

How Plural is the Teaching of Marketing? An Exploratory Study with Teachers of Undergraduate Business Course

Quão Plural é o Ensino de Marketing? Um Estudo Exploratório com Professores dos Cursos de Graduação em Administração

Daniel de Oliveira Barata Merabet
Rosana Oliveira da Silva
Clayton Pereira Gonçalves
Denise Franca Barros

ABSTRACT


The aim of this research is to investigate how plural the teaching of marketing is in Business undergraduate courses, considering three schools of thought in Marketing: managerial, macromarketing and critical marketing. In order to achieve this goal, marketing professors were interviewed in different Business undergraduate courses in Rio de Janeiro. The results presented in the three analytical categories produced point to: a) the recognition that the programmatic content based on managerial marketing is insufficient to meet the challenges surrounding the practice of marketing; b) the concern with referring marketing practices to market demands and; c) the importance of establishing ethical, social and critical discussions that involve not only the relationship between companies and consumers, but that recognize the role of the State and pressures from organized civil society. The authors conclude that macromarketing and critical marketing approaches can contribute so that discussions can be conducted by teachers in a more plural and systematized way, so that marketing teaching spills over from the classroom domains to research and extension projects.

Keywords: Business Undergraduate Courses. Marketing Teaching. Marketing Schools of Thought.


RESUMO


O objetivo da presente pesquisa é investigar sobre quão plural é o ensino de marketing em cursos de graduação em administração considerando três escolas de pensamento em Marketing: a gerencial, a de macromarketing e a de marketing crítico. De forma a atingir tal objetivo, foram entrevistados professores de marketing em diferentes cursos de graduação em

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Daniel de Oliveira Barata Merabet 
danmerabet@gmail.com
PhD student in Business Administration
- UniGranRio
Doutorando em Administração - UniGranRio
Universidade do Grande Rio
Rio de Janeiro/RJ - Brazil

Rosana Oliveira da Silva 
rooliveira35@outlook.com
PhD student in Business Administration
- UniGranRio
Doutoranda em Administração - UniGranRio
Fundação Oswaldo Cruz
Rio de Janeiro/RJ - Brazil

Clayton Pereira Gonçalves 
crmiax@gmail.com
PhD student in Business Administration
- UniGranRio
Doutorando em Administração - UniGranRio
Universidade Federal de Rondônia
Vilhena/RO - Brazil

Denise Franca Barros 
denise.barros@unigranrio.edu.br
PhD in Business Administration -
Fundação Getúlio Vargas
Doutora em Administração - Fundação Getúlio Vargas
Universidade do Grande Rio
Rio de Janeiro/RJ - Brazil

RESUMO

Administração no Rio de Janeiro. Os resultados apresentados nas três categorias analíticas produzidas apontam para: a) o reconhecimento de que o conteúdo programático baseado no marketing gerencial é insuficiente para atender aos desafios que cercam a prática de marketing; b) a preocupação em referenciar as práticas de marketing às demandas do mercado e; c) a importância de estabelecer discussões éticas, sociais e críticas que envolvam não somente a relação entre empresas e consumidores, mas que reconheçam o papel do Estado e as pressões da sociedade civil organizada. Os autores concluem que as abordagens de macromarketing e de marketing crítico podem contribuir para que as discussões abordadas possam ser conduzidas pelos professores de maneira mais plural e sistematizada, para que o ensino de marketing transborde dos domínios da sala de aula para projetos de pesquisa e de extensão.

Palavras-chave: Cursos de Graduação em Administração. Ensino de Marketing. Escolas de Pensamento em Marketing.

Introduction

Marketing is a young discipline, a little more than 100 years old, but it has such popularity and influence that it seems much older. According to Jones and Monieson (1990), the USA and Germany were the precursor nations, including marketing in undergraduate courses in the early 20th century. In other countries, it started to be part of university courses only in the 1960s, as is the case of England (HACKLEY, 2009) and Brazil (BACELLAR; IKEDA, 2011; BOSCHI, BARROS; SAUERBRONN, 2017).

Remarkd as a globally influential knowledge (ALVESSON; WILMOTT, 1993) and an important export product for developing countries (FARIA, 2015), marketing education is seen as an important research topic abroad. Almost 40 years ago, Law and Wensley (1979) pointed out how relevant were the discussions about how and what should be taught in the discipline, also recognizing that this importance derived from the fact that few courses did not include the discipline in their list of subjects. Through publications in marketing journals, Bacellar and Ikeda (2007; 2011) show that the discipline has been concerned with the teaching aspect since its beginnings, in the first half of the last century. It is not for nothing that Ferrell et al. (2015), as well as Shaw (2015), state that the evolution

of the discipline can be better understood from the historical roots of marketing education. Often, studies also highlight the importance of historical marketing research to understand current marketing (e.g. CONEJO; WOOLISCROFT, 2018; BALMER; BURGHAUSEN, 2019).

Although the discipline is very popular in Brazil, marketing teaching as an object of study is not granted the same importance. Exceptions include Ajzental, (2008), Bacellar and Ikeda (2007; 2011), Falcão (2014), Oliveira, Lourenço and Castro (2015), Boschi, Barros and Sauerbronn (2017), Salvador and Ikeda (2019), among few others. This fact is problematic not only because it masks the ideological role of the discipline, as pointed out by Patsiaouras (2019), but also because it allows concepts created and taught in a context up to a century ago to continue to be taught in exactly the same way (FERRELL et al., 2015), as if they were ahistorical and universal. This is something that seems to extend to business courses, which in addition to not taking the Brazilian reality into consideration (OLIVEIRA; LOURENÇO; CASTRO, 2015; VASCONCELOS; COSTA; CARVALHO, 2016), do not keep up with the changes, offering '[...]a technical and instrumental reproduction disassociated from the training of critical and creative thinkers' (BOAVENTURA et al., 2018, p. 1). Justen and Gurgel (2015, p. 867) add that '[...]there is a problem at the base of Business education, which disregards historical elements of the constitution of the State and the private sector in Brazil and in the world.'

Regarding marketing education, the historical evolution of the discipline also shows us that what is called marketing knowledge today is a specific canon (WITKOWSKI, 2005) that assumed a disciplinary character, leaving different approaches and their respective themes on the sidelines, as, for example, Macromarketing (SHAW; JONES, 2005) and Critical Marketing (TADAJEWSKI, 2010). Several authors have shown that managerial marketing has been taking over the role of the protagonist of the discipline ever since the Cold War (WITKOWSKI, 2005), to the point that today the managerial approach is so pervasive and dominant (LAYTON; GROSSBART, 2006) that marketing is considered almost synonymous with the famous 4 Ps. The intensification of globalization processes throughout the 1990s also favored the idea that the development of countries would be based on market economies, paving the way for managerial marketing knowledge to be more widespread and applied than questioned (FARIA, 2015).

