

# CRITICAL RACE THEORY EDUCATIONAL WORKSHEET

## How to Explain and Discuss the 8 Key Tenets of CRT

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Use this worksheet to organize your talking points then hold a conversation or mini-lesson on CRT. The objective is to promote critical thinking on this subject. Pages 1-3 can be printed out to serve as a handout.

Each of the 8 tenets can serve as a subject for discussion. It might help to integrate a review of the Enlightenment beforehand and contrast CRT against these principles.

The objective of the lesson you teach, and the ideas you discuss, is to promote the skill of evaluating ideas for their merits and inconsistencies. With older teens, you can also expand this to explore the concept of *second-order effects* (if this result happens first, then what is likely to happen next) and the idea of looking for *unintended consequences*.

These 8 points are taken from two prominent advocates of CRT, both of whom have written extensively on the subject. As supporters of CRT, they represent the thinking of CRT “experts” and explain the structure of the theory. Each is followed by my comments in italics.

Mr. Delgado and Jean Stefanic, author, and legal scholar describe these **key tenets of CRT**.

- 1. Racism is ordinary, the usual way society does business, not aberrational, and that “triumphalist history” neglects the legal retreat and backlash since the civil rights movement of the 1960s.**

*This is the primary reason advanced for teaching CRT. It seems to see racism in a static state, ever-present, and it fails to acknowledge the great strides made in racial justice over past decades. We should accept racism as a default condition, something always there despite policies, considerable spending, and efforts to eliminate it. One way to start a good family discussion is to question the premise by asking questions – “Is this statement factual? What evidence can we find to support or reject this statement?”*

- 2. Liberal approaches to racism, such as colorblindness and neutral principles of law, can only correct the worst abuses. They are therefore inadequate.**

*This calls for much more radical solutions. For example, the concept of “equality” which Martin Luther King Jr. advanced is, according to CRT, rejected as invalid and replaced by the now popular in the media concept of “equity”. This tells us only outcomes matter and the means to them do not. Granted our progress towards equality has been frustratingly slow. But this justifies reverse racism. Another question to ask is this, Do the ends justify the means? Are bad methods permissible, or even laudable, because we think they will produce good results? There are lots of history lessons here.*

3. **If racism is deeply embedded in our *thought processes and social structures*, then certain things follow - this requires aggressive color-conscious efforts.**

*What does aggressive mean? This tenet justifies radical practices such as eliminating or downplaying testing, abolishing entrance exams, and getting rid of Advance Placement courses. CRT tells us anything connected to the idea of meritocracy is a false narrative and part of elaborate mechanisms that enable racism. What replaces evaluating merit to ensure fairness is unclear. Usually, quotas or set-asides are a starting point. See the Questions section of this worksheet for more discussion ideas:*

4. **“White privilege” is a key aspect of these social structures.**

*The selection of the term “privilege” is very conveniently crafted. The P-word evokes something unearned, something obtained unfairly. This is perfect because it creates a “Catch 22” condition. It denies those who disagree with the label the right to debate it. You can’t discuss CRT because if you are white, your denial of your privilege is in itself considered racist. Your objections are nullified by the mob.*

*By extension, when social structures are created by people with this unfair privilege, then they must also be racist, so they too are also invalid and must be replaced. The central idea of P is seductive to the gullible – because no one is really “taking away” anything from you, they are simply suggesting removing that which you have unfairly gained. Note how the media have rapidly picked up the use of the P-word.*

5. **The case is made against affirmative action because it rests on "an implicit assumption of innocence on the part of the white person."**

*Should we reject efforts to affirmative action because of the seemingly collective guilt of all white people? We are told attempts to reach reasonable accommodation of people of all colors are not enough. CRT tells us much more aggressive efforts for change must be enacted. The wording in the quotes here is a good topic for discussion about the power of persuasion and using words to encourage assumptions. Critical examination of an argument is important. The power of suggestion works like this - If I cannot be assumed to be innocent, then I must be (you guessed it) guilty? Have a conversation about how leaps in logic can be used to manipulate opinion. Also, talk about how questioning someone’s motivation can be a good way to distract from discussing the issue. This makes me wonder - is affirmative action somehow now bad because white people have supported many of these programs? Seems so.*

6. **If Racism is "pervasive, systematic, and deeply ingrained" as CRT insists, then "no member of white society seems quite so innocent."**

*This gets to the core of the theory. Innocence and Guilt are central to CRT. Racism is seen as the single and only acceptable explanation for the conditions of the disadvantaged. If we accept the argument that the structure of society*

*consists of a duopoly of those who are guilty and those who are victims, then it is easier to agree that the system is so completely flawed that it can't be reformed. But who decides what is destroyed and how it is rebuilt? The victim of course.*

7. **Because all whites benefit from such a system of unearned advantage, race-conscious remedies are not only necessary but are needed to rectify injustice.**

*Isn't it racism to smear every member of a race with a negative attribute? Not if you believe CRT. The logic (or illogic) of this tenet should be followed carefully. It assumes collective guilt – a highly dubious concept. Remember, collective unearned advantages are fair game to take away (from you). After all, if it wasn't honest work to earn what you have in the first place, then you got it because of your racism. BTW – I can't figure out what you do if you are multiracial.*

8. **Incrementalism is a bankrupt strategy - "everything must change at once."**

*This one seems to come closes to sounding like a Marxist manifesto. CRT does not allow you to suggest ideas to try to improve the situation – because it is already rotten to the core. Sorry, too late! If you are unwise enough to suggest this to a CRT advocate, you must be, of course, following a racist playbook. It's a new version of that old '60s protest slogan -- if you are not part of the solution, then you are part of the problem. (but remember only CRT zealots can propose those radical solutions)*

### **Caution**

It's important to know this information because it gives you and your teens the knowledge they need to understand CRT, and can prepare you to discuss it with others. However, you should make your kids aware that rational discussions about CRT are, sadly, few and far between. In John Worter's new book, *Woke Racism*, he cautions us about CRT, "Do not debate the Elect, (his term for woke advocates) for they seek not a conversation but conversion."

Good advice.