

# Critical Race Theory



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Happy Veterans Day!



*Ignite!*



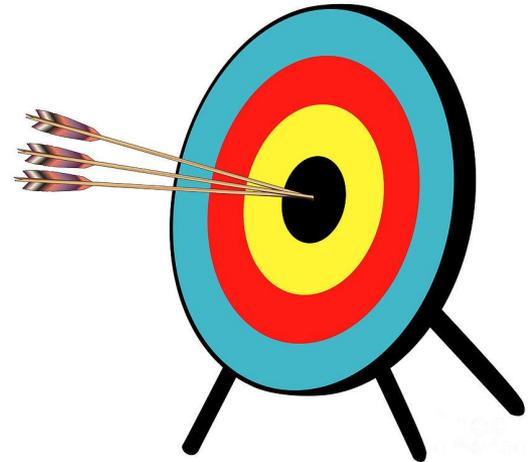
Priscilla Rahn

“CRT is a **single-factor** analytical tool, in which all contributing factors to disparity **other than** “systemic racism” are immediately **dismissed** or wished away. Which means it’s not a tool, it’s a **weapon.**” - *Ben Shapiro*

# Objective

To **analyze** CRT in its **historical context** and **application in American law and policies** and **defend against** practices that can lead to **prejudice, bigotry, racism, resegregation, mental disorders and Marxism.**

Additional vocabulary:  
CRT 2.0/(Critical Race Pedagogy)  
Equity  
Equality  
Culturally Responsive Teaching  
Inclusivity  
Colorblind



# Think About

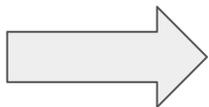


What do you understand about CRT?

What experience(s) have you had with CRT?

# In the beginning...

Critical  
Theory



Critical  
Legal  
Studies



Critical  
Race  
Theory

Aim: To unmask the ideology that justifies some form of social or economic oppression. People come to recognize the oppression they are suffering **as** oppression and are thereby partly freed from it.

A theory which states that the law is intertwined with social issues, in particular that the law has inherent social biases.

# Critical Theory



Formulated by Max Horkheimer, Director of the Frankfurt School. Roots with Karl Marx, Sigmund Freud and others. Conflict between a good material life vs. justice. ***“The more freedom, the less justice and the more justice, the less freedom.” - Horkheimer***

# Creation of Critical Legal Studies

- Starting in the 1970's, law professors and law students started to apply Critical Theory and the idea of a **superstructure** to the legal system => the idea that there is a conceptual framework created by an oppressor class in order to stay in power.
- Conference on CLS, University of Madison 1977 => Leaders of the conferences were radical or neo-Marxist law professors. Participants were 1960's era students or radical anti-war and civil rights lawyers.
- Law school started to become a center of ideological opposition to Ronald Reagan's America.
- Some law professors of color who attended the conferences began to see the superstructure through the lens of "self-serving elites." They saw things through the lens of race and believed the **superstructure was white.**

# Birth of Critical Race Theory

-Critical race theory is more than 40 years old. In 1989 CLS professors of color split and held their own conference: “New Developments in Critical Race Theory.”

*-The problem with Critical Legal Studies was that it was basically a white and largely male academic organization.*

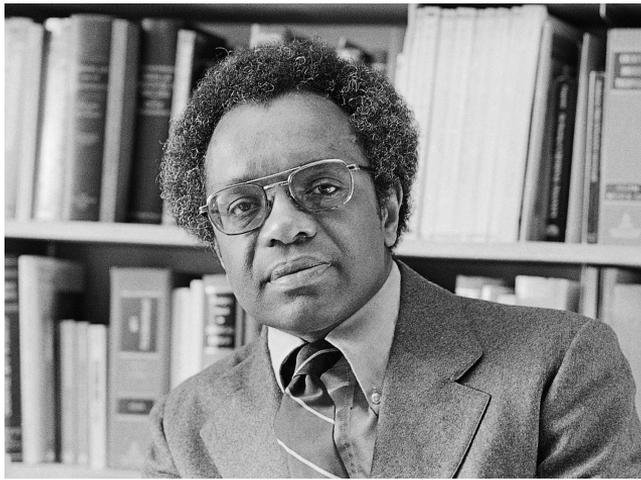
-“Race is the reason for the power struggle.” Derrick Bell, Kimberlé Crenshaw, and Richard Delgado were among the main authors and protestors. *White supremacy*, with its societal or structural racism, exists and **maintains power through the law**

- The core idea is that racism is a **social** construct, and that it is **not merely** the product of **individual bias or prejudice**, but also something **embedded in** legal systems and policies. In other words, they explored the role that law played in establishing the very practices of exclusion and disadvantage.

