



**The Identity, Art and Democracy Lab** has developed a **Curriculum Framework for Social Impact** for the emerging and established social justice engineer. The framework positions the learner as an instrument who is able to apply practical and innovative thinking about equity to people who are marginalized and to their contexts. The curriculum framework is the product of dedicated work with the University of Maryland, College Park [Pre-College Programs in Undergraduate Studies](#); The Howard University [Identity and Success Research Laboratory](#); [Institute for Urban and Minority Education](#), Teachers College, Columbia University; [SMASH Academy](#); [The National Football League](#) and the Morehouse College [Andrew Young Center for Global Leadership](#). The framework is designed as a “map” broad enough to be integrated into other pedagogical expressions, while also maintaining a Morehouse-centric foundation that is informed by the best histories and practices of the College and related leadership (i.e. Howard Thurman and the work of humanness; the radical vision of Spike Lee; the economic innovations of Maynard Jackson; and the American non-violent movement pioneered by Martin Luther King, Jr.).

**Overview** — The Lab’s Curriculum Framework for Social Impact is designed to develop skills, attitudes and behaviors that help learners to contribute positively to their communities. It is an extension of the Morehouse College Mission<sup>1</sup> and centers authentic engagement, understanding self, understanding rudimentary tactics of impactful leaders and movements, and the accountability tethered to being knowledgeable about a thing. These precepts are anchored by four domains of social justice — identity, diversity, justice and action<sup>2</sup>.

The Goals of the Curriculum Framework are to:

- Stoke awareness about one’s self in relationship to their surroundings; to
- Expose learners to social contexts and opportunities for influence; and to
- Position learners to engage their communities

Curriculum Activities in-line with stated Goals should be designed to:

- Help learners define for themselves who they are in relationship to their community;
- Share/engage experiences with learners as to demonstrate need for aid or action relative to a vulnerable status or condition; and to
- Develop with the learner a plan and/or practice to contribute positively to community

Curriculum process Objectives in-line with stated Goals and Activities are:

- By the conclusion of two (2) Curriculum sessions, 70% of learners will be able to articulate overlap between self and a community of their choosing that demonstrates need;
- By the conclusion of four (4) Curriculum sessions, 70% of learners will be able to list and define ten marginalized groups and/or circumstances and how they might benefit from aid or action;
- By the conclusion of six (6) Curriculum sessions, 70% of learners will be able to draft a plan and/or will have participated in two (2) community activities that contribute to a personal plan for community action

Assessment of Goals and Objectives are facilitated through:

- Process Objectives completed at or above stated level;
- All learners will complete and submit a SWOTS analysis of self and community, comparing one to the other with particular attention to possible power dynamics between the two;

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<sup>1</sup> Morehouse Mission goals include developing skills in ... analytical and critical thinking, and interpersonal relationships; fostering an understanding and appreciation of world cultures...and the nature of the physical universe . . . and; cultivating the personal attributes of self-confidence, tolerance, morality, ethical behavior, spirituality, humility, a global perspective, and a commitment to social justice.

<sup>2</sup> These domains and affiliated standards are from the Southern Poverty Law Center’s Teaching Tolerance programming as principally informed by the work of educator/activist Louise Derman-Sparks.



- Surveys will be administered to learners to measure their awareness of “diversity” and “need”;
- Peer review and real-time refinement of stated goals and objectives

A crucial component of the Curriculum Framework is the mechanism by which it is delivered, a specialized mentoring model that is based in authentic engagement, understanding self and other, understanding rudimentary tactics of impactful leaders and movements, and the accountability connected to being knowledgeable about freedoms and consequences of their denial.

This mentoring approach is in the tradition of a culturally responsive and responsible Morehouse College in developing high-performance learning communities that hinge on the “dos” of proximal development – what the learner can do on their own, and what they can do with help. Vygotsky’s Cultural-historical Activity Theory [CHAT] informs the Curriculum Framework for Social Impact’s mentoring approach, emphasizing:

- Humans act collectively, learn by doing, through communication and by way of their actions;
- Humans make, employ, and adapt tools of all kinds to learn and communicate; and
- Community is central to the process of making and interpreting meaning — and thus to all forms of learning, communicating and acting

These perspectives on “how social impact is done” are extensions of the overarching Morehouse College Mission and are anchored in core characteristics.

