Andy J. Johnson · April Vinding Editors



Subverting Resistance to Social Justice and Diversity Education Constructive Approaches with Undergraduate Students



SpringerBriefs in Social Work

SpringerBriefs present concise summaries of cutting-edge research and practical applications. Featuring compact volumes of 50 to 125 pages, the series covers a range of content from professional to academic. Typical topics might include:

- A timely report of state-of-the art analytical techniques
- A bridge between new research results, as published in journal articles, and a contextual literature review
- A snapshot of a hot or emerging topic
- An in-depth case study or clinical example
- A presentation of core concepts that students must understand in order to make independent contributions

SpringerBriefs in Social Work showcases emerging theory, empirical research, and practical applications in a wide variety of topics in social work and related areas. Briefs are characterized by fast, global electronic dissemination and expedited production schedules.

Andy J. Johnson • April Vinding Editors

Subverting Resistance to Social Justice and Diversity Education

Constructive Approaches with Undergraduate Students



Editors
Andy J. Johnson
Department of Psychological Sciences
Bethel University
Saint Paul, MN, USA

April Vinding Department of English and Journalism Bethel University Saint Paul, MN, USA

ISSN 2195-3104 ISSN 2195-3112 (electronic) SpringerBriefs in Social Work ISBN 978-3-031-31712-5 ISBN 978-3-031-31713-2 (eBook) https://doi.org/10.1007/978-3-031-31713-2

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Nature Switzerland AG 2023

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

To All God's Children

—Andy J. Johnson

To the generous truth-tellers—you are our teachers.

—April Vinding

Acknowledgments

First, thanks to April Vinding for her collaboration and support over the course of this editing process. I could not have asked for a better co-editor in this journey and deeply appreciate her time and expertise. Our chapter authors have been incredibly capable, responsive, and delightful. The team at Springer, especially Janet Kim and Bakiyalakshmi RM, provided invaluable assistance in moving the project forward.

Many thanks to my colleagues, community partners, and role models who made this book possible. I am grateful for what each of you has done. Tanden Brekke and I worked together for several years in partnership with many wonderful social justice leaders in the Twin Cities on project-based learning opportunities for my psychology classes. The feedback we received consistently mentioned the unique and effective nature of the approaches we were using, leading to the Relational Partnership Development Model (RPDM) and Moving Towards Social Justice (MTSJ) model described in this book. Community partners whose work with us was especially fruitful include Teresa Forliti, Bukola Oriola, Margaret Lovejoy, Kizzy Downie, Trahern Crews, Mariam Mohamed, and Deborah Mitchell. Thanks to my mentors, especially Karen McKinney and Vincent Peters, for encouraging and supporting my work in the areas of social justice, diversity, intersectionality, and trauma and for always encouraging me to do work that addresses the "big questions," no matter how difficult they are. DeWayne Davis and Kareem Murphy have been outstanding role models. Denise Sudbeck provided consultation on trans justice issues. Bethel University granted a sabbatical to give me more time to write.

Thank you also to Samuel Zalanga, Andrew Odubote, Tim Sena, Wallace "Wally" Swan, Steven Robertson, and Kenny Callaghan for the time you took to talk things through with me at critical points along the way. Thank you to the beloved community at All God's Children for providing support and community while also encouraging introspection and growth – I am truly fortunate to have such wonderful friends. Finally, thanks to my wife, Carolyn Johnson, for her unwavering support of me and my work.

Saint Paul, MN, USA

Andy J. Johnson

viii Acknowledgments

I echo Andy's gratitude to our team at Springer: their support of this work widens and roots the conversation.

Collaborating with Andy and our chapter authors has been illuminating and energizing, and their contributions make me wiser and more hopeful–precious and muscular gifts as we all try to do fruitful work against harm and toward wholeness.

My teachers, students, and colleagues who have been brave enough to be their full selves build the spaces of real dialogue that change relationships and the world, and me. Thank you for your courage.

Saint Paul, MN, USA

April Vinding

Contents

| ı | and Diversity Education | 1 |
|-----|--|----|
| 2 | Embrace Preparing: Theoretical and Practical Foundations for Motivating Students to Address Social Justice for Persons from Diverse Social Locations | 15 |
| 3 | Embrace Collaboration: Developing Community Partnerships Through the Relational Partnership Development Model (RPDM) | 29 |
| 4 | Embrace Multiple Perspectives: Balancing Interests of Community Partners, Students, and Instructors in Developing Creative Solutions. Emily Rossing, Trahern Crews, and April Vinding | 43 |
| 5 | Embrace Process: Classroom Practices for Nonviolent Formation | 57 |
| 6 | Embrace Complexity: Anticipating and Neutralizing Student Resistance in Undergraduate Education for Transgender and Gender Identity Justice Christine M. Robinson | 69 |
| Ind | lov | 05 |