SCHOOL BOARD LEADERSHIP

THE RIGHT WAY

A Comprehensive Professional Resource for School Board Members

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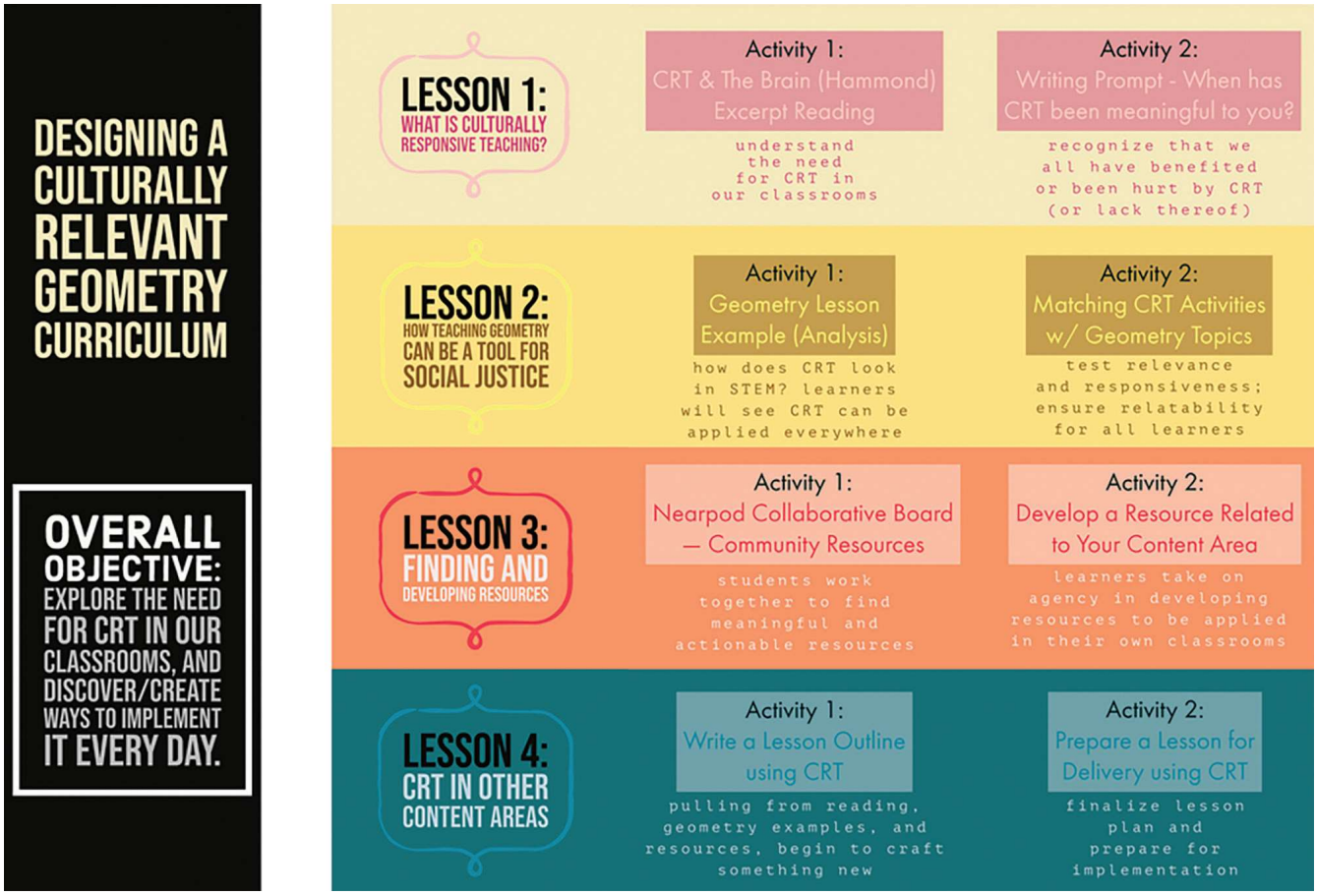
Glossary of Acronyms and Terms

Terms Commonly Associated with Critical Race Theories

(CRT) Critical Race Theory: A theory that examines and critiques the appearance of race and racism across dominant cultural modes of expression. Critical race theorists hold that the law and legal institutions in the United States are inherently racist insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans.

