

the equity collaborative

Introduction to Critical Race Theory

On-Line Institute
Learning and Practicing in Community with Others
May 7, 2020

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Here's what we're going for OVERALL ...

Session Outcomes

Engage in discussion about oppression and education and examine assumptions about bias, privilege, change, and learning;

Use listening strategies as culturally responsive leadership and teaching skills to increase cultural proficiency and better diagnose challenges and support students to grow and learn;

Examine an analytic of racialized systemic power in order to better catalyze change in institutional policies and practices;



Working towards equity means...

Eliminating the predictability of success and failure that currently correlates with any social or cultural factor



Interrupting inequitable practices, challenging biases, and creating inclusive school environments for all



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Equity Collaborative Transformation Frame

**Equity and
Oppression**



**Learning
Theory and
Culturally
Responsive
Teaching**

**Coaching and
Facilitation**



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Opening Journal Reflection

Breakout Discussion

- *How confident in your own racial identity are you?*
- *What gives you that confidence?*
- *How comfortable are you in setting aside your identity to make room for someone else?*



Breakout Room Discussion



Critical Race Theory

Definition:

CRT analyzes the role of race and racism in perpetuating social disparities between dominant and marginalized racial groups.

(DeCuir & Dixon; Ladson-Billings; Ladson-Billings & Tate, 1995)

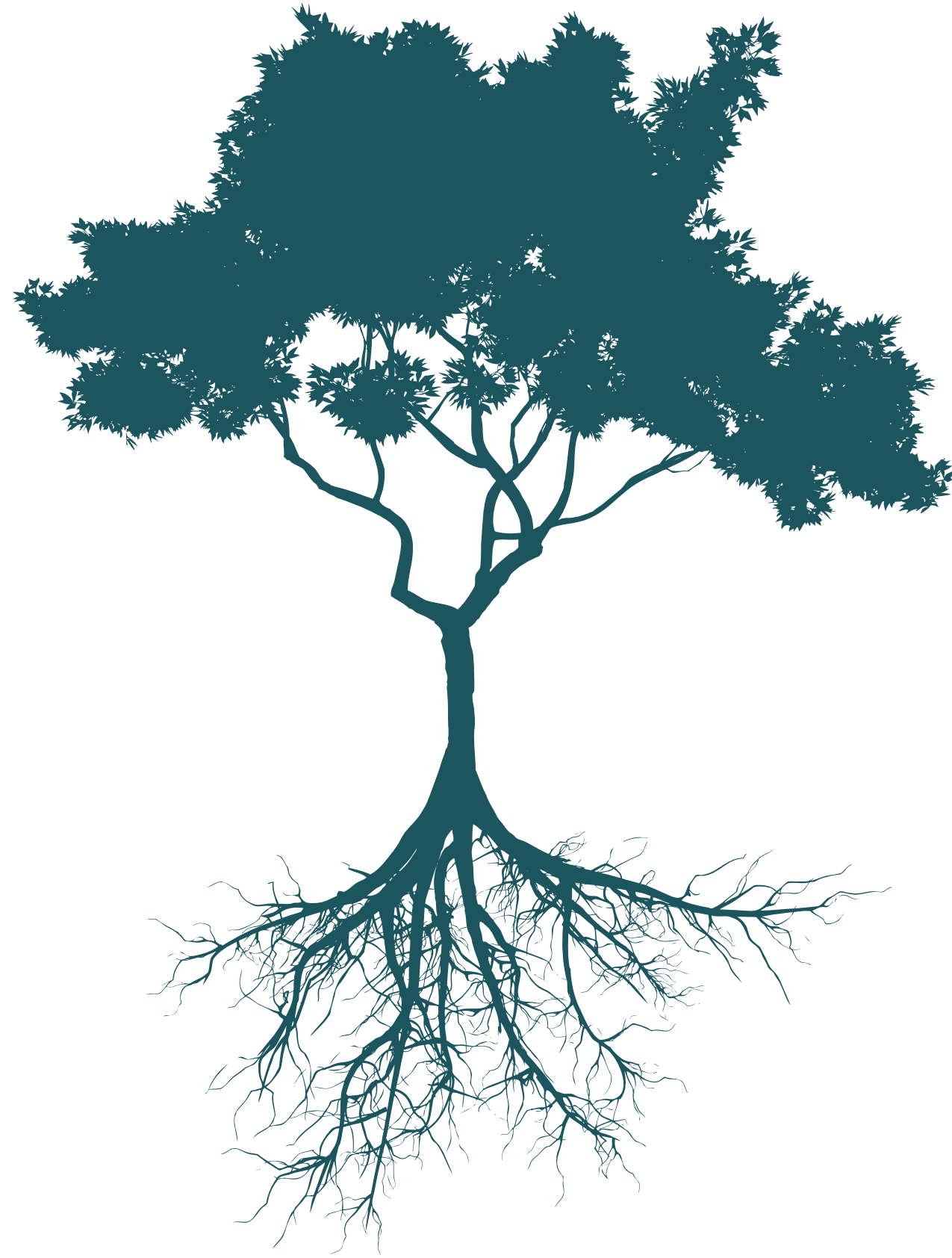
CRT's purpose is to unearth what is taken for granted when analyzing race and privilege, as well as the profound patterns of exclusion that exist in U.S. society.

