



Humanizing Research: Decolonizing Qualitative Inquiry With Youth and Communities

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What does it mean to conduct research for justice with youth and communities who are marginalized by systems of inequality based on race, ethnicity, sexuality, citizenship status, gender, and other categories of difference? In this collection, editors Django Paris and Maisha Winn have selected essays written by top scholars in education on humanizing approaches to qualitative and ethnographic inquiry with youth and their communities. Vignettes, portraits, narratives, personal and collaborative explorations, photographs, and additional data excerpts bring the findings to life for a better understanding of how to use research for positive social change.

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Review

The text is written in an engaging, conversational tone and presents powerful stories that will connect with students and others interested in empowering under-represented groups (focused on adolescents/youth) through community based research. --Susan Letvak (11/21/2012)"

This text is a rich repository, covers wide variety of oppressed research participants and a must read for emerging and valuable sub-field of humanizing research within qualitative research paradigm. --Shailesh Shukla (11/21/2012)"

I find it to be an overall excellent addition to the conversation on humanizing qualitative research and in general on the conversation on Critical Qualitative Research and its possible directions for development. --Patricio R. Ortiz (11/21/2012)"

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About the Author

Django Paris is Assistant Professor of Language and Literacy in the College of Education at Michigan State University. He was previously on the faculty at Arizona State University. Paris received a B.A. in English from the University of California, Berkeley, an M.A. and a Ph.D. from Stanford University. He spent 6 years as an English Language Arts teacher in California, Arizona and the Dominican Republic before entering graduate school. Paris is also Associate Director of the Bread Loaf School of English, a summer graduate

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Maisha T. Winn obtained her Ph.D. at University of California, Berkeley. Prior to that, she was a public elementary and high school teacher in Sacramento, CA. Currently, she is the Susan J. Cellmer Chair of English Education in Curriculum and Instruction at the University of Wisconsin, Madison. She has published research in a range of Journals (*Harvard Educational Review*, *Race, Ethnicity and Education*, *Anthropology and Education Quarterly*, *Journal of African American History*, and *Research in the Teaching of English*, *Written Communication and English Education*). She published *Writing in Rhythm: Spoken Word Poetry in Urban Classrooms* (published under Maisha T. Fisher by Teachers College Press), *Girl Time: Literary, Justice and the School-to-prison pipeline* (Teachers College Press), *Writing instruction in the culturally relevant classroom* (co-authored with Latrise Johnson for NCTE), and *Education and Incarceration* (co-edited with Erica Meiners for Routledge).

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