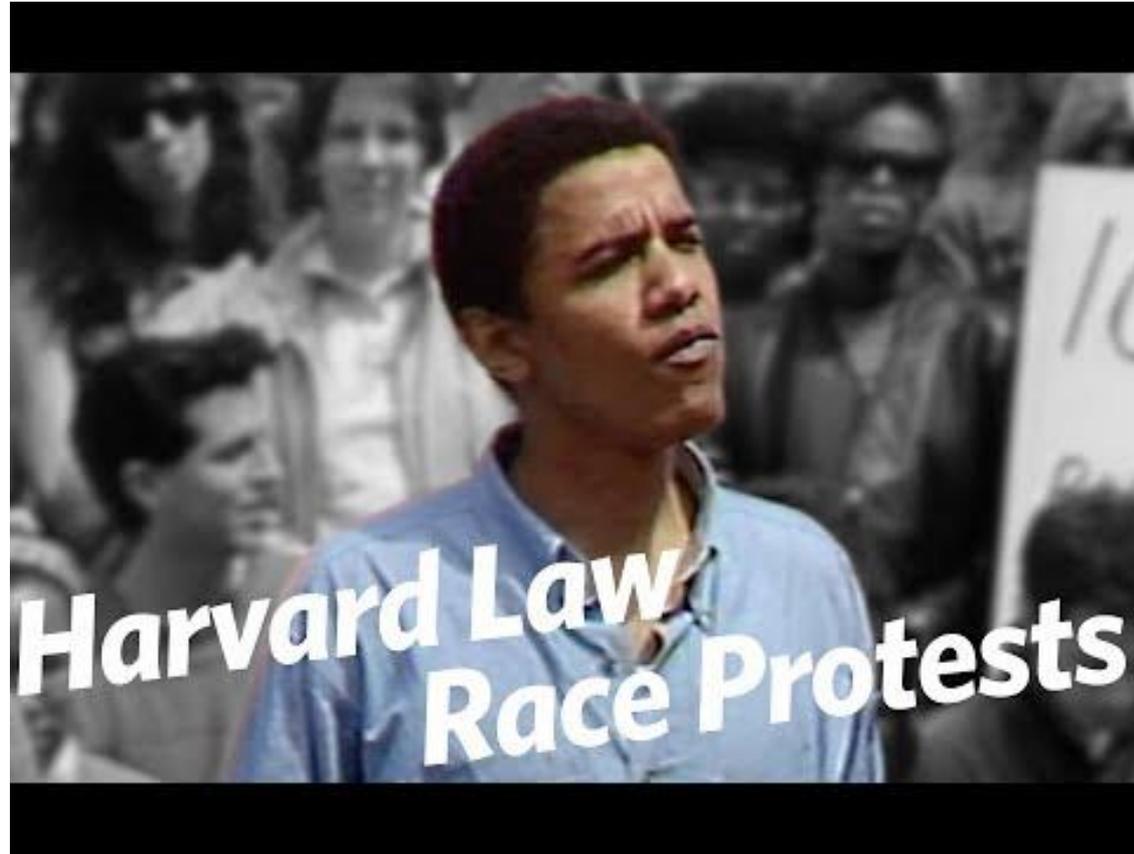
-A good example is when, in the 1930s, government officials literally drew lines around areas deemed poor financial risks, often **explicitly** due to the **racial composition** of inhabitants. Banks subsequently **refused** to offer mortgages to Black people in those areas.

# What is CRT 2.0?

- Appears to have grown from the 2013 BLM movement (acquittal of George Zimmerman in the shooting death of Trayvon Martin .)
- “Anti-racism training” that is over broad & often marketed as diversity & equity training.
- Indoctrination, victimhood & grooming using a racial lense.
- The messaging, “You’ll always have the burden of being Black.”
- While the theory was started as a way to examine how laws and systems promote inequality, it has since expanded. Modern day CRT 2.0 has morphed into a belief that racism is an everyday experience for most people of color, and that a large part of society has no interest in doing away with it because white supremacy and privilege benefits White elites.
- Belief that American institutions are racist and that people are privileged or oppressed because of their skin color.
- Rule of law does not exist & is instead a series of power struggles among racial groups.
- Divisive, Roots in Marxism & Communism



*"It seems fair to say that most critical race theorists are committed to a program of **scholarly resistance**, and most hope scholarly resistance will lay the groundwork for **wide-scale resistance**."* -Derrick Bell: From his speech "Who's Afraid of Critical Race Theory," p. 900.



