



What is Critical Race Theory (CRT)?

Critical Race Theory (CRT), which is observed in some forms of **Culturally Responsive Training; Diversity, Equity, and Inclusion Training; and Social Justice Training**, is based in Neo-Marxism. CRT replaces the Marxist idea of class conflict between capitalists and workers with the idea of racial conflict. It is a distinctively American invention developed in academia. It is a *theory* which has no scientific validation. The tenets of CRT include the following:

1. A person is judged based on the color of their skin not their character (a reversal of MLK Jr.'s philosophy).
2. A person's identity is based primarily on the color of one's skin.
3. People are not seen as individuals but rather as a member of a racial category. A person's behavior, values, talents, soul, feelings, mind, interests, environment are not defining traits. Hence, stereotypes and assumptions about people are based primarily on their skin color.
4. Society is divided into a race of permanent oppressors and races who are oppressed. Whites are the oppressors, and People of Color (Asians and White Hispanics excluded) are the oppressed victims.
5. All white people and only white people are *intrinsicly* and *permanently* racist. White people can't deny or disprove this notion; they must admit their innate racial bias and are personally responsible for dismantling racism.
6. The regime of white supremacy and privilege is maintained despite the rule of law and the constitutional guarantee of equal protection under the law.
7. Any success and achievement of a white person is attributed solely to white privilege and comes at the expense of People of Color.
8. White people judge non-whites consciously or unconsciously (implicit bias) by the color of their skin. Any criticism of CRT or denial of racism is proof of racism.
9. People of color can't be racist, but those who repudiate CRT are condemned and stigmatized as "Uncle Toms."
10. The United States is an *inherently* and *fundamentally* racist society steeped in white supremacy culture.
11. The United States is illegitimate because it was founded on slavery, murder and racist principles. Hence, the United States is systemically racist.
12. Racism is always present and can be found in all interactions and in every institution. Racism is ingrained in American political, legal and educational structures.
13. Capitalism, white supremacy, and patriarchy are systems of domination resulting in structural inequality. These systems provide unearned privileges to whites at the expense of people of color.
14. It is not enough to be non-racist; one must be anti-racist.
15. Only those in the oppressed groups can define what is racist.
16. Principles of truth, objectivity, neutrality, merit-based system (meritocracy), color blindness,

rational, reasoning, science and math empiricism, as well as attributes such as individualism, hard work, punctuality, speaking proper English, having an intact nuclear family, and staying married are product of “Western civilization” and rooted in “racism.”

17. Storytelling and personal experience are elevated over evidence and reason to validate the position of the oppressed.

18. Intersectionality is a derivative of CRT, emphasizing multiple overlapping sources of oppression such as race, ethnicity, sex, sexual orientation, gender, class, and disability.

19. Euphemisms are used to deceive and camouflage CRT including *diversity*, *equity*, *inclusion* (often grouped as DEI), *anti-racism*, *social justice*, *cultural responsiveness*, and *racial sensitivity*.

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Critical Race Theory (CRT) and the proposed Nebraska Health Standards in Draft #1 from the Nebraska Department of Education

Some examples of how critical theory can be applied:

	OPPRESSED	OPPRESSORS
Marxism	workers	owners
Racism	blacks/minorities	whites
Sexism	women	men
Heterosexism	gay/lesbian	heterosexual
Trans-sexism	transgender	cisgender
Classism	poor	rich

Look for these “buzzwords” and think Critical Theory and Critical Race Theory:

equity, anti-racism, social justice, white privilege, diversity and inclusion, and culturally responsive teaching, systemic racism, implicit bias, conscious and unconscious bias, intersectionality, cultural trauma, 1619 Project, cancel culture, white supremacy, woke, any “-ism” (classism, ableism, sexism, racism, etc), cultural bias, oppression, dismantle the system, courageous conversations

The Nebraska Board of Education, in their May 7, 2021 letter to the public said this: “*Critical Race Theory was not used to develop the proposed draft of the Nebraska Health Education Standards. The Equity Lens developed by the State Board of Education was utilized to ensure educational equity is reflected in the proposed draft.*”

Their “Equity Lens” and “Nondiscrimination and Equitable Educational Opportunities in Schools Position Statement” **IS Critical Race Theory!** The NDE directly links to the widely discredited “1619 Project” curriculum, and there are other links to instructional materials for Anti-Racism, Inclusion, and Equity. The NDE’s Equity officer is one of the listed “subject matter experts” for the proposed Health Standards.

<https://www.education.ne.gov/socialstudies/anti-racism-and-equity-resources/>

Proposed Nebraska Health Standards ***Pay attention to those “buzzwords”***

**HE=health education; First number=grade level; Other numbers=specific standard*

HE.2.6.4.c: Define and discuss examples of **bias** (e.g. stereotype, prejudice, stigma).

HE.3.6.4. Students will learn and discuss **cultural issues that impact mental, emotional, and social health.**

HE.3.6.4.a: Display being **open minded to the perspective of others.**

HE.3.6.4.b: Examine various **cultural practices and beliefs** (e.g. holidays, foods, music, and customs).