(Parker & Villalpando, 2007)



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Critical Race Theory



5 Tenets of CRT

- **Counter-Storytelling**
- **Permanence of Racism**
- **Whiteness as Property**
- **Interest Convergence**
- **Critique of Liberalism**



Critical Race Theory

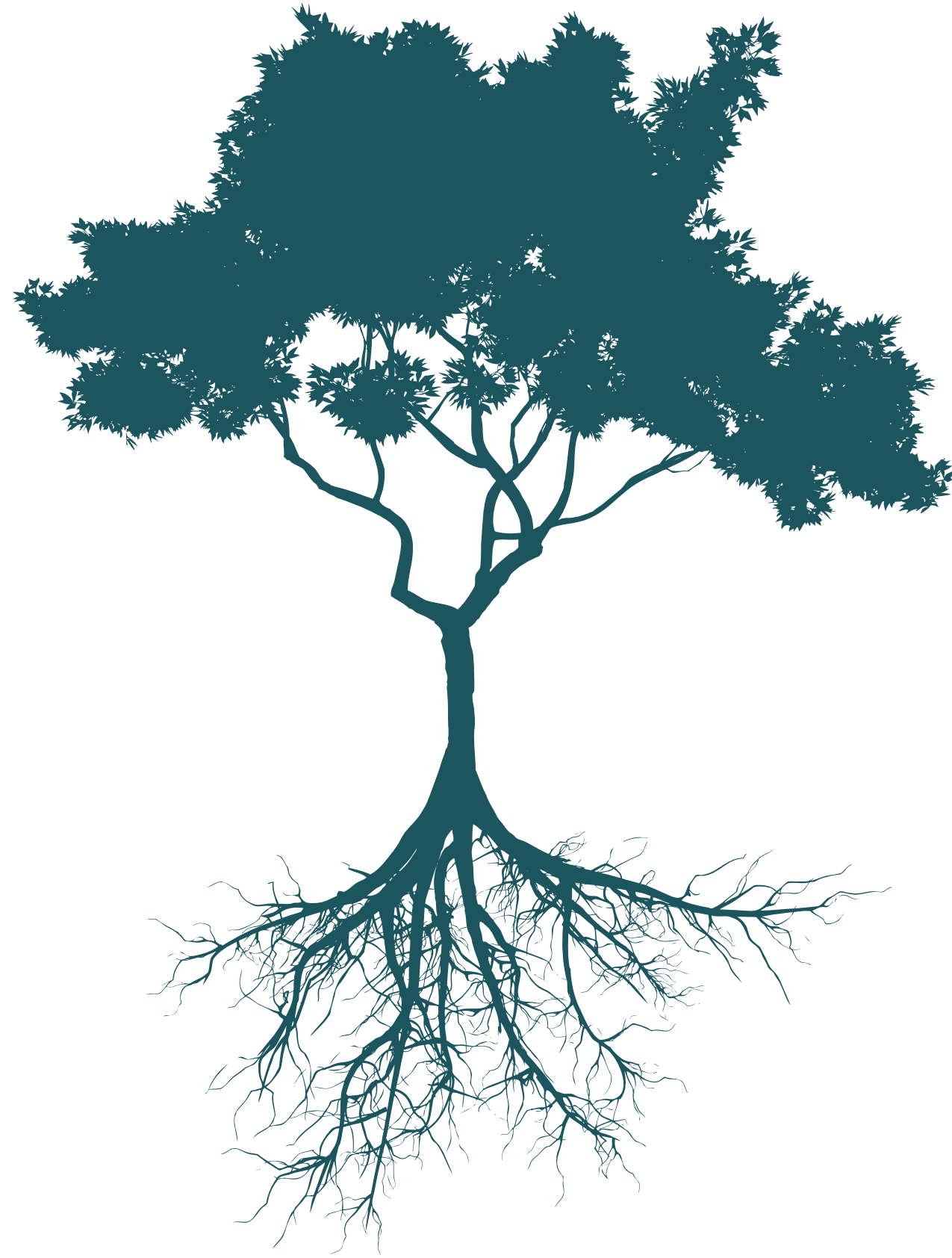
Key and Peele

Cut and paste this link into your browser...

<https://www.youtube.com/watch?v=Dd7FixvoKBw>



