



Book Series

Current Social and Cultural Issues: Challenges and Solutions

Series Editors

Jeton McClinton, *Jackson State University*; Arthur E. Hernandez, *University of the Incarnate Word*; Alma L. Thornton, *Jackson State University*

The purpose of this book series is to provide a description and explanation of various research and evaluation theories, methods, instruments, and techniques which can serve as a “practitioner guide” to action in the context of current and emerging social and cultural challenges. Although the books included in the series may be organized in various ways, each will include specific guides, book chapters, case study examples, and other resources intended to provide the reader/user with clear recommendations for practice. The books in this series will be distinct from other works in the fields of research and evaluation in that they will focus on “learning from action and action from learning” rather than merely exposit theoretical frameworks. In addition, this book series is designed from its inception as a guide to inquiry with individuals and groups which are underrepresented, marginalized and/or disadvantaged. With this purpose, the book series focuses on the meaningfulness of these approaches framed by a commitment to social justice and considers research and evaluation with the imperative of involving voiceless, marginalized, unrepresented, or devalued populations.

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Qualitative Research With Diverse and Underserved Communities

Jeton McClinton, Jackson State University; Arthur E. Hernandez, University of the Incarnate Word; Alma L. Thornton, Jackson State University

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The purpose of the book is to provide a description and explanation of various qualitative methods and mechanisms of analysis with case study examples. The book will introduce theory, methods, and techniques and can serve as a “field guide” for practice. Though there are many books which describe qualitative research, this book is designed from its inception as a guide to inquiry with individuals from and groups and communities which are underrepresented, marginalized and/or socially disadvantaged. With this purpose, the book focuses on the meaningfulness of qualitative approaches framed by a commitment to social justice and considers qualitative research with the imperative of involving voiceless, marginalized, unrepresented, or devalued populations.

We anticipate the book will be useful for teachers of qualitative research and evaluation, practitioners, dissertation students considering qualitative methods and as a ready reference (i.e., a field guide). The authors/editors believe this book will expand national conversations about social justice, address voids in the literature and gaps in public policy informed by social justice and inform the general body of knowledge concerning qualitative research.

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