### Everyday Social Justice and Citizenship

Social justice is a concept which is widely touted and lauded as desirable, yet its meaning differs depending on whether its focus is on the underlying values of social justice, the more specific objectives these entail or the actual practices or policies which aim to achieve social justice. In the current global political context, we need to re-examine what we mean by social justice, and demonstrate that ‘making a difference’ and contributing to human flourishing is more achievable than this context would suggest. The book aims to increase our sense of being able to enact social justice, by showcasing different ways of contributing to social justice, and ‘making a difference’ in different settings and different ways.

Part I introduces a fluid and contextual approach to social justice. Part II examines social justice and faith perspectives, such as Christianity, Judaism, Islam and community organisations. Part III illustrates perspectives on children, the family, sport and local government.

Part IV provides perspectives of social justice in education. Considering concepts of citizenship and social justice from a variety of contemporary perspectives, Everyday Social Justice and Citizenship should be considered essential reading for academics and students from a range of social scientific disciplines with an interest in social justice, as well as those working in education, community work, youth work and chaplaincy.

**Summary:**
- **ISBN:** 9781350002647
- **Pages:** 196
- **Publisher:** Bloomsbury Academic
- **Format:** Hardback

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### Researching Education for Social Justice in Multilingual Settings

Researching Education for Social Justice in Multilingual Settings provides innovative guidance on carrying out qualitative research in education by offering a wide range of examples of research projects with a focus on the methodologies and data collection strategies used. Rather than decontextualised ‘how-to’ advice, the book offers insights into the complexities of actually carrying out research in multilingual settings. In this practical guide, examples of real-life projects are framed by chapters providing a theoretical background to the principles of ethnography and to the processes and practices of qualitative research, focusing on data generation and collection strategies.

Case study chapters offer a rich understanding of the detail of qualitative research in education from the points of view of people who have engaged in it. Moreover, the book promotes understanding of current research that aims to make a difference to pupils, students, teachers and families whose diverse languages and cultural experiences are not fully valued in society and in mainstream education contexts. Pedagogical features that support private study and use on courses include a glossary of key terms, guiding questions for reading at the start of each section, and discussion questions to promote reflection as well as suggestions for further reading. Researching Education for Social Justice in Multilingual Settings is a supportive guide to the principles of ethnography and the processes of qualitative research for all those wishing to investigate complex problems in multilingual education settings.

**Summary:**
- **ISBN:** 9781350002647
- **Pages:** 280
- **Publisher:** Bloomsbury Academic
- **Format:** Paperback

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### Return to Social Justice

Youth justice has always focused on criminal justice but this work argues that taking a social justice approach is the best way to reduce youth crime. Drawing on philosophy, new research, and practitioners’ views, a new organizational structure and approach is developed. Urwin outlines the philosophical and historical background of youth justice and clarifies how this has led to problems within current practice.

Prominent debates within the field are also explored in depth, such as care vs. control, and the issue of professional identity. Ultimately, all of these factors are considered in relation to the organizational structure of youth justice, and this bold and engaging study highlights the need for a more principled approach to practice.

Timely and authoritative, this book is of great interest to youth justice practitioners, academics, students, and those who would like to apply social justice to social institutions.

**Summary:**
- **ISBN:** 9783319730424
- **Pages:** 223
- **Publisher:** Springer
- **Format:** Hardback

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### Alternative Educational Programmes, Schools and Social Justice

Alternative education caters and cares for students whose regular schools have failed and excluded them. Fifty years of international research reports that alternative settings are characterised by close and powerful staff–student relationships, a curriculum which is relevant, engaging and meaningful, and the strong sense of agency afforded young people by the opportunity to make decisions. Together, these three practices produce increased life chances for alternative education participants. However, despite these apparent successes, alternative education seems to have had little impact on mainstream schools. This collection of papers addresses the important question - what might regular schools and teachers learn about socially just pedagogies from alternative education practices? In providing answers to this question, authors interrogate the taken-for-granted wisdom about alternative education while also taking account of ongoing policy shifts, differing locations and populations, and persistent and intersecting patterns of raced, classed and gendered inequalities. They draw on a range of theoretical and methodological approaches to interrogate the ways in which alternative schools and alternative education both challenge and legitimate the kinds of schooling most of us expect for our own and other people’s children.

