

Introduction to Critical Race Theory (CRT) in Education

Presented by Farah Nousheen
College of Arts & Sciences Advisement

A little about me...

- A.A., North Seattle Community College, focus on Integrative Studies, 2006
- B.A., University of Washington, Comparative History of Ideas, 2009
- M.A. University of New Mexico, American Studies, 2015
- Academic Advisor for multiple disciplines in Arts & Sciences:
 - Africana Studies
 - American Studies
 - Asian Studies
 - Chicano/a Studies
 - International Studies
 - Peace & Justice Studies
 - Philosophy
 - Religious Studies
 - Sustainability Studies
 - Women Studies

Purpose, Objectives, Outcomes

- To introduce CRT in Education to the advisement community.
- Advisors are gatekeepers in our educational institutions.
- CRT is a tool towards antiracism, diversity, equity, and inclusion.
- Outcome: Moving towards empowerment of students of color and a more just U.S. and global society.

Just what is critical race theory, and what's it doing in a *nice* field like education?

Presentation Outline

1. Address the question above with a lecture on the genealogy of CRT in Education
2. Interactive review of the five Tenets of CRT in Education
1. Closing comments and Q/A

Genealogy of CRT in Education: 115 Years

Publication of *The Souls of Black Folk* (1903):

“The problem of the twentieth century is the problem of the color-line – the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea.”

“The South believed an educated Negro to be a dangerous Negro. And the South was not wholly wrong; for education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men strive to know.”



W.E.B. Du Bois (1868-1963)

“On strike, shut it down!” 1968-1969 Strikes for Ethnic Studies



- For Fall & Spring semesters, Black Student Union and Third World Liberation Front lead Black, Asian, Chicana/o and Native **students** to protest against institutionalized racism.
- Won the first Ethnic Studies programs at San Francisco State College and University of California in Berkeley.
- Ethnic Studies programs opened throughout the 70s and 80s.
- Black Studies Program, Chicano Studies Program and Native American Studies Center formed in 1970.

Photos credit: Ilka Hartmann, 1968-1969.

"A restless visionary." *New York Times*

ROBERTO
MANGABEIRA
UNGER

THE CRITICAL LEGAL STUDIES MOVEMENT

ANOTHER TIME, A GREATER TASK

- Late 1970s, mostly white European and American progressive legal scholars develop CLS
- CLS uses critical theory and philosophy to critique European and American law
- CLS scholars argue that law is not objective, but historically, politically, and socially contextual
- Law has failings, exclusions, injustices, inequalities that need to be examined with a humanist theoretical lens

1989 Critical Race Theory for Law

Led by Harvard law professor Derrick Bell, thirty legal scholars launch Critical Race Theory based on their examination of Du Bois writings, civil rights era, ethnic studies, critical theory, critical legal studies, and radical feminism.

CRT centralizes race in studying welfare, poverty, immigration, and crime.



Barack Obama with students at Harvard Law School participating in a protest for not hiring faculty of color. 1991.

“Unlike traditional civil rights, which embraces incrementalism and step-by-step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law.”

-- Delgado, Richard, and Stefancic, Jean. *Critical Race Theory: An Introduction*. New York, NY, USA: New York University Press (NYU Press), 2001.

CRT Spin-Offs

- LatCrit (1995) - founded at a colloquium of Latina/o legal scholars gathered in Puerto Rico. Examines Latino/a and Chicana/o concerns in the United States, i.e. language policies, immigration status, and U.S. policies in Cuba, Puerto Rico, etc.
<http://www.latcrit.org/index/>
- Critical Whiteness Studies (1997) with the publication of *Critical White Studies: Looking Behind the Mirror* (Richard Delgado and Jean Stefancic). CWS was founded to study white privilege as a dominant force in the United States.
- Critical Race Theory in Education (1995)
- Others: AsianCrit, TribalCrit, FemCrit

Toward a Critical Race Theory of Education (1995)



Gloria Ladson-Billings and William Tate

Argues for:

- Race as an analytical tool for understanding school inequities
- Beyond multiculturalism; interdisciplinary analysis using law, social sciences, and humanities
- Intersection of race and property rights to see curriculum as property
- To educators to use CRT in education...