It's important to understand that these ideas formed in the 1990s are based on a Marxist background that sought to divide individuals by class. In today's culture, they have replaced class with race. What we're left with is any disparate outcomes among races being termed systemic racism and/or white oppression. This theory has evolved into an ideology that has permeated many areas of American society, including schools, businesses, government agencies, and human resources protocols.

CRT has been rebranded as Diversity, Equity, and Inclusion (DEI), Anti-Racism, Anti-Bias, Belonging, Leveling, Opportunity and Access, and Workplace and Wellbeing initiatives. While many school districts may claim that they do not teach Critical Race Theory (CRT), it is important to note that CRT is not a formal curriculum. Instead, it is an ideology integrated through various practices, lessons, trainings, and discussions. To identify the presence of CRT in your district, you can look for commonly associated terminologies and curricula. Below is a glossary of terms commonly associated with Critical Race Theory utilized in class.



Source: www.knilt.arcc.albany.edu/Designing_a_Culturally_Responsive_Geometry_Curriculum

Terminology and Curriculum

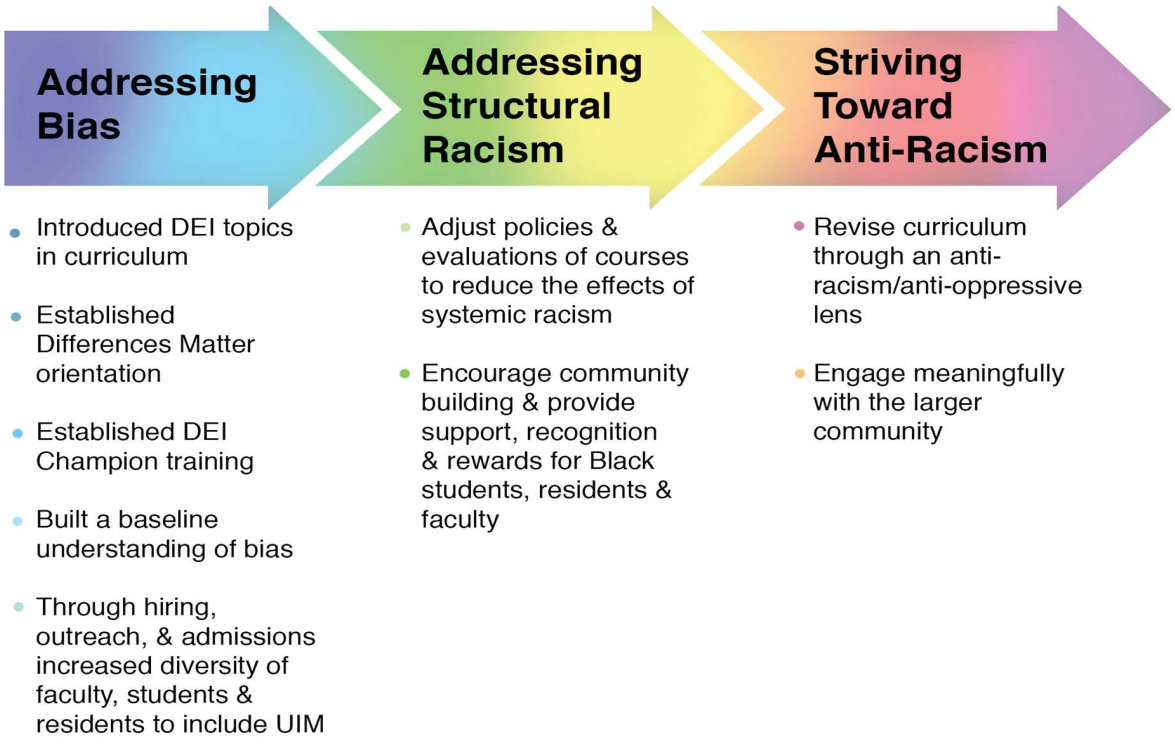
1619 Project. A series of essays now morphed into K-12 school curricula, produced by *The New York Times* and based on the assertion that the seminal date of United States history isn't 1776 but 1619 – when enslaved Africans arrived in Virginia. It argues that slavery dictates all aspects of current American society, including culture, economics, diplomacy, etc., and results in systemic racism that cannot be overcome without totalitarian efforts. (The project has been debunked by prominent historians of different political persuasions.)