Critical Race Theory



Counter-Storytelling

Counter-stories are a *resource* that both expose and critique the dominant (male, White, hetero-sexual) ideology, which perpetuates racial stereotypes.

Counter-stories are personal, composite stories or narratives of people of color.

(Delgado Bernal & Villalpando, 2002)



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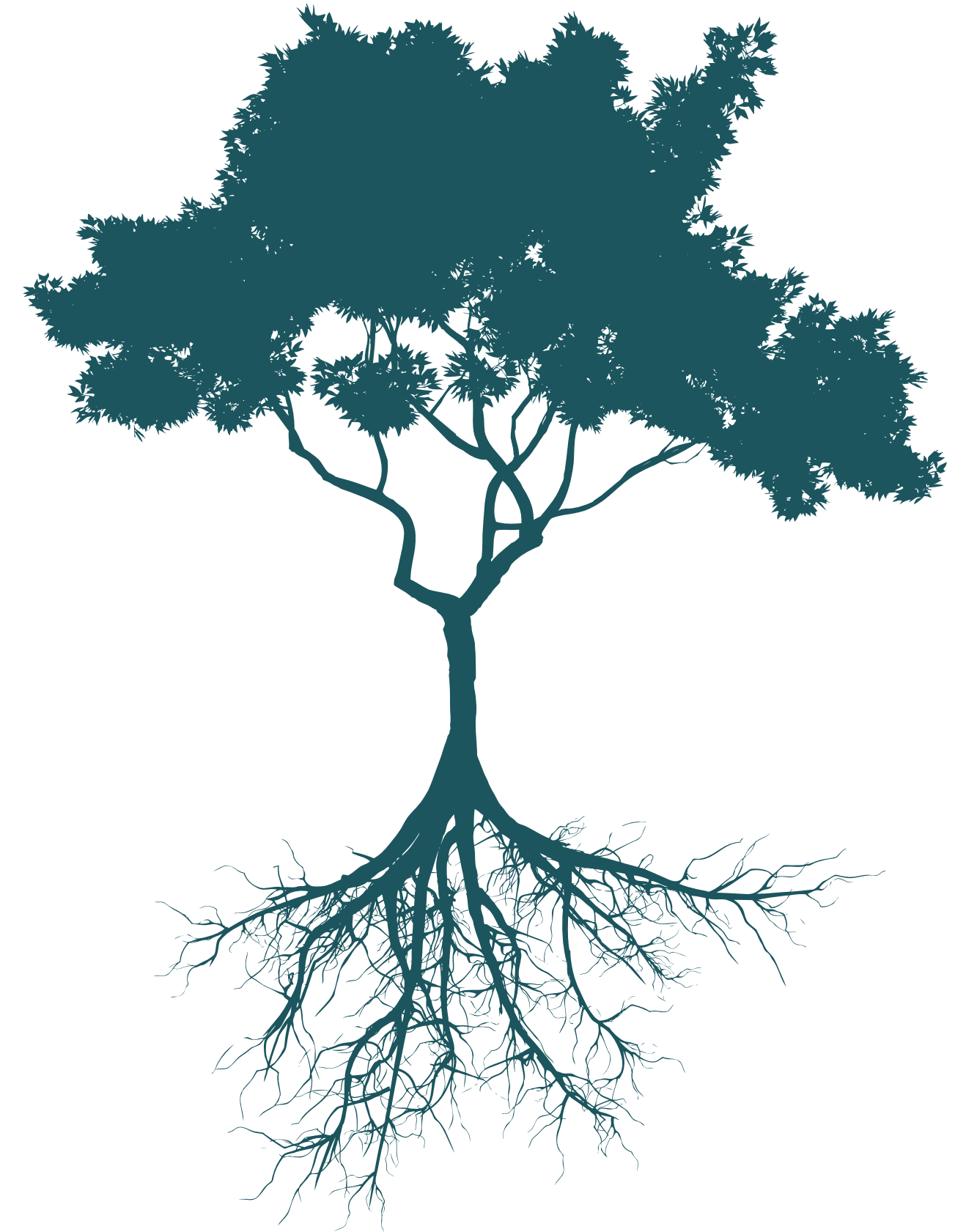
Critical Race Theory

