

Kilbourne, William E. (2010) Facing the challenge of sustainability in a changing world: An introduction to the special issue. *Journal of Macromarketing*, 30(2), 109-111.

Kilbourne, William E., & Suzanne C. Beckmann (1998) Review and Critical Assessment of Research on Marketing and the Environment. *Journal of Marketing Management*, 14(6), 513-532.

Kilbourne, William E., McDonagh, Pierre, & Andrea Prothero (1997) Sustainable consumption and the quality of life: a macromarketing challenge to the dominant social paradigm.

- Journal of Macromarketing*, 17(1), 4-24.
- Kinnear, Thomas C., & James R. Taylor (1973) The effect of ecological concern on brand perceptions. *Journal of Marketing Research*, 10(2), 191-197.
- Kinnear, Thomas C., Taylor, James R., & Sadrudin A. Ahmed (1974) Ecologically Concerned Consumers: Who are They? *Journal of Marketing*, 38(2): 20-24.
- Kotler, Philip (2011) Reinventing Marketing to Manage the Environmental Imperative. *Journal of Marketing*, 75(4), 132-135.
- Kotler, Philip, Armstrong, Gary, Harris, Lloyd C., & Nigel Piercy (2017) *Principles of Marketing*. Harlow: Pearson Education Limited, 7th European edition.
- Leonard-Barton, Dorothy (1981) Voluntary Simplicity Scale and Energy Conservation. *Journal of Consumer Research*, 8 (December), 243-252.
- Leonidou, Constantinos N., & Leonidas C. Leonidou (2011) Research into environmental marketing/management: a bibliographic analysis. *European Journal of Marketing*, 45(1/2), 68-103.
- Leonidou, Constantinos N., Katsikeas, Constantine S., & Neil A. Morgan (2013) “Greening” the marketing mix: do firms do it and does it pay off?. *Journal of the Academy of Marketing Science*, 41(2), 151-170.
- Littledyke, M., and E. Manolas (2010) Ideology, Epistemology and Pedagogy: Barriers and Drivers to Education for Sustainability in Science Education. *Journal of Baltic Science Education*, 9(4), 285-301.
- Martin, D. and Schouten, J. (2014) Sustainable Marketing, Pearson, Harlow.
- McDonagh, Pierre, & Andrea Prothero (2014) Sustainability marketing research: Past, present and future. *Journal of Marketing Management*, 30(11-12), 1186-1219.
- Meadows, Donella H., Meadows, Dennis L., Rangers Jørgen, & William W. Behrens III (1972) The Limits to Growth. Washington: Potomac Associates.

- Menon, Ajay, & Anil Menon (1997) Enviropreneurial marketing strategy: the emergence of corporate environmentalism as market strategy. *The Journal of Marketing*, 61(1), 51-67.
- Milne, M.J. and Gray, R. (2013) W(h)ither ecology? The triple bottom line, the global reporting initiative, and corporate sustainability reporting. *Journal of Business Ethics*, 118(1), 13-29.
- Monbiot, George (2012) *The Gift of Death*. The Guardian, <http://www.monbiot.com/2012/12/10/the-gift-of-death/>, accessed December 11 2017.
- Monbiot, George (2018) *You Can Deny the Environmental Calamity – until you check the facts*. The Guardian, <https://www.theguardian.com/commentisfree/2018/mar/07/environmental-calamity-facts-steven-pinker>, accessed March 23 2018.
- Moon, Jeremy, & Mark Orlitzky (2011) Corporate social responsibility and sustainability education: a trans-Atlantic comparison. *Journal of Management & Organization*, 17(5), 583-603.
- MTV Switch 2008: The Green Song (accessed 22 March 2018)
- Murphy, Patrick E., Kangun, Norman, & William B. Locander (1978) Environmentally Concerned Consumers – Racial Variations. *Journal of Marketing*, 42(4), 61-66.
- Nicholls, J., Hair Jr, J.F., Ragland, C.B., & Schimmel, K.E. (2013) Ethics, corporate social responsibility, and sustainability education in AACSB undergraduate and graduate marketing curricula: A benchmark study. *Journal of Marketing Education*, 35(2), 129-140.
- National Association for Environmental Education (NAEE), UK National Association for Environmental Education: *Supporting education for sustainable development* <http://naee.org.uk/curriculum-resources/> (accessed 22 03 18)
- O' Brien, Martin (1995) Changing Environmental Values – Introduction. In Guerrier, Y.; Alexander, N.; Chase, J. and O'Brien, M. (Eds.) *Values and the Environment*, West Sussex: John Wiley & Sons Ltd., pp. 167-170.