... and the CRT movement is launched!

CRT Research Articles Since 1995

- Standardized testing
- K-12 education curriculum
- Microaggressions - Chicana/o students
- Microaggressions – African American students
- Tribal critical race theory in education
- Cultural capital of students of color
- Teacher education policies
- Latina/o leadership in education
- CRT in context of Paulo Freire
- Black male teachers in K-12
- Faculty of color at PWI
- Teaching diversity
- Marxism and racial domination
- CRT and philosopher Judith Butler
- Adult education
- Social work education
- Mental health and healing
- White scholars challenging racism
- Black spirituality
- Student experiences in a U.S. Filipino college
- Sports and athletics
- Advising and physical space - only 1 article on advising!



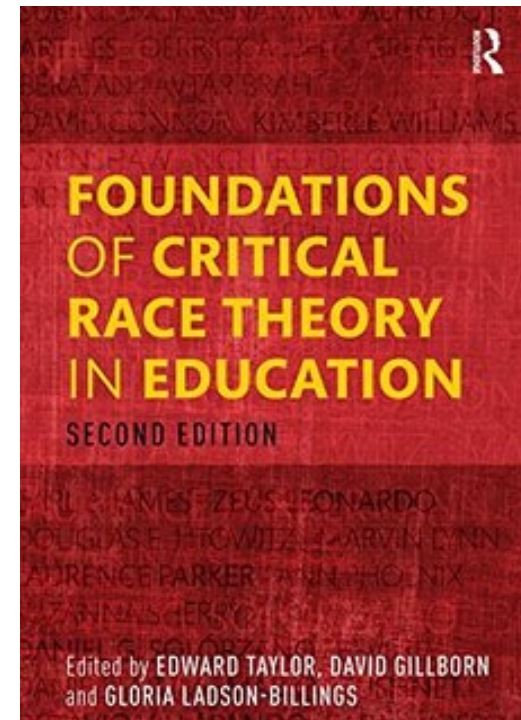
Any burning questions?

cuentos



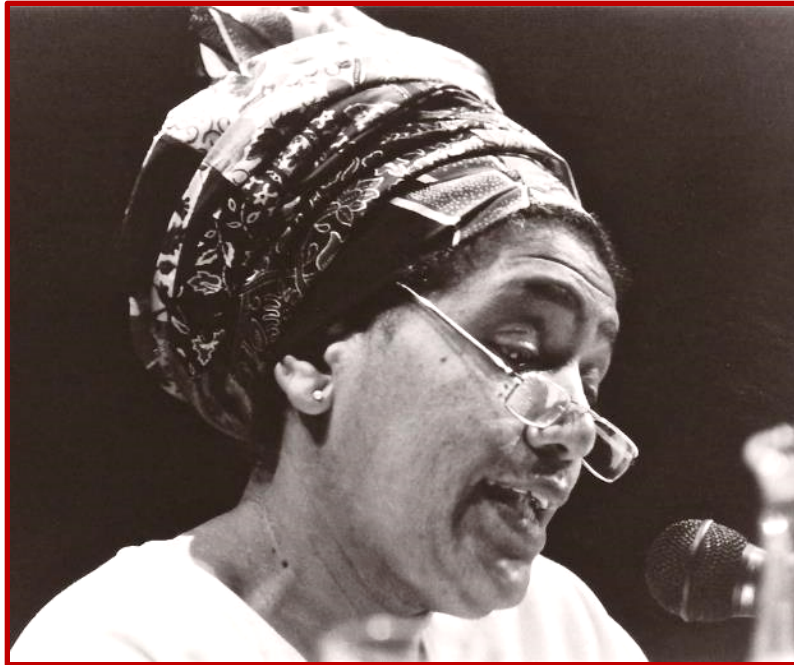
Five Tenets of CRT in Education*

1. *The intercentricity of race and racism with other forms of subordination*
2. *The challenge to dominant ideologies – liberalism and conservatism*
3. *The commitment to social justice*
4. *The centrality experiential knowledge of people of color*
5. *Transdisciplinary perspective.*



Tenet: Intercentricity of Race and Racism

Racism = Prejudice + Power



Audre Lorde (1981): The belief in the inherent superiority of one race over all others and thereby the right to dominance, manifest and implied.