Originally a discipline concerned with several other aspects of market relations (WILKIE; MOORE, 2006; LAYTON; GROSSBART, 2006), marketing starts to ignore issues that go beyond the buyer/seller relationship, the central focus of managerial marketing. Thus, problems caused by market activities, which point to the need for public policies and/or regulation (REDMOND, 2018), go unnoticed. The literature on marketing reports these discussions as the micro versus macro dichotomy. Issues related to the relationship between marketing activities and society were recognized as part of macromarketing, while the domain of micromarketing came to be seen no longer as a subarea, but as the discipline itself, that is, marketing.

Over time, issues related to business ethics, globalization, market problems, development, and even the problems caused by marketing activities, came to be seen as part of another approach to the discipline in addition to Macromarketing. The critical turn that occurred in the 1990s, which gave rise to the subarea known as Critical Management Studies (ALVESSON; WILMOTT, 1993), was more evident in organizational studies, but it also influenced, although to a lesser extent, marketing academic studies, culminating in what became known as Critical Marketing. For Tadjewski (2011), one of the reasons for this was that marketing was the discipline with the least self-criticism, being equated to practices aimed at selling products to people.

Critical marketing comprises research that questions the disciplinary discourse that is constituted and originates in a specific cultural order, which also includes the political, economic, and social dimensions of the dynamics of human life (TADAJEWSKI, 2010). Tadjewski (2011) points out that the first publication of the term Critical Marketing was in the *Journal of Marketing*, joining a range of critical social theoretical approaches such as Marxism, Critical Theory, Feminist and Post-Colonial approaches, among others.

In Brazil, the managerial approach remains prevalent in marketing academic studies, both within the scope of publications in journals and congresses (SCUSSEL, 2017), as well as in the training of researchers and professors in *stricto sensu* postgraduate courses (VELUDO-DE-OLIVEIRA; QUINTÃO; URDAN, 2014). This suggests that other marketing approaches, such as Macromarketing and Critical Marketing, would not be enough to teach marketing at the undergraduate level, even though there is already recognition by professors about the limitations of the managerial approach in dealing with ethical and social issues, as well as with the public

policies surrounding marketing practices in the Brazilian context (BERARDINELLI; SAUERBRONN, 2017; ENGLERT et al., 2018).

By adopting the (reduced) scope of the Managerial Marketing School of Thought and pushing away matters inherent to the formation and functioning of markets, such as regulation, public policies and the role of governments, the discipline loses importance and capacity for application by practitioners. This issue is especially problematic if we think about the training of Business professionals and their sub-areas. By only coming into contact with the micro dimension, which favors managerial decisions, disregarding the total extent and importance of market phenomena and entities other than the 'company,' future professionals can spread this reductionist vision. The Business undergraduate course has the highest number of university enrollments per year, with a huge volume of students graduating, but this success obscures limitations in the quality of professional training offered, as pointed out by Souza, Gehrard and Brito (2018). Thus, it is essential to deal with content and teaching problems that may, in some way, limit the skills of future administrators. Likewise, this discussion can contribute to higher education, which is a relevant sector in business currently, as pointed out by Salvá, Bauer and Wanderley (2019).

From this context, the objective of this research is to investigate how plural is the teaching of marketing at the undergraduate level in business courses, considering three schools of thought: managerial, macromarketing, and critical marketing. To reach this goal, the authors interviewed marketing professors in undergraduate courses in Business Administration in Rio de Janeiro. Our theoretical framework is focused on the evolution and historical diffusion of knowledge in Marketing and in research on the teaching of the discipline. This theoretical articulation allowed us to create analytical categories that point to a) the recognition that syllabus content based on managerial marketing is insufficient to meet the challenges surrounding the practice of marketing; b) the concern in referring marketing practices to market demands; and c) the importance of establishing ethical, social and critical discussions that involve not only the relationship between companies and consumers, but that include the role of the State and the pressure from organized civil society. This article, which is part of a broader project on the history and practice of marketing teaching, ends by presenting the results from three categories and discussing possibilities for future research.

Plurality of Thought in Marketing: a Brief Historical Overview

The consolidation of the managerial school of thought in marketing, from the 1950s to the 1970s (WILKIE; MOORE, 2003; SHAW; JONES, 2005; ELLIS et al., 2011), contributed to pushing aside other epistemological and paradigmatic possibilities for scientific research and reflection (ARNDT, 1985). At that time, two discourses fought for the future direction of the North American marketing academic studies (HUNT, 1976): the first, based on an approach that privileged the relationship between company and consumer, therefore, of a micro dimension (KOTLER, 1979); and the second, which expanded the micro dimension, considering other organizations in the social system (ARNDT, 1978). Those that stood for the assumptions of the first believed that it was not necessary to problematize marketing practices in public administration and the third sector, because what was practiced in private organizations could also be reproduced in organizations in these sectors, even if they had different natures and purposes (KOTLER, 1979).

The shift of the marketing academic studies to managerial thinking represents, in a way, a departure from the concerns that constituted the field in its beginnings (WILKIE; MOORE, 2006). It was not uncommon to debate about the impacts of marketing activities on society, such as the need to adapt distribution channels to local demands (ANDERSON, 1936), and the development of public policies about the consequences of market failures (NASON, 1989) – debates that exist today (e.g. DUFFY; LAYTON, 2015; PEREIRA, 2016; KLEIN, 2019; REDMOND, 2018; SILVA, 2018). By privileging the generation of knowledge for a specific actor – the manager of a large company –, several other actors were eclipsed (LAYTON; GROSSBART, 2006). This historical movement also had effects on the theoretical and methodological approaches used by marketing researchers who adopt the assumptions of neoclassical economic theory to define what the market is and who its main actors are (VENKATESH; PENÁLOZA, 2006). This influenced the way marketing should be practiced, and contained the advancement of contributions from sociology, anthropology and political science (ARNDT, 1985; SHAW; JONES, 2005; HACKLEY, 2009), and the recognition of the need to bring

the discipline and the teaching closer to the market in its broadest conception (FLEMING et al., 2015).

Contrary to what one might have imagined, the marketing knowledge produced by the managerial school promoted greater distancing than approximation among practitioners. (BAKER; SAREN, 2010). In part, this can be explained by efforts made in the 1960s to raise the scientific status not only of marketing, but of the science produced in business schools (HACKLEY, 2009). Using the *Journal of Marketing* as an example, it is possible to observe the upsurge in quantitative research methods and their respective analytical models, and the reduction in the participation of practitioners linked to different spheres of society in favor of trained academics (WILKIE; MOORE, 2003). It is also worth considering the US context at that time, which gave pro-market ideological matrices to scientific knowledge (FARIA, 2015).

