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Abstract

This chapter offers insights into the commercial drift that business and higher education is undergoing. It does so by imagining a dialogue, or better a controversy, between an academic and the marketing office of an imaginary business school stressing how marketing and marketing professionals have a greater say than academics in defining what counts as “good” knowledge and what does not in the context of business education. While the dialogue is imaginary, true is the social context in which dialogues like this surely happen every day in an organizational field which produces credentials rather than a truly critical educational experience. (HRK / Abstract übernommen)

Signature

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