### **Core Characteristics of the Curriculum Framework for Social Impact**

- The Curriculum Framework is unapologetically informed by Black Diasporic issues and an epistemology that underscores discovery and invention<sup>4</sup>. With this, there is the opportunity to look with, within and across community to figure solutions to social challenge.
- The Curriculum Framework operates with an understanding that there are complexities embedded within the lived experiences of Black people, and that these experiences rely on past, present and evolving cultural narratives
- The Curriculum Framework positions intellectual competence<sup>3</sup> as important to engender within the emerging activist/advocate/ally that allows them opportunities to activate their learning and to realize the practical application of information, not to simply digest information
- The Curriculum Framework assumes an affirmative development paradigm that works to understand and to exercise when, how and where Black people are healthy
- The Curriculum Framework is problem-based and asset-framed. This means that problems are considered understanding that positives within target communities and positives within people of the target community are available to contribute to solutions

The below **Procedural Goals** are strategies expected of the learner who is using the Curriculum Framework for Social Impact.

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<sup>3</sup> Intellectual competence is much richer than what is captured by the traditional indicators of intelligence that are privileged in much of our educational assessment practices. Traditional approaches to assessment privilege knowing, knowing how to and mastery of veridical knowledge, while intellectual competence stresses multiple ways of knowing, understanding — as well as knowing, and the ability to adjudicate competing relationships in our knowledge. (Gordon, 2012)



- Work within the Curriculum Framework will demand critical reading, writing and thinking where the developing activist/advocate/ally learner is able extract content and meaning from issues and circumstances in an effort to come about pragmatic solutions to problems
- It is expected that the experiential context within which the activist/advocate/ally learner is working will evoke independent thinking and creative application of solutions to real-world situations of and relating to social justice and social impact
- The activist/advocate/ally learner's conceptual knowledge of social justice and social impact will be enhanced in building upon prior knowledge

The below **Learning Objectives** for the learner are expected goals that the Curriculum Framework will achieve within those who assume the proposed social impact mapping.

- Understand broad issues and definitions concerning social justice and social impact through critical reading, writing and group work
- Identify, define and draft arguments anchored in the four domains of social justice — identity, diversity, justice and action
- Become better aware of complex and nuanced explanations of social justice and social impact as informed by the application of logical progression of thought in discerning (through conversation identification and writing) the difference between affirming and deficit models of identity (both individual and group)
- Adopt a position or identity relative to social justice and/or social impact within at least two of the four domains of social justice — identity, diversity, justice and action

The below **Social Impact Learner Outcomes** are grouped by the four domains of social justice, with critical questions associated with each domain.

### **Identity**

- Learners will develop positive social identities based on their membership in multiple groups in society
- Learners will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups
- Learners will recognize that people's multiple identities interact and create unique and complex individuals
- Learners will express pride, confidence and healthy self-esteem without denying the value and dignity of other people
- Learners will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces

#### *critical questions:*

How do our various group identities shape us as individuals?

What part do culture and history play in the formation of our individual and collective identities?

How do our intersecting identities shape our perspectives and the way we experience the world?

How do we remain true to ourselves as we move in and out of different communities, cultures and contexts?

How do power and privilege change the way we express and present ourselves?

What privilege do people have based on their identity?



How does struggle help define who we are?

### **Diversity**

- Learners will express comfort with people who are both similar to and different from them and engage respectfully with all people
- Learners will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups
- Learners will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in open-minded ways
- Learners will respond to diversity by building and demonstrating empathy, respect, understanding and connection
- Learners will examine diversity in social, cultural, political and historical contexts rather than in ways that are stereotypical and/or one-dimensional

#### *critical questions:*

What do we gain when we learn about the lived experiences of other people?

How do we connect in meaningful ways with people who are different from us?

What is the relationship between diversity and inequality?

How are rights understood and valued differently across cultures?

How do different people or groups represent and express their power?

### **Justice**

- Learners will recognize stereotypes and relate to people as individuals rather than as representatives of groups
- Learners will recognize “-isms” on the individual level (e.g., biased speech and behavior) and as translated to the individual, cultural and institutional levels (e.g., pre-school to prison pipeline; the Central Park Five)
- Learners will analyze the harmful impact of bias and injustice on the world, historically and as translated to present day
- Learners will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels, and consider how they have been affected by and have agency relative to those dynamics
- Learners will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice and social impact globally

#### *critical questions:*

What problems arise when we relate to people as members of a group, rather than as unique individuals?

What is the difference between individual bias and structural inequality?

What shared beliefs have inspired social justice movements in history?

How can the lived experiences of individuals reflect social inequities?