Although at the margins, the perspectives associated with approaches different than the managerial one were duly established, in institutional terms, with the creation of journals such as the *Journal of Consumer Research* (1974), the *Journal of Macromarketing* (1981), and the *Journal of Public Policy and Marketing* (1982). The macromarketing school of thought, unlike the managerial approach, was established precisely because of its plurality, covering subjects such as sustainability, quality of life, ethics and distributive justice, marketing systems, and development and history of marketing (SHAPIRO, 2015).

It should be noted that, in particular, macromarketing studies are characterized by the tension between marketing systems (LAYTON, 2019) and their effects on society (DOMEGAN et al., 2019). From this perspective, actors like the government are elevated to the status of protagonists (e.g. SILVA; BARROS; GOUVEIA, 2017; FERREIRA; BARROS, 2018). This does not mean a total break with the managerial marketing school, but understanding the problems arising from market and marketing practices, which can have unintended consequences (NASON, 1989; ERTEKIN; ATIK, 2015).

Wilkie and Moore (2003) recall, for example, that at the time when macromarketing emerged, in the 1970s in the USA, many criticisms were aimed at marketing practices and excesses committed by companies, which favored debates in the scope of ethics (BACELLAR; IKEDA, 2011). In the 1980s, the discipline sought to

consolidate the nature and scope of research that framed marketing phenomena from this approach. From the 1990s onwards, the reciprocal effects between marketing and globalization started to be problematized in social, economic, environmental and consumption terms.

Still in the 1990s, it was possible to notice criticisms not only of the marketing practices and abuses of large corporations, but also of the management knowledge disseminated by business schools, considered universal from the USA perspective (FARIA, 2015). This becomes more evident with the critical managerial studies movement, which not only points to the epistemological limitations of the positivist-functional paradigm that constitutes the mainstream of business academia, but also considers the importance of other theoretical traditions (DAVEL; ALCADIPANI, 2003). With regard to marketing, there is critical marketing.

It is not a unified or singular movement, but an academic territory marked by different forms of engagement (SAREN, 2009). However, common among critical researchers is the identification of obstacles that prevent what society should be in terms of harmonious coexistence between individuals and institutions. More specifically, critical studies in marketing offer an opportunity to analyze the relationship between marketing and society (SCHROEDER, 2007) based on subjects such as: consumer boycotts, criticism of the marketing mainstream, consumer culture, marketing teaching and research, ethics, gender, individuals and consumerism, macro-marketing, social marketing, minorities, power and ideology, consumer society, and marketing theory (MARANHÃO; PAES de PAULA, 2012). Teklehaimanot et al. (2017), for example, try to insert another perspective for the study and teaching of marketing, which departs from the managerial approach: social marketing.

Tadajewski (2010) argues about the importance of including critical studies in marketing to counterbalance the influence of the hegemonic approach in the teaching of the discipline. For the author, students' reflection on the consequences of marketing practices in society would tend to make them 'fairer,' considering as 'fair' the conditions presented by different critical traditions generally linked to projects of individual emancipation. Viana, Costa and Brito (2016), and Bevilacqua and Medeiros (2019) also sought to contribute with new possibilities for critical studies for marketing knowledge. But, still, it is worth remembering that critical marketing also has ethnocentric contours (DINIZ et al., 2016).

According to Faria (2015), the marketing discipline is offered uncritically in business courses in Brazil. In a way, this reflects the attitude of Brazilian researchers to reproduce this knowledge without proper contextualization for the Brazilian reality (VIEIRA, 2003) and without understanding the ideological effects associated with the locus of enunciation that grants USA academia with scientific and epistemological authority about a certain type of marketing that establishes a) the market as an impersonal and autonomous abstraction capable of serving rationally the interests of producers and consumers, considered as the main agents of this sphere; and b) functional techniques and strategic guidelines that favor the practice of marketing from the perspective of professional companies that aim to improve the economic dimension of their results. This type of marketing, which shifts the gaze to an ideological approach, can influence professors' choices to delimit the content of the discipline and the way in which this reality is presented to students. If this does happen, it could be said that the reproduction of scientific knowledge in Brazilian marketing academia is similar to what is observed in marketing teaching, which can be considered problematic in pedagogical, social and professional terms. Part of the problem may be the difficulty the area finds in dealing with its own history. Jones and Shaw (2018) and Shaw (2015) state that graduate students do not know the history of the discipline largely because their professors have not exposed them to it and, therefore, these discussions are not common in the marketing literature (HEMAIS, 2019).

In Brazil, critical studies have not yet had great repercussions in the field of marketing (MARANHÃO; PAES de PAULA, 2012; ITUASSU et al., 2015), when compared, for example, to the field of organizational studies (FARIA; GUEDES, 2005). In a way, this reflects the marginal position occupied by the critical marketing perspective in international academia as well, due to the hegemonic conception of marketing, linked to the improvement of managerial issues. However, the broader aggregate effects generated in society because of this hegemonic approach are largely disregarded. A similar situation occurs with the themes that find shelter in the macromarketing approach, which has few published works in Brazil (SCUSSEL, 2017; BERARDINELLI; SAUERBRONN, 2017). It is precisely this gap that helps to make relevant the approximation of these two approaches to managerial marketing through teaching practices, since this has the potential

to train professionals who can reflect upon the consequences of their practices in different organizations (public, private or third sector) and societies (developed or underdevelopment).

Marketing Education

As mentioned, the dominant paradigm in marketing was constituted by mechanisms of legitimation established over the last century in the USA (WILKIE; MOORE, 2003). This paradigm defends the idea that the exchanges undertaken in the market generate unquestionable benefits for society, evidencing the discipline's goal of acquiring the status of a science based on the assumptions of positivism and functionalism (ELLIS et al., 2011). Bringing the area closer to the critical marketing and macromarketing approaches would help to reveal the bases of the dominant paradigm, with focus on a) the critical analysis of the construction of marketing as an academic discourse; and b) understanding the consequences of marketing practices in society. What would be the consequences of this movement in the context of teaching the discipline?

There have been discussions about marketing education since the beginnings of the discipline in the USA (HAGERTY, 1936) and in Brazil (GUAGLIARDI, 1983). It is worth noting that themes related to macromarketing had a prominent role in the discussions about what should be taught in marketing in the Brazilian context in the 1980s (GUAGLIARDI, 1983), contrary to what is observed today, with the predominance of the managerial perspective and foreign literature, both in undergraduate (BACELLAR; IKEDA, 2007) and in postgraduation courses (VELUDO-DE-OLIVEIRA; QUINTÃO; URDAN, 2014).