# What isn't CRT 2.0? (Critical Race Pedagogy)

**Single  
Curriculum**

**Absolute  
Truth**

**Acceptable  
Framework  
for  
justice**

# “Critical Race Theory is Not in the Curriculum” - Nov. 8, 2021



# Vocabulary

**Equity** - Only **appropriate** when teachers are academically and/or physically supporting students through differentiation strategies. We do this every day with students who are on IEP's/504's, GT and identified with social/emotional or physical disabilities. It is about **input, not equal output**.

**Equality** - Equality begins when I see all of my students as capable of mastering a standard regardless of race/ethnicity. As a teacher, I must **remove** any learning **barriers** and **believe** that all students can learn and complete assignments. It is the teacher's job to provide all students with equal access to the standards and learning experiences.

**Culturally Responsive Teaching** - Focuses on brain science and how students learn best. A culturally responsive teacher creates an effective learning environment for students, organizes lesson plans for optimal student learning and understands diverse cultural norms of individualism vs collectivism.

## Vocabulary cont.

**Inclusivity** - Ensures that all participants have a voice in learning and responding. Inclusivity does not create **winners and losers**, but **builds a consensus**. Inclusivity is not a zero sum game. It is the practice or policy of providing equal access to opportunities and resources for people who don't have access to quality schools/learning materials and trying to overcome obstacles and/or poverty.

**Colorblind** - Seeing the same value in every person regardless of race. When you interact with a **person that's** a different race from you, it does not cause you to treat them with bias or affect their opportunities. A color blind society has race-neutral governmental policies that reject discrimination in any form in order to promote the goal of racial equality. This ideal was important to the Civil Rights Movement and national anti-discrimination movements of the 1950s and '60s.

# RACE

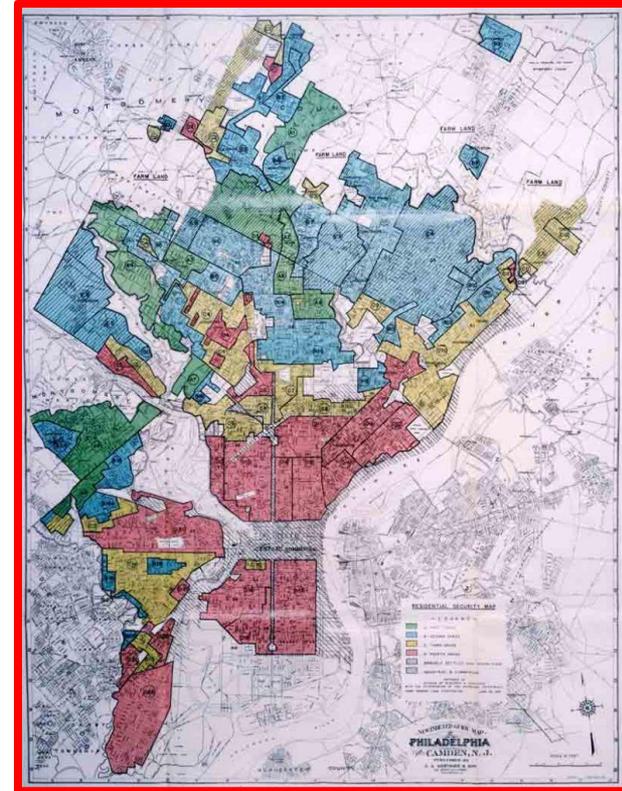
- No scientific agreement on the number of races in humankind
- No agreement of biological features associated with identifying race

- Cultural & social invention reflecting specific attitudes & beliefs
- Belief that people are divided into groups based on physical & behavioral differences

**\*\*If race can be used as a mechanism of social division then what can we use as a mechanism for social unity?**

# We are not denying...

- Racism exists
- America's history should be taught - ugly and beautiful (acknowledging our nation's history of racism shouldn't be vilified as unpatriotic or anti-American.)
- Systemically racist laws and policies existed (*ex: slavery, right to vote, [interracial marriage](#), [Jim Crow laws](#) & segregation, [Redlining](#), [Chinese Exclusion Act](#), etc.*)
- Racist practices should be eliminated (*ex: hair discrimination policies, lower academic expectations for students of color i.e. excused from exams, passing grades but no work, inconsistent discipline policies from restorative to suspension, etc.*)



# Why Is CRT 2.0 Under Attack?

- It teaches that White people are oppressors and have **no redemptive** qualities from cradle to grave.
- As children are trying to develop their own self-concept, CRT is heaping confusion on top of them.
- Children develop a biased sense of who a person is and their socialization is influenced when they are told that they are inherently bad or a victim.
- It systemically programs children to believe there is either oppression or privilege. The left is doing this because they want children to be divided, see color, hate one another and grow up to be angry, bigoted activists.
- Reestablishes segregation.
- It's polarizing.
- It's is being used to explain away the problems in student achievement by using skin color vs. teacher capacity, family structure & academic resources.
- Says that eliminating higher level classes is the answer to eliminating academic disparities.
- Against meritocracy = hypocrisy of the left. (kakistocracy)