Abolitionist Teaching: Teaches that white abolitionism is the optimum level of whiteness for a white person. *For more information, see Whiteness: The 8 Levels to Identify.*

Action Civics: A model of teaching civics that downplays America's founding principles and governmental structure and pushes students to become political activists. Approved projects may include lobbying for or against legislation and/or participating in political demonstrations. As a practical matter, all projects are directed toward leftist activism. *Synonyms: New Civics or Project-Based Civics.*

Anti-Racism: i) The practice of dismantling a system marked by white supremacy and anti-Black racism through deliberate action. ii) A theory that explains and exposes multiple forms of racism: overt and covert, interpersonal and institutional, historical and present day, and persistent and nascent.

Colorblind Racism: i) The worldview that suggests that since race should not matter, it does not matter. ii) An ideology that insists that everyone be treated equally without regard to race, accompanied by a denial of the causes and consequences of racism.



Source: www.knilt.arcc.albany.edu/Designing_a_Culturally_Responsive_Geometry_Curriculum

Co-Optation: i) Taking an idea, disassembling it, and then reassembling it with original pieces and retro-fitting ones; giving the modified idea a different name from the original and then claiming originality. ii) Appropriation: falsely claiming rights to or innovation of something as one's own

Colorism: i) A practice whereby privileges and disadvantages are systematically doled out based on skin color, with a disproportionate amount of advantage provided to lighter-skinned people. *Synonym: light-skin privilege*

Courageous Conversations: A training curriculum used to "address racial disparities through safe, authentic, and effective cross-racial dialogue." The curriculum operates from a starting point that racial disparities are equal to systemic racism.

Culturally Responsive Teaching: A pedagogy that emphasizes including students' cultural references in all curricula. For example, works by William Shakespeare and Jane Austen may be replaced with those of Maya Angelou and Sandra Cisneros and related to Action Civics and Critical Race Theory.

Diversity, Equity, and Inclusion (DEI): A series of buzzwords that promote the same tenets as Critical Race Theory. The focus is to teach equating disparities with oppression.

Diversity Training: Programs designed to facilitate intergroup interaction. The goal is to presuppose that there is implicit discrimination and prejudice amongst a group. Implies that interactions should be different based on their identity groups.

Dehumanization: i) The notion that some people are less than human ii) The routine association of Blacks with demons and animals, such as apes.

Epistemology of Ignorance: i) A militant, aggressive willingness to not know ii) A process of knowing designed to produce not knowing about white privilege and white supremacy

Equality: Treating students the same regardless of their immutable characteristics. In today's groupthink, there is no room for equality, only racism and anti-racism.

Equity: Students are treated differently depending on their membership in historically "privileged" or "oppressed" racial groups. Students from oppressed groups are to be given special treatment because of their race, with the ultimate goal of ensuring equal outcomes for all groups regardless of merit or effort.

False Equivalence: i) A logical fallacy whereby two opposing sides of an argument are deemed equivalent when they are not. ii) A reliance on feeble similarities to moot the more important observation and effect of the glaring differences.

Ibram X. Kendi: The modern-day leader of the antiracism (racist) movement. He teaches that the only remedy to past discrimination is present discrimination, and the only remedy to present discrimination is future discrimination. See Kendi's Book, *How to Be an AntiRacist*

ICivics: A politically biased curriculum that promotes civics education and encourages students to become active citizens. Emphasis is placed on promoting activism among students, and critical theories and equity are commonly used as the basis for student engagement.