It is also worth noting that the managerial perspective proved to be problematic in the context of teaching precisely because it is difficult to use it to talk about marketing practice. Bacellar and Ikeda (2007) carried out a study on marketing education from the perspective of professors and showed the difficulties they faced in dealing with this issue, not to mention the constant challenges and skepticism presented by the students. To add even more to this scenario, it is also worth remembering that professors need to mediate their teaching and learning relationship with their students, under the risk of being poorly evaluated (IKEDA; BACELLAR, 2008).

Given this scenario, how can the professor risk alternative approaches to managerial marketing, such as macromarketing and critical marketing?

Paes de Paula and Rodrigues (2006) reported the experience of conducting a course in the field of organizational studies with clear critical guidelines in a post-graduate course. As a focus, the work points to a feeling of discomfort and frustration experienced by both teachers and students. Even so, the authors defend the importance of this type of initiative, since traditional teaching approaches are also undergoing a crisis of relevance.

Although rare, there are experiences in conducting marketing subjects using alternative approaches. Schroeder (2007) investigated whether several marketing professors maintained a critical stance both in terms of practice and the approach to the subject's contents. In his considerations, the author pointed to four implications arising from his research: pluralism (lack of a single true definition of critical marketing); focus on social issues (suggesting a connection with macromarketing); the researcher's reflexivity; and interdisciplinarity. Regarding the teaching of critical marketing and its inclusion in the content of marketing subjects, the author warns about the dangers of criticism for criticism's sake, recommending that more emphasis be given to reflection and analysis using this approach. However, far from a naive perspective, the author also warns of the risks that the professor would face when presenting this knowledge, considering the ethos of the institution where they work and the students' expectations regarding the discipline. Radford, Hunt and Andrus (2015) warn that teaching managerial marketing in undergraduate courses, prioritizing the micro approach over the macro, would not be able to develop students with the capacity to move through market dimensions that demand them to make decisions that are more political, social and ethical than economic.

The possibilities of critical reflection as an integral part of the content of the marketing subjects, as well as the problems implementing this in the classroom in undergraduate and postgraduation courses, were explored by Catterall, Maclaran and Stevens (2002). The authors point to two directions: a) the fact that the managerial orientation ignores the political and moral issues that surround management positions; and b) the technocratic focus, which emphasizes 'what' and 'how' marketing practices fail to portray the real conditions of uncertainty and complexity faced by professionals.

Tregear et al. (2010) investigated professors' views, perceptions, and experiences regarding the application of critical marketing approaches in undergraduate courses. The authors identified four critical approaches: 1. Emphasis on industry: consists of encouraging students to reflect on the relationship between marketing and society; 2. External emphasis: it consists of encouraging students to adopt a questioning and challenging stance in relation to the material used in the subject (books, articles, cases); 3. Academic emphasis: it involves introducing students to the perspective of critical theory to analyze marketing topics; and 4. Emphasis on the student: consists of offering students the opportunity to 'learn by doing' (simulation, games or papers). In the survey, the authors found types 1 and 4 as the most frequently reported by respondents, showing that there may be space for discussions based on critical pedagogies.

In Brazil, among the few studies carried out on the subject, is the one by Maranhão, Motta and Leitão (2006), which investigated the possibilities of introducing critical marketing teaching through a positivist model. Although the authors did not problematize the role of criticism and its corresponding traditions, they sought a way to establish a discussion in Brazilian marketing academia by raising questions about teacher training, the scarcity of specific material (articles) for activities, and the need to contemplate different perspectives to be able to observe marketing phenomena. Still, there are some works that talk about the benefits of including content related to marketing for the training Business Administrators, evidencing the importance given to the discipline (e.g. BARBOZA; SILVA, 2019).

Based on this literature review, Table 1 compares the different conceptions about marketing practices, perspective to be adopted, and what should be taught in view of the traditional, social and critical approaches adopted in the curricula of the discipline, and which, respectively, are linked to the managerial marketing, macro-marketing and critical marketing approaches.

Table 1 Comparison between the traditional and critical approaches in the curricula of Marketing subjects.

	Traditional Approach	‘Social’ Approach	Critical Approach
Marketing Practice	Marketing as a managerial tool for companies.	Marketing practice presupposes the interrelationship between different actors that make up Marketing Systems.	Managers practice marketing in a broad social, cultural, and historical context.
Approach adopted	Marketing studied from a perspective centered on the relationship between company and consumer.	Marketing studied from the perspective of Marketing Systems, which recognizes the participation, directly or indirectly, of a network composed of several actors, whose performance, both individually and in groups, produces positive or negative impacts when offering goods and services to society.	Marketing studied from multiple perspectives that contemplate ethical, social, and public policy dimensions.
What should be taught	Students must learn marketing concepts and techniques, such as segmentation, positioning and management of the marketing mix (4Ps).	Marketing concepts and techniques also need to be learned and can, to some extent, be problematized, from, for example, the actions of the government.	Marketing concepts and techniques need to be questioned, since their ideological, historical, cultural and geopolitical outlines are highlighted.

Source: The authors, based on Guagliardi (1983), Catterall, Maclaran and Stevens (2002), Wilkie and Moore (2003; 2006), and Berardinelli and Sauerbronn (2017).

Methodological Approach

The design of the present research was conceived from a qualitative approach. The research is part of a more extensive project on marketing teaching practices at undergraduate and postgraduation levels. This first effort aims, from an exploratory perspective, to investigate how plural marketing teaching is in un-

dergraduate Business courses, considering three schools of thought: managerial, macromarketing, and critical marketing.

Based on a relativistic ontology, which understands that there is no single reality to be captured by scientific methods, but different perspectives on the phenomenon under investigation, and an epistemology based on social constructivism, in which individuals attribute different meanings to reality based on in their own social experiences (EASTERBY-SMITH et al., 2015), semi-structured interviews were conducted (RICHARDSON, 2017) with marketing professors from public and private institutions. The guiding questions in the script were divided into two parts.

The first part focused on obtaining information about the academic background and professional and teaching experiences of the professors. The data obtained with the application of this part of the interview were subsidized with the information present in the Lattes curricula of the interviewed parties. The second part aimed to explore issues such as the contribution of marketing to the training of managers; about what they considered to be a competent marketing professional; about how adequate they consider the syllabus content, the teaching plan, the methodologies and experiences that support the act of teaching; about their opinion on whether the nature of the Marketing discipline best meets the requirements of the market or academia; and about the importance of the social and critical issues that surround marketing practices. It is important to note that, as the interviewees reported their experiences, questions that had not been provided for in the script were asked by the researchers to ensure greater clarity and precision about the data collected.