Manning Marable (1992): A system of ignorance, exploitation, and power used to oppress African-Americans, Latinos, Asians, Pacific Americans, American Indians and other people on the basis of ethnicity, culture, mannerisms, and color.

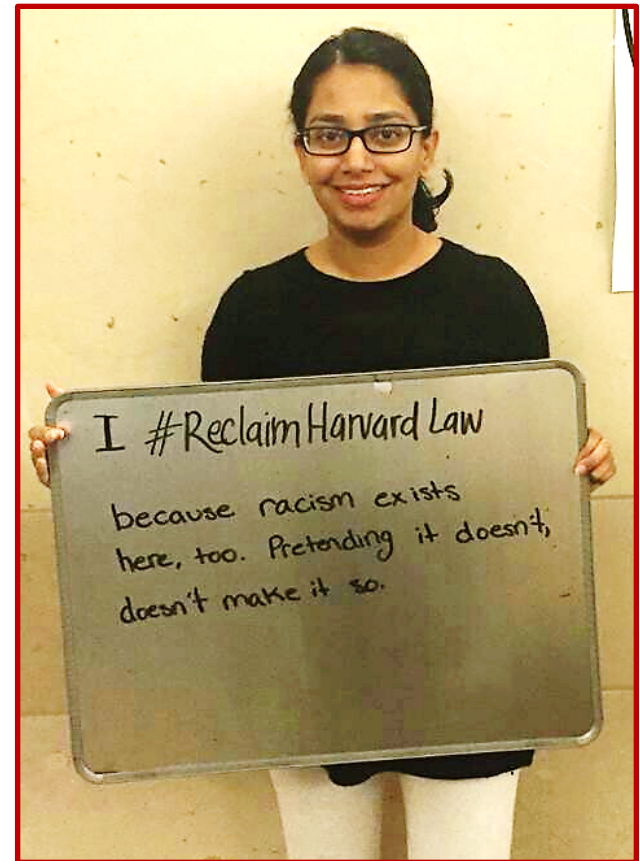
Tenet: Intercentricity of Race and Racism

- Normal
- Endemic
- Versatile
- Socially constructed
- Permanent
- Intersectional
- Pervasive

Therefore...

When does race matter?

“Race [still] matters” (Ladson-Billings)



Exercises

1. CRT acknowledges the layers of racialized subordination based on gender, class, immigration status, surname, phenotype, accent and sexuality (Crenshaw, 1989, 1993; Valdes *et al.*, 2002). *What is your racial identity at this point? How do others identify you? Why/how does the advisor's identity matter in an advisement session?*
2. Racism as permanent, endemic, and “normal.” *What does it mean to say racism is “permanent”? If it can't be eliminated, does it mean we accept it? How about PWI vs a diverse school like UNM or an HBCU?*

Tenet: Challenge to dominant ideology



Students occupy Dean's office area at Seattle University, a Jesuit college. They demand for Dean to address the European-dominant humanities curriculum.

Photo from Must Reform Curriculum facebook page, 2016.

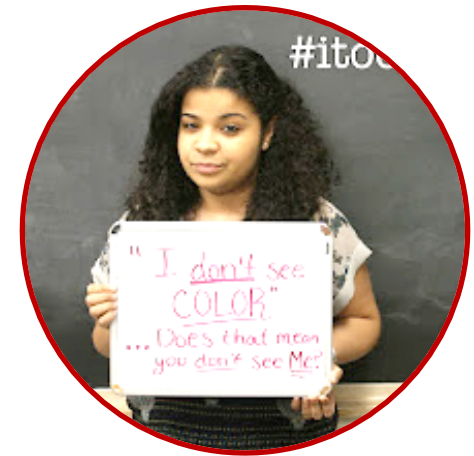
Challenges liberal claims of:

- Colorblindness
- Meritocracy
- Objectivity
- Neutrality
- Universality
- Individualism

Tenet is useful for analyzing experiences of students of color at Predominantly White Institutions (PWI).