### Action

- Learners will express empathy and related behavior/action when people are marginalized and/or mistreated because of their identities
- Learners will recognize their own opportunity and responsibility to stand up to exclusion, prejudice and injustice and associated “-isms”
- Learners will speak up with courage and respect when they or someone else has been hurt or wronged through bias
- Learners will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure
- Learners will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective

### *critical questions:*

How is empathy a seed of social action?

What responsibility does an individual have to make society better?

How can we effectively interrupt biased speech when we hear it?

Does everyone have an equal responsibility to stand up to injustice?

Why is it important to stand up to injustice when those around you do not?

Do our obligations to ourselves require us to stand up for others?

What factors are important to consider when choosing whether or not to speak up in the face of injustice?

To what extent is collective action necessary to defeat injustice?

Learners who are guided by the Curriculum Framework for Social Impact are able/expected to improve their work cyclically. This improvement is based on a grounded theoretical approach, meaning that the Core Characteristics of the Curriculum and the learning objectives and learning outcomes connected are expected to evolve. **The specificity of the Framework, the affiliated domains, and associated essential questions will become more acute as different groups of learners across a variety of contexts and institutions employ a connected curriculum and learn from its application.** This defines the Curriculum Framework for Social Impact as dynamic and adaptable to the needs of the learner and communities who employ it as a component of positive social impact.

**Lessons and activities** affixed to the social justice domains and associated questions should center historical champions and causes within the arc of justice struggles while integrating contemporary issues and mediums that are configured, at least in part, with Curriculum participants. Problems for the problem-based learning canopy are also **best determined in collaboration with Curriculum participants**, and are most successful when anchored in authoritative readings.

### Possible issues to be confronted within the developed Curriculum

- |                      |                       |
|----------------------|-----------------------|
| • Affordable Housing | • Climate Change      |
| • Animal Rights      | • Corporate Influence |
| • Bullying           | • Education           |
| • Capital Punishment | • Gender Equality     |
| • Childhood Obesity  | • Gender Identity     |



- Green Energy
- Gun Control
- Health Care Reform
- Homelessness
- Human and Civil Rights
- Income Inequality
- Ineffective Government
- Immigration, detention centers at US border
- Islamophobia
- Moral Decline
- Nuclear Weapons
- Police Brutality
- Pollution
- Poverty
- Poaching
- Prison Industrial Complex
- Racism
- Surveillance, pervasive
- Terrorism
- Torture
- Unemployment
- War on Drugs, racial disparities

### Hyperlinks to sample content

- James Baldwin, [you're the Ni\\*\\*ger, baby. It isn't me.](#)
- NBC's [This is Us](#)
- [The Players Coalition](#)
- Freeform's [grown-ish](#)
- The Guardian, [who will survive the gentrification of Atlanta?](#)
- The Atlantic, [The Moynihan Report](#)
- Colin Kaepernick [explains 'The Knee'](#)
- CNN, [LGBT Rights Milestones, Fast Facts](#)
- Toni Morrison, [racism, take me out of it](#)
- Union of Concerned Scientists, [science for a safer plant and healthy world](#)
- *The New York Times*, [1.5 Million Missing Black Men](#)
- *T Magazine*, [Jay-Z and Dean Baquett in Conversation](#)
- NPR, [dream hampton discusses the ecosystem that allowed for R. Kelly](#)
- [Common Good Atlanta](#), providing incarcerated people with broad, democratic access to higher education
- [Oprah Winfrey](#), speaking her truth in receiving the Cecil B. de Mille Award at the 75th Annual Golden Globe Awards
- [Black Lives Matter](#)
- The Atlantic, [The Case for Reparations](#)
- [Equal Justice Initiative](#)
- [A look at Nipsey Hussle's economic impact](#)
- [Opportunities for White People in the Fight for Racial Justice](#)

### Sample Readings

1. Abrams, Stacey. [Our Time Is Now: Power, Purpose and the Fight for a Fair America.](#)
2. Alexander, Michelle. [The New Jim Crow: Mass Incarceration in the Age of Colorblindness \(2012\).](#)
3. Baldwin, James. [The Fire Next Time \(1963\).](#)
4. Battle-Baptiste, Whitney & Rusert, Britt eds. [W.E.B. Du Bois's Data Portraits: Visualizing Black America \(2018\).](#)
5. Bell, Derrick. [Faces At the Bottom of the Well: The Permanence of Racism \(1992\).](#)
6. Bennett, Michael. [Things that Make White People Uncomfortable \(2018\).](#)
7. Biko, Steve. [I Write What I Like: Selected Writings \(1969\).](#)
8. Burrell, Tom. [Brainwashed: Challenging the Myth of Black Inferiority \(2010\).](#)
9. Butler, Paul. [Choke Hold: Policing Black Men \(2017\).](#)
10. Chomsky, Noam. [Understanding Power: The Indispensable Chomsky \(2002\).](#)
11. Coates, Ta-Nehisi. [The Water Dancer: A Novel \(2019\).](#)
12. Cone, James H. [Risks of Faith: The Emergence of a Black Theology of Liberation, 1968-1998 \(2000\).](#)