In this first stage of the project, nine (09) Marketing professors from public and private high-education institutions in Rio de Janeiro were interviewed. The idea in this first selection of research subjects was to prioritize professors with experience in the field (minimum of 5 years teaching in undergraduate courses). Another important point was to interview professors from different institutions (college or university, public or private institution, institutions considered to be 'elite' or 'popular,' with a course evaluated with high/low grades by the ENADE test, small/medium or large regarding student size). The diversity of institutions was considered relevant to know the content and the way of teaching marketing that is used in institutions with different natures and characteristics. Most of the subjects started their career as pro-

fessors in the Marketing area and almost all of them have Business Administration degrees. The minimum level of education of the interviewed professors is master's, and half of them have already completed or are pursuing a PhD.

Considerations about academic training should also be mentioned. The master's/Doctorate programs attended by the subjects are diverse, including public, confessional, and private institutions. It is important to emphasize that it was not considered a priority that the professors interviewed had this degree of education, but today the schools themselves demand and/or encourage their faculty to have a PhD or that professionals have this objective on their horizon, as some of the subjects mentioned. Table 2 shows the academic training of the interviewed professors, which reveals different trajectories both in relation to the bachelor's and *stricto sensu* degrees, as well as the educational institutions that housed them. Diversity in terms of training, in addition to reducing research bias, also meets the ontological and epistemological approaches already presented.

Table 2 Academic training of the interviewed professors.

Interviewed professors	Academic degrees	Time teaching	Institution(s) where they teach
1	Master's and bachelor's degrees in Business (earned at a confessional institution).	5 years	Private
2	PhD and master's in Business (earned at different private institutions). Undergraduate degree in Literature (earned at a public institution) and in Social Communication (earned at a private institution).	11 years	Public and Private
3	PhD, master's (earned at the same public institution) and undergraduate degree in Business (earned at a private institution).	18 years	Private
4	Master's and undergraduate degree in Business (earned at different private institutions).	4 years	Private
5	PhD (earned at a public institution) and undergraduate degree in Business (earned at a private institution).	3 years	Private

6	PhD, master's (earned at a private institution) and undergraduate degree in Business (earned at a confessional institution).	14 years	Public
7	Master's and undergraduate degree in Business (earned at different private institution).	15 years	Private
8	PhD in Engineering (earned at a public institution) and in Data Processing (earned at a foreign institution), master's in Business (earned at a private institution) and undergraduate degree in Data Processing Technology (earned at a private institution).	16 years	Public and Private
9	PhD (earned at a private institution) and master's in Business (earned at a confessional institution), and undergraduate degree in Engineering (earned at a confessional institution).	15 years	Private

Source: The authors.

The data obtained, mainly due to the application of the second part of the script, allowed researchers to access the subjects' manners of representing the world, or, more specifically, the subjects' discourses were understood as a way to access social practices (WODAK; MEYER, 2015; ROGERS, 2017; SILVA; GONÇALVES, 2017) related to marketing teaching. The discourse, therefore, encloses the unit of analysis of the present study.

All interviews were recorded with the consent of the subjects and transcribed by the researchers themselves, who added their respective field observations. According to Yin (2016), this procedure contributes to reducing the need to use other procedures to ensure the validity of the research. Even so, to ensure this condition, the steps of codification, categorization and analysis followed the principles of reflexive practice (GIBBS, 2009). In this sense, the texts of the transcripts were submitted to the process of open coding and examined by the two authors who, at the time, had at least nine years of teaching experience, and who were familiar with the managerial, macromarketing and critical marketing approaches. This first round was marked by inconsistencies in relation to the classification of the categories of

analysis, which led to a discussion about biases inherent to the professional and academic experiences of the researchers themselves. Therefore, an additional round was undertaken, this time having reached a consensus regarding the categories of analysis produced from the data.

The analytical process was conducted based on critical discourse analysis (WODAK; MEYER, 2015), which makes it possible to describe forms of discourse, the regulation of discursive practices by social structures, and the possibilities of individual agency in relation to them (WODAK; MEYER, 2015; SILVA; GONÇALVES, 2017). Van Dijk (2015) points out that critical discourse analysis seeks to assimilate the relationship between power, discourse, and domination, which occur through the nexus between society and language. According to the professors' discourse, the managerial marketing approach predominates in their teaching practice. At the same time, they mention the themes most frequently developed in the scope of macromarketing and critical marketing, indicating that the professors themselves grant spaces to these two schools of thought when teaching the discipline in undergraduate courses.

Analysis and Discussion of the Results

THE ACADEMIC AND PRACTICAL EXPERIENCE OF THE PROFESSOR AS A TOOL TO OVERCOME THE LIMITS PRESENTED BY THE DISCIPLINE SYLLABUS

As previously stated, the subjects of this research have reasonable experience in marketing teaching, and some have even exercised the role of practitioners in companies of different types (research institutes, advertising agencies, manufacturing companies, retail, etc.) for a considerable time. Previous experience in what is called 'the market' is pointed as an important differential and as an essential characteristic to understand what is contemplated in the marketing discipline, through this professional practice. Subjects, although they often mention that students do not value the experience as professors as professional experience, end up reinforcing this attitude, considering that being a practitioner in the market results in superior performance than a professor with academic training only.

Although the idea that theory is not as explanatory or relevant as practice has been explored in other studies (BACELLAR; IKEDA, 2007; IKEDA; BACELLAR, 2008), it is fundamental here, because it allows us to observe a characteristic attributed to marketing subjects' syllabi offered in undergraduate courses today. The interviewed professors believe all syllabi are incomplete.

The unanimous recognition that all marketing syllabi do not account for the complexity of the area is not necessarily seen as an insurmountable barrier. On the contrary, the work of professors is considered from what they bring to the content from his experience (professional, above all), sensitivity and knowledge. None of the interviewees mentions the guidelines of educational agencies and the coordination of courses or institutions as attentive guides for 'what' and 'how' to teach. All of them state that although there are rules, there is flexibility and freedom in the elaboration and even in the execution of the teaching plan. The limits pointed out are the common sense and critical awareness that the professor acquires when earning their master's and doctorate degrees.