Permanence of Racism

The permanence of racism suggests that racism controls the political, social, and economic realms of U.S. society.

In CRT, racism is seen as an inherent part of American civilization, privileging White individuals over people of color in most areas of life, including education.

(DeCuir & Dixson, 2004; Delgado, 1995; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995)



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Critical Race Theory

Key and Peele

Consider and write in the Chat Box...

In what ways, if at all, do you think the video reflect the first TWO tenets of CRT?



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Breakout Discussion Prompt:

What are some stories and counter-stories about students of color in school?



Breakout Room Discussion



Critical Race Theory



Whiteness as Property

Due to the embedded racism in American society, Whiteness can be considered a property interest.

As a result, this notion operates on different levels. These include the right of possession, the right to use and enjoyment, the right to disposition, and the right of exclusion.

(DeCuir & Dixon; Ladson-Billings & Tate, 1995; Ladson-Billings, 1998)



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Critical Race Theory

Whiteness as Property

I believe in free speech...



just not like this...



...or this.



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Take a moment to consider and write in the Chat Box...

What are some things that come to mind when you consider the idea of “Whiteness as Property”?



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Interest Convergence

Interest convergence is the notion that whites will allow and support racial justice/progress to the extent that there is something positive in it for them, or a “convergence” between the interests of whites and people of color.

This tenet acknowledges White individuals as being the primary beneficiaries of civil rights legislation. DeCuir and Dixson argued, “early civil rights legislation provided only basic rights to African Americans, and other people of color, rights that had been enjoyed by White individuals for centuries. These civil rights gains were in effect superficial ‘opportunities’ because they were basic tenets of U.S. democracy.”

(Ladson- Billings, 1998; DeCuir & Dixson, 2004; McCoy, 2006, p. 28)



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Breakout Discussion Prompt:

If our schools were more equitable, how would White students benefit?



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Critique of Liberalism

The Critique of Liberalism stems from *the ideas of color-blindness, the neutrality of the law, incremental change, and equal opportunity for all.*

Critique of Liberalism allows whites to feel consciously irresponsible for the hardships people of color face and encounter daily and also maintain whites' power and strongholds within society.