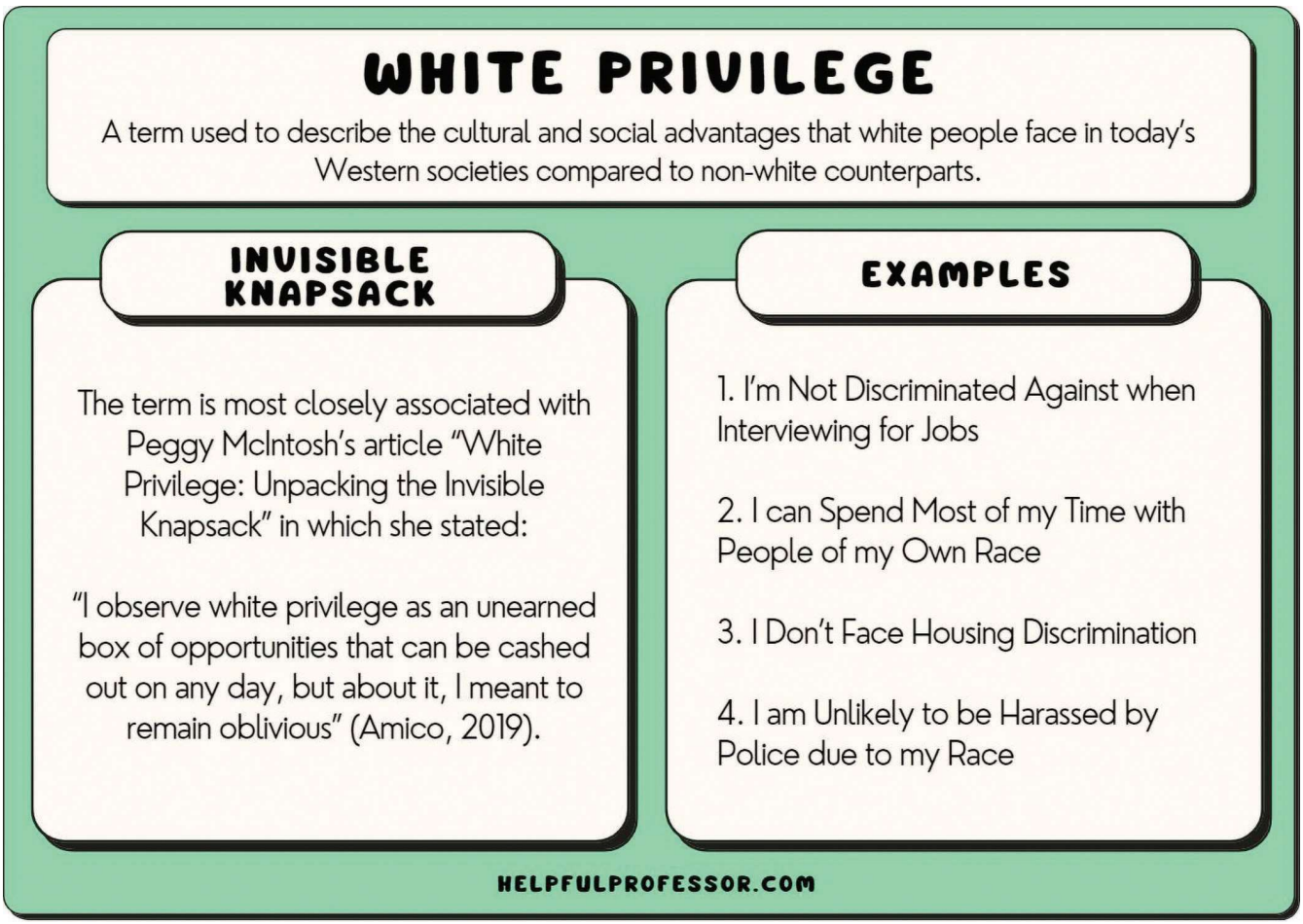
Institutional Oppression: The systematic mistreatment of people within a social identity group, supported and enforced by the society and its institutions, solely based on the person's membership in the social identity group. Oppression is often conflated with "inequity". When this happens, groups blame institutions because outcomes are not identical and insist that they manipulate their practices until outcomes are identical.