- O'Neill, John (1993) *Ecology, Policy and Politics: Human Well-Being and the Natural World*. London and New York: Routledge.
- Obermiller, Carl (1995) The baby is sick/the baby is well: A test of environmental communication appeals. *Journal of Advertising*, 24(2), 55-70.
- Ottman, Jacquelyn (1993). *Challenges and Opportunities for the New Marketing Age*. Lincolnwood, IL: NTC Business Books.
- Peattie, Ken, & Sue Peattie (2009) Social marketing: A pathway to consumption reduction. *Journal of Business Research*, 62(2), 260-268.
- Peattie, Ken (1999) Trapping versus Substance in the Greening of Marketing Planning. *Journal of Strategic Marketing*, 7(2), 141-148.
- Peattie, Ken (2001) Towards Sustainability: the Third Age of Green Marketing, *The Marketing Review*, 2, 129-146.
- Peattie, Ken, & Andrew Crane (2005) Green marketing: legend, myth, farce or prophesy?. *Qualitative market research: an international journal*, 8(4), 357-370.
- Pepper, David (1997) *Modern Environmentalism - An Introduction*. London: Routledge.
- Rawls, John (1971) *A Theory of Justice*, Cambridge: the Belknap Press of Harvard University Press.
- Reid, David (1996) *Sustainable Development – An Introductory Guide*, London: Earthscan.
- Schwepker, C.H., & T. B. Cornwell (1991) An Examination of Ecologically Concerned Consumers and Their Intention to Purchase Ecologically Packaged Products. *Journal of Public Policy & Marketing*, 10(2), 77-101.
- Scott, Kristin, Martin, Diane M., & John W. Schouten (2014) Marketing and the New Materialism. *Journal of Macromarketing*, 34(3), 282-290.
- Shankar, Avi, Whittaker, Julie, & James A. Fitchett (2006) Heaven knows I'm miserable now. *Marketing Theory*, 6(4), 485-505.

- Sheth, Jagdish N., & Sisodia, Rajendra S. (2005) *Does Marketing Need Reform?*, *Journal of Marketing*, 69(4), 10-12.
- Sheth, Jagdish N., Sethia, Nirmal K., & Shanti Srinivas (2011) Mindful consumption: a customer-centric approach to sustainability. *Journal of the Academy of Marketing Science*, 39(1), 21-39.
- Simintiras, A. C.; Schlegelmilch, B. B., & A. Diamantopolous (1997) 'Greening' the Marketing Mix: a Review of the Literature and an Agenda for Future Research. In McDonagh, P. & Prothero, A. (Eds.) *Green Management – A Reader*, London: The Dryden Press, pp. 413-434.
- United Nations (1972) *Report of the United Nations Conference on the Human Environment*. <http://www.un-documents.net/unchedec.htm>, accessed March 22, 2017.
- UNESCO (2005). United Nations decade of education for sustainable development (2005-2014): International implementation scheme. Paris: UNESCO.
- van Dam, Ynte, & Paul A. C. Apeldoorn (1996) Sustainable Marketing. *Journal of Macromarketing*, 16(2), 45-66.
- Varey, Richard J. (2010) Marketing means and ends for a sustainable society: A welfare agenda for transformative change. *Journal of Macromarketing*, 30(2), 112-126.
- Watts, Jonathan (2018) Destruction of nature as dangerous as climate change, scientists warn. The Guardian, March 23, <https://www.theguardian.com/environment/2018/mar/23/destruction-of-nature-as-dangerous-as-climate-change-scientists-warn>, accessed March 23, 2018.
- WCED, World Commission on Environment and Development (1987) *Our Common Future*. Oxford University Press, Oxford.
- Webster, Frederick E., Jr (1975) Determining the Characteristics of the Socially Conscious

- Consumer. *Journal of Consumer Research*, 2(3), 188-196.
- Wilkinson, Richard, &, Kate Pickett (2009). *The Spirit Level: Why More Equal Societies Almost Always Do Better*. London: Penguin Books.
- Wright, Tarah S.A. (2002) Definitions and frameworks for environmental sustainability in higher education. *Higher Education Policy*, 15, 105-120.
- Youtube (2018), MTV Switch 2008: The Green Song, <https://www.youtube.com/watch?v=Bg0QminAPMM>, accessed 15th March 2018.