Since the marketing area of most Brazilian Business postgraduation programs is heavily influenced by foreign literature and by the managerial school of thought for the training of both researchers and professors (VIEIRA, 2003; VELUDO-DE-OLIVEIRA; QUINTÃO; URDAN, 2014), it becomes more latent why other approaches are neglected. Although the subjects agree that there is an effort put in by institutions to build the syllabi – even if they have flexibility –, the bibliography mentioned by them is, in the overwhelming majority, synonymous with Phillip Kotler, considered as one of the main references of managerial marketing. And even though professors criticize the almost exclusive use of Kotler and mention so many other authors as important, with regard to the bibliography of undergraduate courses, there does not seem to be much diversity: “Regarding the authors, you have already mentioned Kotler. Could you name a few other authors that you use?” “Man, I’m going to have to look at the bibliography, because I can’t remember off the top of my head (laughs)”.’

Most of the subjects refer to what would be the basic content of marketing, from the managerial approach, underlying its fundamental role ('The ABC of marketing'), especially in schools that offer no research activities: 'What is taught there, the basics, you know, the positioning, the 4 Ps, within the 4 Ps, each of them

is studied in more detail, the relationship between them, but always with focus on the profit, the result.’

The incompleteness of the program is attributed to different causes: the lack of foundation and practical experience of professors and the inexperience of students in relation to the business world, as well as the very nature of undergraduate courses (which would require some level of superficiality). For the subjects, this demands that the discipline be a little more superficial than it would be in a course like the master’s. It is curious that the subjects agree that a course at the master’s level would not necessarily be more profound because of the theories and concepts taught, but also because of the practical teaching that only the job market would be able to offer. This point is fundamental because some pedagogical techniques emerge as a kind of substitute for professional practice that the student does not yet have. The professors often refer to ‘bringing the real world into the course’ as a way of fostering critical thinking in students who are still immature with regard to professional experience. This entrance of the market (the real business world) would occur through the insertion of teaching cases, the use of newspaper articles, and also by the active learning that has been used by several institutions.

THE CONCERN WITH A MARKETING EDUCATION FOCUSED ON THE MARKET

The market is seen in an ambiguous way: sometimes as a limitation (because the employability of graduates is considered as a quality parameter for the courses, so certain contents are ‘required’ by the job market and this would limit the inclusion of alternative views), sometimes as a locus of activities and of all marketing theory and concepts. In the latter sense, the market (and marketing, by extension) is seen as the place where companies relate to their consumers. The market is described as something that must be carefully observed by professor and of which other institutions and organizations, such as, for example, the public sphere and the third sector, do not participate. This conception of the market is linked to the micro approach connected to managerial marketing, which establishes the winning discourse (KOTLER, 1979) over other perspectives, such as macromarketing and critical marketing. In this way, professors have to ‘be interested in always casting their eye to the outside, which I call... which is the marketing eye (...) looking at the market, at consumers, seeing what is changing and what does that impact.’

The definition of what is a market is fully compatible with the vision of managerial marketing: markets are aggregates of consumers for whom companies create strategies to influence and/or serve them in the best way. Even when the syllabus is described as limited, this description is still unclear as to what other aspects should marketing tackle. Variations in the definition of marketing orientation (which would ensure the company's long-term strategic focus) are often used to show that the discipline goes beyond management concerns. This effort may be undertaken by professors as a way to highlight the relevance of the discipline (IKEDA; BACELLAR, 2008) in view of the comparison that students make with other subjects in the Business course.

I think of marketing as a broader area, but it is ... how that will provide us with a more long-term view. I don't see marketing as just actions at the point of sale; but I think that in marketing, the concern I have, is to show these guys that marketing is much more than this thing ... this execution thing only connected to the 4 Ps, you know?

This does not mean that the research subjects have a 'naïve' view of the companies. On the contrary, despite strongly disregarding organizations of other natures, such as public and civil society, clearly mentioning only companies as important actors, there is mention of problems in the relationship between companies and consumers that would deserve greater prominence in their classes. 'This difference between what we learn in the textbook, the perfect world, consumer above all, and the decisions that you have to make within companies... with the decisions that you have to operationalize within companies.'

You don't change this logic by changing an undergraduate course, you change this logic with other measures, right? If you can change it. So, I think we have to use this literature, but use it with more awareness [...] showing the students that this literature is like this, 'he will use the 4 Ps so at the end of the day, ah, he'll get the client, keep the client, sell, profit,' but he also needs to be aware that this may bring some harm to society, that this in a way (...) imposes a vulnerability on the consumer, it's... it practically blinds the individual. See, marketing literature treats everyone as a consumer. The person is, above all, a consumer. This is the problem. No! Above all, he is a human being. At least he should be, you know?

The highlighted excerpts express: 1) the perception of professors regarding the inadequacy of the content of marketing books and manuals in relation to what

is considered the ‘real world,’ the market; 2) the fallacy of the so-called consumer sovereignty, implying that they recognize that companies do not always make decisions that contribute to the well-being of their consumers and society as a whole; 3) the primacy of two of the market players, the consumer and the company; and 4) the impossibility of changing this situation, since there is a perception that professional practice will require the student to act according to the standards of the company that hires them. These ‘market’ standards are often described as superior entities, including with regard to social welfare.

As previously stated, the subjects prioritize consumers and companies as market players, and there is a great silence about other agents. Only when encouraged to think beyond the agents directly involved in commercial transactions, does the influence and importance of entities like the government, regulatory agencies, public policy makers, among others, appear. ‘I don’t know what the market is. It’s not that I don’t know. See, when we talk about the market, people have many understandings. So, when we talk about the market, we have to say what concept we are going to use.’

Now, regarding marketing education, we give little importance to that [market definition]. We, I mean, like, marketing professors in Brazil give little importance to public policies that influence marketing; North American marketing is the vision that I learned; I only had access and I only unveiled this in my master’s.

The recognition that the marketing literature used in undergraduate studies disregards – at least to some extent – other agents and their relationships, as well as the consequences of marketing activities, is the main basis for criticisms of the discipline. As one professor explains: ‘When we’re talking about marketing as a market, I think that market strategies, a big part of them are very harmful.’

THE PLACE FOR ETHICS, CRITICISM, AND THE NEGATIVE CONSEQUENCES IN MARKETING EDUCATION

Pointing out ethical problems in the relationship between companies and customers is, without a doubt, the most important and even useful change for the professional life of future managers. For most interviewed professors, a solution to this problem would be to prioritize other schools of thought that can provide firm-

er ground so that these discussions can be better conducted in class. However, it should be noted that there is also an understanding that marketing techniques that translate the implementation of scientific knowledge are amoral, and that the dimension of ethics falls on the professionals who use these techniques (IKEDA; BACELLAR, 2008). This tension is concerning because it does not allow reflection on the very constitution of the marketing discipline, which would require a critical stance (SAREN, 2009) linked to critical marketing, even though the 'social' approach recognizes the existence of negative consequences of the marketing systems and addresses these issues by proposing solutions for the problems it identifies.