The chapters in this book were originally published as a special issue of Critical Studies in Education.

**Summary:**
- **ISBN:** 9780815380887
- **Pages:** 146
- **Publisher:** Routledge
- **Format:** Paperback

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### Everyday Social Justice and Citizenship

- **ISBN:** 9781138652804
- **Pages:** 196
- **Publisher:** Routledge
- **Format:** Hardback

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### Return to Social Justice

- **ISBN:** 9783319730424
- **Pages:** 223
- **Publisher:** Springer
- **Format:** Hardback

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### Researching Education for Social Justice in Multilingual Settings

- **ISBN:** 9781350002647
- **Pages:** 280
- **Publisher:** Bloomsbury Academic
- **Format:** Paperback

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### Alternative Educational Programmes, Schools and Social Justice

- **ISBN:** 9780815380887
- **Pages:** 146
- **Publisher:** Routledge
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Public discourses around migrant sex workers are often more confident about what migrant sex workers signify morally but are less clear about who the ‘migrant’ is. Based on interviews with immigrant, migrant and racialized sex workers in Vancouver, Canada and Melbourne, Australia, Sex Work, Immigration and Social Difference challenges the ‘migrant sex worker’ category by investigating the experiences of women who are often assumed to be ‘migrant sex workers’ in Australia and Canada. Many ‘migrant sex workers’ in Melbourne and Vancouver are in fact, naturalized citizens or permanent residents, whose involvement in the sex industry intersects with diverse ideas and experiences of citizenship in Australia and Canada.

This book examines how immigrant, migrant and racialized sex workers in Vancouver and Melbourne wield or negotiate ideas of illegality and legality to obtain desired outcomes in their day-to-day work. Sex work continues to be the subject of fierce debate in the public sphere, at the policy level, and within research discourses. This study interrogates these perceptions of the ‘migrant sex worker’ by presenting the lived realities of women who embody or experience dimensions of this category.

This book is interdisciplinary and will appeal to those engaged in criminology, sociology, law, and women’s studies.

How do we understand and respond to the pressing health problems of modern society? Conventional practice focuses on the assessment and clinical treatment of immediate health issues presented by individual patients. In contrast, social medicine advocates an equal focus on the assessment and social treatment of underlying social conditions, such as environmental factors, structural violence, and social injustice. Social Justice and Medical Practice examines the practice of social medicine through extensive life history interviews with a physician practicing the approach in marginalized communities.

It presents a case example of social medicine in action, demonstrating how such a practice can be successfully pursued within the context of the existing structure of twenty-first-century medicine. In examining the experience of a physician on the frontlines of reforming health care, the book critiques the restrictive nature of the dominant clinical model of medicine and argues for a radically expanded focus for modern-day medical practice. Social Justice and Medical Practice is a timely intervention at a time when even advanced health care systems are facing multiple crises.

Lucidly written, it presents a striking alternative and is important reading for students and practitioners of medicine and anthropology, as well as policy makers.

This book engages with a traditional yet persistent question of legal theory - what is law? However, instead of attempting to define and limit law, the aim of the book is to unlimit law, to take the idea of law beyond its conventionally accepted boundaries into the material and plural domains of an interconnected human and nonhuman world. Against the backdrop of analytical jurisprudence, the book draws theoretical connections and continuities between different experiences, spheres, and modalities of law. Taking up the many forms of critical and socio-legal thought, it presents a broad challenge to legal essentialism and abstraction, as well as an important contribution to more general normative theory.

Reading, crystallizing, and extending themes that have emerged in legal thought over the past century, this book is the culmination of the author’s 25 years of engagement with legal theory. Its bold attempt to forge a thoroughly contemporary approach to law will be of enormous value to those with interests in legal and socio-legal theory.