# But wait...there's more!

## SHOCKING: The Evil Fruits of Critical Race Theory



Dinesh D'Souza · Published June 13, 2021 · 42,623 Views



NEWS

## UCLA professor suspended after refusing leniency for black students

By Natalie O'Neill

June 10, 2020 | 1:50pm | Updated



UCLA  
Robyn Beck/AFP via Getty Images

## Exposing CRT in our government schools



## Marxism

### **Class Conflict**

(Imbalance of power between capitalists & workers)  
Working class victory => Eliminate class struggles

### **Revolution**

### **Marxism**

(Says Western/Capitalist systems are inherently oppressive)

**End of individual rights, end of equality under the law, group based rights, active discrimination & bureaucratic authority**

### **Anti-capitalist**

**Breeds socialist/communist governments**

### **Tools of political power**

(Confiscation of property, concentration camps, job loss, death)

## CRT 2.0

### **Race Conflict**

(Imbalance of power between Blacks & Whites)  
Black victory => Eliminate racism

### **“Build Back Better”**



### **BLM/neo-Marxism**

(Says the systems governing society today, like police, have to be rescinded. That led to defunding police and elimination of SRO's)

**Suspend private property rights, seize land and wealth & race based redistribution of wealth, destroy the Constitution/Anti-America**

### **“Anti-racist”**

**Breeds socialist/communist governments**

### **Tools of political power**

(Cancel culture, forced terminology/scripts, fear of getting fired, public shaming)

# Max Horkheimer



The Revolution won't happen with guns, rather it will happen incrementally, year by year, generation by generation. We will gradually infiltrate their educational institutions and their political offices, transforming them slowly into Marxist entities as we move towards universal egalitarianism.

— *Max Horkheimer* —

# Personal Examples

## CoPilot Courses Available! Register Now!

With DCTA's commitment to equity, we know it is important to provide our educators with the proper tools and resources to expand our knowledge on equity in the classroom. We've partnered with CEA to provide CoPilot courses at a 25% discount offered exclusively for DCTA members.

The following courses are eligible:

- Culturally Responsive Teaching and the Brain
- Everyday Antiracism: Getting Real About Race in School
- **White Fragility**: Why It's So Hard for People to Talk about Racism
- Transgender and Gender Expansive Youth
- Digging In Deep: Thinking Together about Equity Practices
- Black History Makers Across The Curriculum
- Introduction to Restorative Practices in Education
- Teaching What Really Happened
- The New Jim Crow **Book Study**
- Creating a Trauma-Sensitive Classroom
- How to Be an Antiracist
- Cultural Awareness: The Middle of Everywhere

Use [this link](#) to register, use code: **DCTA** to receive your discount at checkout

Friendly reminder that our PD is next week on Wednesday, March 17th at 3:00pm! Please make sure to complete the pre-work assigned and give yourself enough time to reflect!!

We have decided that instead of the FlipGrid videos that we were going to watch from our *Me and White Supremacy* book group, we will instead provide space for them to share during our PD.

That being said: **You only have to complete 2 activities for your pre-work, instead of 3!** WATCH the video and READ & REFLECT on the article! (All of this info is in the first email I sent!)

Thanks for your commitment to equity!

# More Personal Experiences

Equity Experience: Module 2 cohort 2

## Module Key Terms



### Color-blind Ideology

A learned behavior where we pretend to not notice or discuss race; Contrary to popular belief that being color blind means being fair to other identities, this perspective is actually a dehumanizing response to racism, because we ignore the problem instead of addressing it.

### Color-brave

Having candid conversations about race that can help us better understand each other's perspectives and experiences; Valuing and recognizing all identities instead of pretending different identities do not exist.



Equity Experience: Module 2 cohort 2

## Digging Deeper

- Read Chapter 3 from Robin DiAngelo's, *White Fragility*: Why it's so hard for white people to talk about racism  
<http://bit.ly/whitefragility3>
- *Racism Without Racists: Color-blind Racism And The Persistence Of Racial Inequality In The United States*, by Eduardo Bonilla-Silva  
<http://bit.ly/racismwithoutracists>



Equity Experience: Module 2 cohort 2

## Do: Reflect on What You Noticed



Think about the racial diversity of your team.