This point would be of considerable importance so that the newly graduated professional does not only think about the company: 'In general, they are very much thinking of what the company can do to almost deceive the consumer more often.' Although the professors have a view that seems to be predominantly positive about the discipline, in several moments of the interviews, the discomfort generated from the observation of the problems caused by marketing, in its hegemonic conception, is visible in their discourse: 'I will not be able to teach marketing to these guys if I keep thinking about the impacts on society all the time.' This discomfort implies participation, accountability, even if involuntary, and does not seem to allow a final solution. Even so, it shows affinity with the observation of Tadjewski (2011), that although marketing is seen as the discipline with less self-criticism, this is not entirely true.

There is a difference between what we teach and what is practiced, there is a Bermuda Triangle. After the guy starts working, there is something that happens, that's transformed. And then the guys, the guys are like, us, right? Us, marketing professionals, ordinary people, it seems that we live in a parallel reality. Because the guy goes inside the company and makes decisions where he wants to maximize profit. [...] So, I know I'm not going to heaven, because I worked in marketing. This cynicism, I don't know if it's cynicism, but this hypocrisy and such, is practiced within companies, but it's not spoken of in the classroom. You don't leave the university thinking that. You leave thinking that companies are good and that you are really going to make decisions for the good of the consumer. Today I believe (...) my main mission is this, it's to talk about this, to break that spell.

It is interesting to notice how the professor puts himself as an activist, but not very radical, after all, there are several possibilities for engagement (SAREN,

2009) to gradually insert relevant points in the discussion. The subjects also suggest that this posture has been getting results: 'We are still a minority, but we are no longer excluded.'

I proposed a... for the marketing course, a syllabus, a more critical teaching plan, you know? That will talk about the market system, marketing system, how it works. It will talk about the social consequences of this marketing system, it will talk about public policies, marketing informing public policy [...] those outside the classroom and outside the industry, I think they can criticize [...] You have to join the choir, you know?

'And now there is a concern by society to charge companies, that decisions should not be made based only on profit. Students are part of both sides, right? They are society and they are companies, right?'

The aforementioned immaturity of the students, the condition of being a blank slate (IKEDA; BACELLAR, 2008) (which would be overcome only with professional experience in the market), is also visible in the difficulty of students to observe these market problems as arising from company practices. Once again, the solution pointed out would be the professor's ability to bring these topics under discussion, facing all the adversities that may arise.

...like, there's an initial rejection, it takes some time, you know? So, since I'm not a radical, they end up realizing that they can hear me, that there are other spaces. But it's not easy work, even if you can do it, it's, 'oh, this is too zen for me' (laughs). As if this did not really exist in the world....

In general, the subjects recognize, to different degrees, the negative consequences of marketing activities in society, and link these consequences to the contents taught in marketing courses, but they believe they have a very reduced power of agency to transform the situation. The managerial approach is described as basic, essential to the training required by the market, but, at the same time, it is considered insufficient and superficial, requiring the professor to bring more 'critical' content. 'Critical' is often used here as the ability to understand and interpret complex data and information related to the application of the basic concepts of managerial marketing; therefore, the concept is not directly linked to critical marketing. The high performativity of the managerial approach in the professors' discourse is

compatible with the aforementioned popularization of the concepts relevant to marketing management centered on the company, on the understanding of the market as a group of consumers, and on the marginalization of certain contents, as pointed out by several studies (e.g. WILKIE; MOORE, 2003; SHAW; JONES, 2005; ELLIS et al., 2011; FARIA, 2015).

Although marginalized, some themes related to problems that may be caused by marketing activity are recognized as pertinent and relevant. Professors initially mention that they get a lot of freedom from the institutions and the coordinators to include subjects in the syllabus and in the classroom, but in all the statements it is clear which structure restricts the expansion of the discussion of certain subjects: the market. Although there is recognition of the political dimension of the market in marketing, the problems caused by company practices, and how important other agents can be within the marketing system (regulatory agents, governments, among many others), these discussions must be conducted in light of the benefits (financial, above all) that they can bring to companies (the most important entity within the system).

This point indicates that professors recognize that other marketing approaches would be fundamental to understand the reality of the markets and their influence on society. Even though they were not identified by all subjects specifically as themes and concerns that belong to the domains of macromarketing and critical marketing, these objects do belong to these domains. When observing the consequences of the relationships established by marketing systems on society in terms of environmental damage and when they affect the health of the population, these discussions are linked to macromarketing. Ethical issues and the way in which they guide organizational decisions allude to topics discussed in critical marketing. Often, the term 'Social Marketing' is considered to be important to describe some of the necessary issues. Less than mere ignorance of what would be the macromarketing or critical marketing approaches, the emphasis on the social aspect seems to indicate that professors see themselves stuck in a narrow space of agency between what is fundamental for the education of the student (what the market 'wants' and 'values') and what they can include in this space. This point is fundamental because it reveals a dimension of self-responsibility and even insecurity.

There is little recognition of what critical marketing is, and even of its viability in a Business school, which is consistent with the findings of Paula and Rodrigues (2006). The difficulties would come from the flawed training received by professors and from a lack of interest by the institution. The narrow space for professors' agency is clearly limited by the evaluations (of the professors, the course, and the subject's approval rate), and, ultimately, the employability of students, and, therefore, acceptance by the market. The evaluation dimension is consistent with a market that has been making professors' work relationships more precarious and with the increase in recent dismissals in various educational institutions. This discourse also reveals the disciplinary power of the managerial approach, plus a distrust of the usefulness of more critical content, since the ideological dimension of marketing would be inevitable.

I know this is important, ok... But it's a parallel thing. (...) It's within an ethical context. But these impacts... no, I need to sell, I need to gain market share, I need to have an average ticket, I want to flatten my competition, you know? I think it has a lot to do with my professional past. I won't think of (...). I will not be able to teach marketing to these guys if I keep thinking about the impacts on society all the time. You know?

Finally, the data collected from the teachers allowed the elaboration of Table 3, which retrieves the three approaches that the curricula of the disciplines have regarding marketing practice, the perspective to be adopted, and what should be taught. According to the subjects, the 'traditional' approach, based on the managerial school of thought, frames marketing practice in terms of its contribution to improving the performance of a business organization. The perspective adopted is restricted to the economic relations between companies and consumers, which directs the focus to the teaching of theories and concepts that produce value for these two actors. The 'social' approach, linked to the macromarketing school of thought, expands marketing practice to improve the performance of both business and government organizations, adding political relations to the economic ones that surround the relationship between companies, consumers and governments. The focus is on the positive and negative effects that marketing practice can produce when the relationship between these three actors is put into perspective. Finally, the 'critical' approach, linked to the school of thought of critical marketing, frames

marketing practice in the domains of government organizations and organized civil society, emphasizing above all its ethical dimensions. Teaching would prioritize the political and power dimensions between companies, consumers, and society.