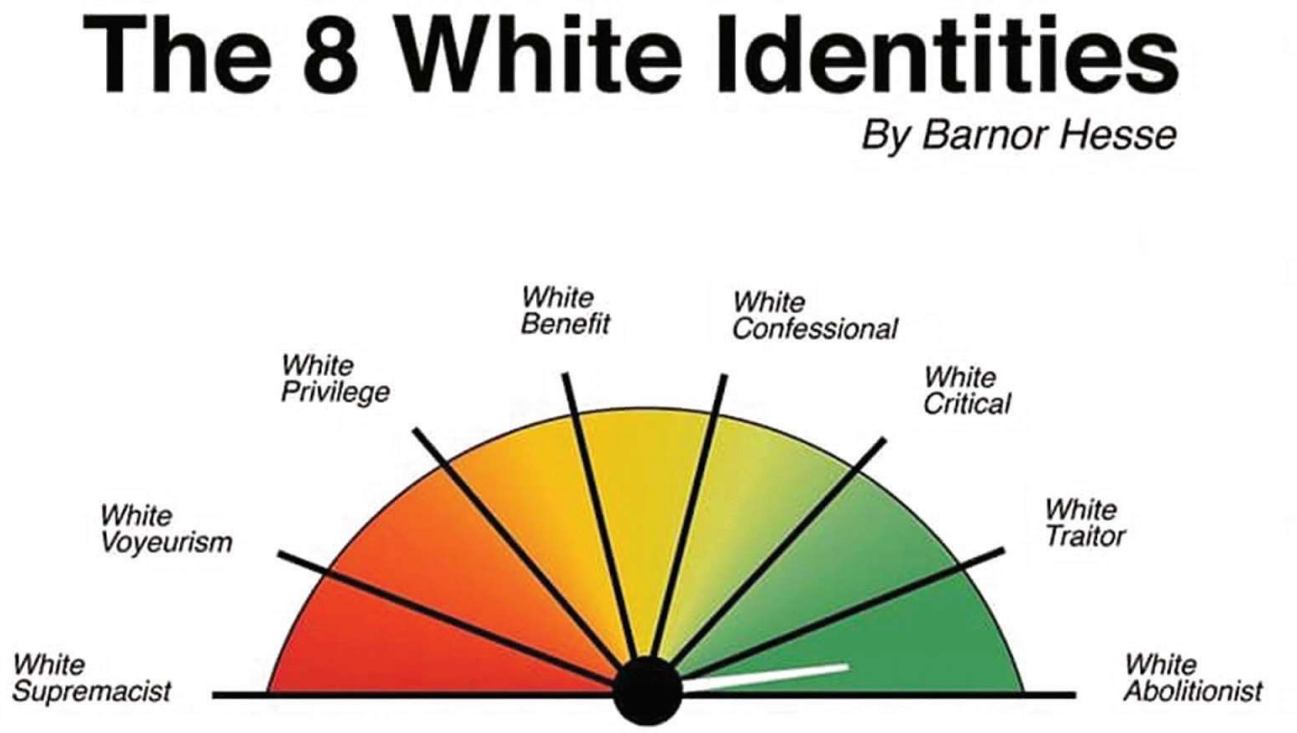
Implicit/Explicit Bias: Refers to attitudes or stereotypes that unconsciously affect our understandings, actions, and decisions, making them difficult to control. Teachings focus on identifying the root of bias.

Unconscious Bias: A professional training emphasizing social stereotypes about certain groups of people from outside their conscious awareness. Everyone holds unconscious beliefs about social and identity groups.

White Fragility: An emotional response or reaction including dismissiveness, anger, resentment, defensiveness, and more by white people when introduced to teaching concepts like white privilege or bringing up social injustices against the Black community. There are a variety of common phrases "they" use: i) "I have a Black friend/ family member, so I'm not racist." ii) "Racism ended with slavery." iii)"I am colorblind, so I'm not racist."[1] See Robin DiAngelo's book, *White Fragility*.

Peggy McIntosh, activist and scholar, coined the term "white privilege" in 1988 in her paper "White Privilege- *Unpacking the Invisible Knapsack."* She described it as the dominant culture's unspoken advantage over people of color. In other words, power, benefits, and other advantages are distributed unequally among different social groups. Specifically, concerning white privilege, the advantage rests with white people.





Source: www.camosun.libguides.com/action/whitePrivilege

8 White Identities

1. **White Supremacist.** Marked white society that preserves, names, and values white superiority.
2. **White Voyeurism.** Wouldn't challenge a white supremacist; desires non-whiteness because it's interesting and pleasurable; seeks to control the consumption and appropriation of non-whiteness; fascination with culture (ex., consuming Black culture without the burden of Blackness).
3. **White Privilege.** It may critique supremacy, but it is a deep investment in questions of fairness/equality under the normalization of whiteness and white rule, the sworn goal of 'diversity.'
4. **White Benefit.** Sympathetic to a set of issues but only privately; won't speak/act in solidarity publicly because benefitting through whiteness in public (some POC [People of Color] are in this category as well).
5. **White Confessional.** Some exposure to whiteness takes place, but as a way of being accountable to POC after, seek validation from POC.
6. **White Critical.** Take on broad criticisms of whiteness and invest in exposing/marking the white regime, refusing to be complicit with the regime, and whiteness speaking back to whiteness.
7. **White Traitor.** Actively refuses complicity; names what's going on; the intention is to subvert white authority and tell the truth at whatever cost; need them to dismantle institutions.
8. **White Abolitionist.** Changing institutions, dismantling whiteness, and not allowing whiteness to reassert itself.