(DeCuir & Dixon, 2004; Delgado, 1995; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995)



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50 Years After Brown

“It was the case that shook America. From the vantage point of 2004 it is obvious: Why educate children separately based on the color of their skin? And yet when the Supreme Court handed down its decision on May 17, 1954, what it had to say was shocking. In *Brown v. the Board of Education of Topeka*, the justices ruled that the principle of ‘separate but equal’ schools would not stand. Suddenly, it seemed, the nation was facing an issue that had not been settled even by the Civil War. Was every American equal before the law?

The backlash was just as dramatic: *White kids were pulled out of schools by parents who opposed (or just plain feared) integration; black kids were threatened and attacked. As so often happens, the classroom had become the proving ground for social change. Fifty years later, that change is unfinished.*

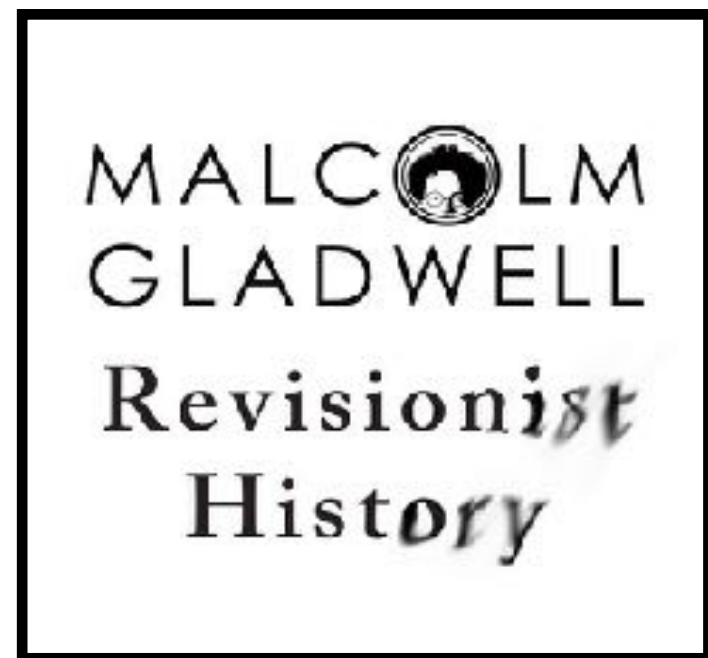
U.S. News & World Report, March 22/March 29, 2004. Volume 136, Number 10



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Malcolm Gladwell, Revisionist History

Episode: Miss Buchanan's Period of Adjustment



“If you’re Black, having a Black teacher makes a difference. And not just for getting into gifted programs. Having a Black teacher raises the test scores of Black students. It changes the way Black students behave and it dramatically decreases the chances a Black male student will be suspended.”

Having even one Black teacher between the third and fifth grade reduced the chance that an African American boy would later drop out of High School, by how much, by 39%. ONE Black teacher.

Now, does this mean that White teachers are diabolical racists trying to hold down Black students? NO. This isn’t conscious discrimination. The point is that teachers have power. They’re gate keepers. They control the classroom. They decide who gets recommended for prizes like gifted programs and who doesn’t. They decide who stays and who gets suspended. By directing their attention to a child, a teacher can inspire. By ignoring another or sending him more often to the principal’s office, teachers can discourage.



Critical Race Theory

Critique of Liberalism

The idea of meritocracy allows the empowered—the status quo—to feel “good” and have a clear conscience: many would ask why the powerful would not have a clear conscience since they maintain a majority of the wealth and power in society.

The powerful maintain power and only relinquish portions of it when they have nothing to lose; furthermore, they receive platitudes and compliments when they do choose to dole out portions of their power.

(DeCuir & Dixson, 2004; Delgado, 1995; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995)



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Breakout Discussion Prompt:

Think of an equity change that you would love to see realized.

In what ways does the Critique of Liberalism help you to think about why that change is difficult to achieve?



Breakout Room Discussion



Final Reflections

In the Chat Box...

- **What was helpful from today's session?**
- **What might we do that would be helpful for next session?**
- **How are you feeling at the end of our time together?**



Thank You for sharing time with us!



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Breakout Discussion Prompt:

How might you use CRT to identify and address systemic oppression in your school, district or organization?