Table 3 Comparison between the approaches of traditional, social, and critical curricula marketing subjects based on the data collected from professors.

	'Traditional' Approach	'Social' Approach	'Critical' Approach
Marketing practice	Geared towards training practitioners capable of contributing to the performance of business organizations.	Geared towards training practitioners capable of contributing to the performance of business and governmental organizations.	Geared towards training practitioners capable of contributing to the performance of business organizations, governmental organizations, and organized civil society.
Perspective	Marketing studied from a perspective centered on the economic relationships between companies and consumers.	Marketing studied from a perspective centered on the economic and political relationships between companies, consumers, and the government.	Marketing studied from a perspective centered on the ethical dimensions and pressures from organized civil society.
What should be taught	Prioritizes the teaching of theories and concepts about how best to adapt the company's operations to the consumer market.	Prioritizes the teaching of theories and concepts that consider the positive and negative effects on society arising from the relationship between companies and consumers.	Prioritizes the teaching of theories and concepts that unveil the political and power dimensions between companies, consumers, and society.

Source: The authors, based on the findings of the present research, and on Guagliardi (1983), Catterall, Maclaran and Stevens (2002), Wilkie and Moore (2003; 2006), and Berardinelli and Sauerbronn (2017).

It is important to note that Table 1 shows the different characteristics of each approach, but our data suggest that in everyday teaching practice there are nuances that exist in between each of them.

Final Thoughts

The objective of the present work was to investigate how plural the teaching of marketing is in undergraduate Business courses, considering three schools of thought: managerial, macromarketing, and critical marketing. For this, a qualitative research design was adopted to assess the discourse of professors who teach disciplines related to marketing in Business courses in Rio de Janeiro, regarding what are the main approaches that guide curricula, syllabi, and teaching practices that mediate learning in the classroom. The results presented in the three analytical categories point to: a) the recognition that the syllabus does not meet the challenges surrounding the practice of marketing; b) the concern with linking marketing practices to market demands; and c) the importance of establishing ethical, social and critical discussions that involve not only the relationship between companies and consumers, but that include the role of the State and the pressures of organized civil society.

The syllabus content proves to be insufficient as there is a predominance of books that follow the managerial approach to marketing. Such literature is covered with validation, since it has a similar status in *stricto sensu* postgraduation courses in Business Administration. (VIEIRA, 2003; VELUDO-DE-OLIVEIRA; QUINTÃO; URDAN, 2014). It is also worth noting that a large part of this literature is composed of foreign authors who sometimes present examples that do not necessarily find a parallel with the Brazilian reality. In the case of national works, even though they present problems using organizations that are easily recognized by students, they reproduce concepts and techniques that aim to improve the relationship between companies and consumers in economic terms.

It was possible to perceive, both from the literature review and from the data produced by the interviews with professors, that the hegemony of this school of thought has a strong influence not only on what should be taught, but also on the training of researchers and future marketing professors. If more pluralistic marketing education is desired at the undergraduate level, postgraduation programs also have an important role to play. One professor interviewed claimed that he only got to know other marketing approaches throughout his master's and doctorate courses at an institution that prioritized a more heterogeneous program. Thus, postgraduation

programs would contribute to a more plural training of professors if they adopted books and periodicals that addressed themes related to macromarketing and critical marketing, including in the list of contemplated journals, in addition to the most well-known, like the Journal of Marketing, articles from the Journal of Macromarketing, the Marketing Theory and, what may even be a surprise, the Journal of Marketing Management, which publishes critical discussions. In Brazil, although publications based on these two schools of thought are still scarce, the book *Marketing e Sociedade* (COSTA, 2015), which deals with macromarketing, should be mentioned.

Although professors highlight the importance of teaching techniques and concepts of the managerial approach to increase the chances of students entering the labor market, based on companies (without specifying size or nature – whether public or private), which suggests ideological bases, they also nurture a sense of skepticism when they stop to assess the asymmetric power relationship between these actors and the consumers. In these moments, they mentioned the formulation of public policies for government regulation and pressure from civil society, which have an impact on marketing practices and, for this reason, should be discussed in the classroom. In this sense, even if there is no clear framework on the part of professors of themes related to macromarketing and critical marketing, they are mentioned in some way by professors through the use, for example, of teaching cases that address gender issues, consumerism and consumer vulnerability, which indicates that there is an overlap of the approaches presented in Table 1 as alternatives to the Managerial approach.

These themes seem to belong to a gray area that brings challenges and penalties to professors. In part, this may occur because they defy the expectations of students, who tend to inflate the glamorization of certain subjects, such as brand and advertising, and also because they escape the content evaluated by the National Student Performance Exam (ENADE), whose grade reflects on the course evaluation and has negative effects on the professors' evaluation as well. With this scenario, being to dialogue with course coordinators, support from the educational institution, and formalization of a more plural marketing education in pedagogical projects, are crucial. In contrast, teaching practices may not be restricted to the classroom and may advance on teaching and extension activities that are also important for evaluating courses. Given that the macromarketing approach values the role of the State

and the way in which it participates in the relationship between companies and consumers, with the objective of increasing the quality of life of the population, and that the critical marketing approach sheds light on the social pressures that denounce harmful aspects of marketing practices, a series of possibilities opens up for the elaboration of research and extension projects that include the students.

In terms of theory, the professors' discourses challenge the ontological and epistemological boundaries established in academia. As marketing practitioners, they also move, for example, between managerial and critical approaches, seen as antagonistic and immeasurable. The ground that seems to be more secure is that of macromarketing. It is not for nothing that one can easily identify managerial and critical themes in its domains. This can be explained by its broad scope and research orientation that seeks to investigate the impacts of marketing practices on society and vice versa.

The possibility of adopting discussions present in Macromarketing and Critical Marketing allows us to glimpse the potential for future research that uses perspectives that clarify the consequences of the marketing discipline and practice privileging the Global North as the sole locus of knowledge production (ABDALLA; FARIA, 2017; FARIA; HEMAIS, 2017; HEMAIS, 2019), ignoring local knowledge and traditions (DALMORO, PEÑALOZA, NIQUE, 2016).

Finally, it would be relevant to develop future research that investigates the understanding and relevance given by Business students, alumni, and coordinators to marketing teaching and its different curricular approaches. The results could make it possible to reinforce and/or discover new directions for discussion, and, maybe, for a more plural marketing discipline.

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