Colorblindness Beliefs

- Race is an invisible characteristic
- Individuals should not notice or talk about race
- Race is a taboo
- Should not racially reference to self or others
- All interactions are interpersonal not intergroup influenced by race relations
- Colorblindness is politically correct
- Colorblindness is antiracist



Dominant Ideologies/Myths



What are the beliefs of “meritocracy”?

What are the beliefs of “objectivity”?

What are the beliefs of “neutrality”?

What are the beliefs of “universality”?

What are the beliefs of “individualism”?

How do these manifest in advisement?

Tenet: Centrality of the Experiential Knowledge of People of Color (Counter Storytelling)

- Students of color as well as faculty and staff of color are the embodiment of racism
- Experience “microaggressions” - subtle, brief acts to put people of color “in their place”
- Cultural Capital of students of color: Debunks the deficit model of seeing students of color as “disadvantaged”. The deficit model puts more value on white middle/upper class culture. Yosso names: aspirational, navigational, social, linguistic, familial, and resistant capital (Yosso, 2005)



USC Summer Pre-Doctoral Workshop for Students of Color. (Photo/Julie Kim)
<https://news.usc.edu/66531/usc-leads-workshop-to-diversify-planning-field-ph-d-programs/>

Advisement Model Exercise

How do advisement models allow and prohibit the centrality of students of color? Can we name specific policies?

- Prescriptive
- Developmental
- Holistic
- Intrusive

Tenet: Transdisciplinary Perspective

CRT analyzes and contextualizes race and racism within both historical and contemporary realms and looks at scholarship from ethnic studies, women studies, education, sociology, history, law, psychology, film, art, theatre, and other disciplines.

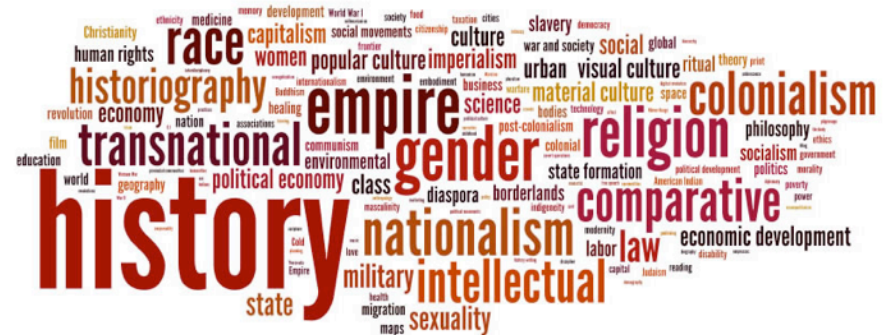
(Delgado, 1984, 1992; Olivas, 1990; Gotanda, 1991; Harris, 1994; Garcia, 1995; Gutiérrez-Jones, 2001; Yosso 2005)

Tenet: Transdisciplinary Perspective

Majors Exercise

How does racism specifically play out in the major that you advise?

What does the major
that you advise say
about how racism
works?



Tenet: Commitment to Social Justice

To move towards:

the elimination of racism, sexism, and poverty

the empowerment of minority groups

(Solórzano & Yosso, 2002).

But social justice in advisement doesn't have to look like this:



November 9th, 2015. Yale students protest after racist incidents during Halloween.

...social justice can look like this:

- Explore our own racial identity
- Take People Institute's "Undoing Racism" training
- Practice holistic and developmental advising when possible
- Stay informed of local and national student movements for racial justice
- Identify and question policies that may limit students of color
- Read academic journal articles on CRT



<https://unmadvisement.files.wordpress.com/2014/10/tania-advisement.jpg>

Part Two: Workshop Outline

- 10-15 Minutes of Q/A, clarifications, and review on Part 1.
- 20 Minutes Exercise 1 – Unpacking a tenet and relating it to advising
- 20 Minutes Exercise 2 – Advising scenarios
- CRT Advising Outlook Group Signup and Information