HE.3.6.4.c: Define **prejudice and discrimination.**

HE.3.6.4.d: Discuss **stereotypes and racial bias** in media and books (e.g. heros, "bad guys", characteristics, roles).

HE.4.6.4. Students will learn and discuss **cultural issues that impact mental, emotional, and social health.**

HE.4.6.4.a: Define and discuss examples of **conscious and unconscious bias.**

HE.4.6.4.b: Analyze the various points of view expressed on an **historical, political, or social issue.**

HE.4.6.4.c: Explain behaviors associated with **inclusiveness** in a variety of relationships.

HE.4.6.4.d: Discuss **stereotyping** and its negative impact on others.

HE.4.6.4.e: Describe that people from different **cultural and social groups** share many things in common.

HE.5.6.4. Students will learn and discuss **cultural issues that impact mental, emotional, and social health.**

HE.5.6.4.a: Evaluate examples of how the media portray various **social and cultural groups.**

HE.5.6.4.b: Demonstrate ways to **advocate for others.**

HE.5.6.4.c: Describe **cultural beliefs, conscious and unconscious bias** and stigma and the various factors that influence them.

HE.5.6.4.d: Discuss how current events could **trigger various emotions.**

HE.7.6.4. Students will learn and discuss **cultural issues that impact mental, emotional, and social health.**

HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. **cultural differences, disabilities, gender, and sexual orientation**).

HE.7.6.4.b: Demonstrate respect across school, community, face-to face and virtual settings, when **viewpoints or perceptions differ.**

HE.7.6.4.c: Define and provide examples of the various 'isms' (**for example: racism, sexism, ageism, heterosexism, ableism, classism**).

HE.8.6.4. Students will learn and discuss **cultural issues** that impact mental, emotional, and social health.

HE.8.6.4.a: Compare and contrast **internal and external factors** that help to determine how one acts toward others.

HE.8.6.3.b: Discuss and describe the various 'isms' (e.g. **racism, sexism, ageism, heterosexism, ableism, classism**) and their impact (individual and societal).

HE.8.6.4.c: Analyze how positive or negative stereotypes of an individual or group can be **unconscious** and may lead to discrimination and prejudice.

HE.8.6.4.d: Apply **empathy practices** through understanding of others' feelings and acknowledgement of **their perspective.**

HE.HS.2.17. Students will learn and discuss **cultural issues that impact mental, emotional, and social health.**

HE.HS.2.17.a: Recognize and analyze how **cultural biases affect mental, emotional, and social health.**

HE.HS.2.17.b: Recognize and analyze how **cultural biases** can affect medical diagnosis, treatments, and procedures.

HE.HS.2.17.c: Evaluate and explain how **cultural trauma** could affect one's self.

HE.HS.2.17.d: Evaluate and explain how some laws and policies are viewed as tools of **systemic racism.**

Systemic Racism: “Racism is a System. Racism occurs when a racial group’s prejudice is backed by legal authority and institutional control. Whites hold the social and institutional positions of society in a way that people of color do not. People of color may also hold prejudices and discriminate against White people, but they lack the social and institutional power that transforms their prejudice and discrimination into racism. Only White people can be racist.”-White Fragility

Cultural Trauma: “Ron Eyerman explores the formation of the African-American identity through the theory of cultural trauma. The trauma in question is slavery, not as an institution or as personal experience, but as collective memory: a pervasive remembrance that grounded a people's sense of itself.”- Cambridge Core

In practice, Critical Race Theory is a political ideology that divides and demeans people as individuals. It is racist, repressive, and discriminatory.

Children are taught to hate themselves, each other, and their country. They are completely defined by their skin color and there is no escape, because it is ‘systemic’.

If you are a “person of color”, you can’t be successful because you are “oppressed”. If you are “white” any success that you have is “unearned” because you are “privileged”. It is a path that leads to anxiety, depression, and suicide on the one hand, and looting and rioting on the other. There has never been a more nihilistic worldview.

Even worse, cancel culture keeps people of all ages in line, but is particularly damaging to young people whose only desire is to fit in. Cancel culture is the acceptable practice of firing, doxing, shouting down, censoring, looting, burning, beating, or killing anyone who disagrees with you, or is “white”.

CRT disavows knowledge, science, reason, logic and traditional success. Anyone, of any color, who pursues those endeavors is a “White Supremacist”

“Woke” refers to a White person who publicly expresses self-loathing for being white.

“Equity” (aka Social Justice) means equal outcomes, there are no equal rights under the law. Violence in the name of equity is acceptable. Looting is considered reparations for “oppressed” peoples.

Oregon was the first US State to institute CRT (and CSE) into their K-12 curriculum in 2009. Now, after 12 years, they are the first state to experience nightly anarchy in their streets. The unrest is so common that it rarely makes the news. California jumped on the CRT/CSE bandwagon in 2013, and Washington more recently. Nebraska parents do not want to follow the example of those states.

The Nebraska Dept of Education is not waiting around for approval. They already have recommended “Equity” resources, including the revisionist American history “1619 Project” and CRT-based curricula. Please look at these documents on, or linked from, the NDE website:

<https://www.launchne.com/21-22/>

<http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx>

<https://www.belenetwork.org/funding-guidelines/>