4. How have the contributions and insights of the racially diverse perspectives shaped and benefited your team's work? What is your evidence of this impact?
5. If you can't think of any, do you think your team has created a color brave space that allows for diverse perspectives? What is your evidence?



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Melody Hobson defines color blindness as all of the following EXCEPT:

- A way to pretend ignore race
- A learned behavior
- A good way to disrupt racism
- Dangerous

# Quiz Questions

Which of the following identifies an example of the unspoken rules of Shallow Culture?

- Courtesy, attitudes toward elders and concept of time.
- Dress, foods and nonverbal communication.
- Holidays and music are examples of the unspoken rules.

Make your selection, then click the **Submit** button on the player below.

Oppressed social identities are explained by which of the following statements?

- All aspects of oppressed or punishable social identity can be changed through education or improved socioeconomic status.
- An element of a social identity that is viewed as a deficit attribute by the dominant culture.
- Indicates a group of people who can punish another group of people.

Privileged social identities are best reflected in which statement:

- The race of people of color is an example of a privileged social identity
- Socio-economic status is often indicated by a choice of housing and community where a family lives.
- Socio-economic status is not an example of a privileged social identity

Oppressed social identities are explained by which of the following statements?

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- An element of a social identity that is viewed as a deficit attribute by the dominant culture.
- Indicates a group of people who can punish another group of people.

The screenshot shows a web browser window with the Denver Public Schools logo and navigation menu. The main content area displays a quiz question titled "Equity Experience: Module 3". The question asks: "Privileged social identities are best reflected in which statement:". Below the question are three radio button options. The first option is "The race of people of color is an example of a privileged social identity", the second is "Socio-economic status is often indicated by a choice of housing and community where a family lives.", and the third is "Socio-economic status is not an example of a privileged social identity". At the bottom of the interface, there is a "SUBMIT" button.

# My Privilege = Married Parents



- 20-35% more physically, socially & mentally healthy
- More secure financially
- Do better in school and are less likely to drop out.
- Increased college graduation rate & employment rate
- Less prone to experience anxiety and depression.
- Less likely to take drugs or become addicted to alcohol.
- Less likely to commit crimes and be in the juvenile justice system.
- Less likely to divorce as adults

*In 1965, non-marital black births were less than 24%. Today, more than 72% of black children are born out of wedlock compared to only 26% of white children.*

The speech critical race theorists hate to quote



**for freedom in the history of our nation.**

Nov. 7, 2021



This Was the Greatest Moment of My Entire Broadcast Career...



# Final thoughts...

- CRT 2.0 is not the only way for us to open dialogue around respecting people's journeys, stories, culture, etc.
- We can't teach a theory as truth or as the only theory.
- Understand: Notions of race are products of social thought and relations, not biology. The concept of race doesn't correspond to biological or genetic reality; rather, races are categories that society invents, manipulates, or retires when convenient
- Don't lay down. What should we as parents do when a predator is attacking our child?
- CRT is skeptical of America's promise of freedom and opportunity and doesn't belong in public schools.
- Children are not inherently racist so they should simply be taught the importance of character, not that they are intrinsically oppressed, oppressors, victims or unredemptive.
- As parents, we want effective teaching that teaches children to build relationships and self-esteem.
- Kids need character education, not diversity "training." Character Education = Give avenues to explore in an increasingly diverse America. Behavior education & real life application.
- Our goal is to respect the human dignity of everybody.
- There is no culture, value, mental ability, character traits, or virtue connected to skin color.
- When we talk about race, we've been indoctrinated to think heroes & villains..angels & demons...winners and losers. That needs to change.

# ***WHEN WE TALK ABOUT RACE...***

**We need to talk about it in a way that doesn't burden children but frees them.**



# NEXT STEPS

1)



Find 10-20 speakers (parents or kids) to sign up for public comment at every school board meeting. Organize your talking points and be sure to tell your stories.

2)



Post content, like, share, do a Facebook Live video or comment on social media. Keep cool and respond respectfully. Evidence and examples are powerful responses.

3)



Write Op-Eds and submit them to as many publications as you can. Newspapers may or may not decide to print your article, but the smaller, rural papers are always looking for content.

4)



If there isn't a great candidate running for an office, you should consider running! Contact your county party chairman for more information and support. WE THE PEOPLE!

# Resources

[“Culturally Responsive Teaching and the Brain” by Zaretta Hammond](#)

[Columbia Professor shares HS student letter.](#)

[Unequal Opportunity: Race and Education](#)

[Heritage Foundation \(https://www.heritage.org/\)](https://www.heritage.org/)

[Parents Defending Education \(https://defendinged.org/\)](https://defendinged.org/)