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Nota di contenuto	Chapter 1. Introduction: Social justice talk and social justice practice in the contemporary university; Susan Goodwin and Helen Proctor -- SECTION I. Politics and perspectives -- Chapter 2. Thoughts on social justice and universities; Raewyn Connell -- Chapter 3. On settler notions of social justice: The importance of disrupting and displacing colonising narratives; Sheelagh Daniels-Mayes, Valerie Harwood and Nyssa Murray -- Chapter 4. Making worlds, making justice and the responsibility to live justly on stolen land; Debra Hayes -- Chapter 5. Social justice politics: Care as democracy and resistance; Donna Baines -- Chapter 6. Pursuing a social justice agenda for early childhood education and care: Interrogating marketisation hegemony in the academy; Marianne Fenech -- Chapter 7. Aboriginal voices: Social justice and transforming aboriginal education; Kevin Lowe and Cathie

Burgess -- SECTION II. Practices and pedagogies -- Chapter 8. When 'participation' is not enough: Social justice practices in mental health and psychiatric hegemony; Emma Tseris -- Chapter 9. Teaching undergraduate comparative and international education: Pedagogy, social justice and global issues in education; Alexandra McCormick and Matthew A.M. Thomas -- Chapter 10. 'Teaching' social justice through community-embedded learning; Margot Rawsthorne -- Chapter 11. Little ego deaths in the social justice classroom: An existential perspective on student resistance; Remy Yi Siang Low -- Chapter 12. Using drama pedagogy to understand human rights and the law; Alison Grove O'Grady -- Chapter 13. Social justice and students with intellectual disability: Inclusive higher education practices; Michelle L. Bonati -- Chapter 14. Frameworks for social justice in teacher education: Moments of restless sympathy; Kelly Freebody.

Sommario/riassunto

This book explores how the concepts of social justice, diversity, equity and inclusion can be understood within the context of higher education. While terms such as these are often in common use in universities, they are not always used with clarity and precision. The editors and contributors offer a serious and detailed examination of pressing contemporary concerns around 'social justice' across politics, practice and pedagogy in order to encourage hard thinking and practical agenda setting for social-justice oriented research, teaching and community engagement. Drawing upon new theoretical work, research projects and innovative university teaching, this book offers both useful theoretical insights and practical possibilities for action. This collective and collaborative volume will be of interest and value to all those interested in promoting social justice, in particular how it can be promoted within the university setting. .