13. Cooper, Brittney. [Eloquent Rage: A Black Feminist Discovers Her Superpower \(2018\)](#).
14. Crenshaw, Kimberlé Williams and Ritchie, Andrea J. et al. [Say Her Name: Resisting Police Brutality Against Black Women \(2015\)](#).
15. Diamond, Jared. [Guns, Germs and Steel: The Fates of Human Society \(1999\)](#).
16. Dyson, Michael Eric. [Tears We Cannot Stop: A Sermon to White America \(2017\)](#).
17. Early, Gerald. [The Muhammad Ali Reader \(1998\)](#).
18. Edwards, Harry. [The Revolt of the Black Athlete 50th Anniversary Edition \(2017\)](#).
19. Fanon, Frantz. [The Wretched of the Earth \(1963\)](#).
20. Freire, Paulo. [Pedagogy of the Oppressed \(1968\)](#).
21. Gandhi, Mohandas Karamchand (Mahatma). [The Penguin Gandhi Reader \(1995\)](#).
22. Glaude, Jr., Eddie S. [Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own \(2020\)](#).
23. Hannah-Jones, Nikole. [America Wasn't A Democracy, Until Black Americans Made It One \(2019\)](#).
24. Hart, Carl. [High Price: A Neuroscientist's Journey of Self-Discovery the Challenges Everything You Know About Drugs and Society \(2013\)](#).
25. Hayes, Chris. [A Colony in a Nation \(2017\)](#).
26. Hill, Marc Lamont. [Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond \(2016\)](#).
27. Jay-Z (w/dream hampton). [Decoded \(2010\)](#).
28. Kendi, Ibram X. [How to Be Antiracist \(2019\)](#).
29. Khan-Cullors, Patrisse and Bandele, Asha. [When They Call you a Terrorist: A Black Lives Matter Memoir \(2018\)](#).
30. King Jr., Martin Luther. [Letter from Birmingham Jail \(1963\)](#).
31. Levitt, Steven D. and Dubner, Stephen J. [Freakonomics \[Revised and Expanded\]: A Rogue Economist Explores the Hidden Side of Everything \(2011\)](#).
32. Marable, Manning and Garrett, Felber, eds. [The Portable Malcolm X Reader \(2013\)](#).
33. Marshall, Tim. [Prisoners of Geography: Ten Maps that Explain Everything About the World \(2016\)](#).
34. Merida, Kevin. [Being a Black Man: At the Corner of Progress and Peril \(2007\)](#).
35. Moore, Darnell L. [No Ashes in the Fire: Coming of Age Black and Free in America \(2018\)](#).
36. Morrison, Toni. [The Source of Self-Regard: Selected Essays, Speeches and Meditations \(2019\)](#).
37. Moses, Robert P. [Radical Equations: Civil Rights from Mississippi to the Algebra Project \(2002\)](#).
38. Perry, Imani. [More Beautiful, More Terrible: The Embrace and Transcendence of Racial Inequality in the United States \(2011\)](#).
39. powell, john a. [Racing to Justice: Transforming Our Conceptions of Self and Other to Build an Inclusive Society \(2015\)](#).
40. Rhoden, William C. [Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete \(2007\)](#).
41. Rothstein, Richard. [The Color of Law: A Forgotten History of How Our Government Segregated America \(2017\)](#).
42. Rustin, Bayard. [I Must Resist: Bayard Rustin's Life in Letters \(2012\)](#).
43. Saad, Layla F. [Me and White Supremacy: Combat Racism, Change the World and Become a Good Ancestor \(2020\)](#).
44. Soloman, Akiba and Rankin, Kenrya. [How We Fight White Supremacy: A Field Guide to Black Resistance \(2019\)](#).
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46. West, Cornel. [Race Matters \(1994\)](#).
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48. X, Malcolm. [The Autobiography of Malcolm X: As told to Alex Haley \(1965\)](#).
49. Young, Damon. [What Doesn't Kill You Makes You Blacker: A Memoir in Essays \(2019\)](#).
50. Zinn, Howard. [A People's History of the United States: 1492 to Present \(1980\)](#).