



# CRITICAL RACE THEORY



A Survey and a Biblical Analysis

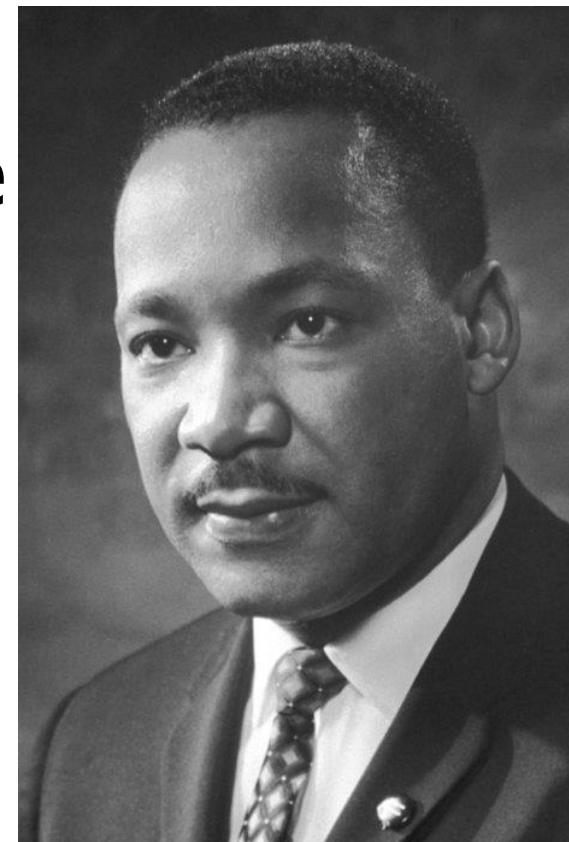


# The Dream of Martin Luther King Jr.

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"I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."







Serving the State  
University of Iowa  
Campus and  
Iowa City

# The Daily Iowan

Est. 1868 — AP Leased Wire, Wirephoto — Five Cents

Iowa City, Iowa, Tuesday, May 18, 1954

## The Weather

Continued fair and warm today. High today 63. Low 46-45. Warmer weather is predicted for Wednesday with a possibility of light showers Wednesday night.



# Segregation Held Unconstitutional

## Southerners Voice Anger At Court Rule

ATLANTA, Ga. (AP) — White political leaders of the deep south reacted all the way from bitter criticism and near-defiance through milder anger and on to quiet caution Monday when the U.S. supreme court outlawed the area's traditional segregation of races in public schools.

Gov. Herman Talmadge of Georgia, who has repeatedly vowed, "There never will be mixed schools while I am governor," was the most violent in his reaction, declaring, "The United States supreme court by its decision today (Monday) has reduced our Constitution to a mere scrap of paper."

### Byrnes Shocked

And in a neighboring state, Gov. James F. Byrnes of South Carolina, a former supreme court justice, said because it has been

## Students Hear Segregation News



(AP Wirephoto)

A GROUP OF PUPILS at the Russell high school, Atlanta, Ga., gather around a radio shortly after noon Monday to hear the news that segregation has been ruled out in public schools in a unanimous opinion by the U.S. supreme court. The high court said it would hear further arguments this fall on how to end the practice.

## McCarthy-Army Feud Halted Until Monday

WASHINGTON (AP) — The McCarthy-army hearings bumped into a presidential order Monday and the result was that they came to an unexpected, dramatic halt—for a week at least, maybe forever.

Taking a personal hand, President Eisenhower issued a directive forbidding army witnesses to testify about the role of White House and other high officials in the televised controversy between Sen. Joseph McCarthy (R-Wis.) and civilian Pentagon chiefs.

McCarthy cried "Iron Curtain!" Democrats raised a protest of "whitewash." And in the end the senate investigations subcommittee voted to recess the public inquiry until next Monday to see if Eisenhower would withdraw or modify his secrecy clampdown.

### Mundt Still Hopeful

Acting chairman Karl Mundt

foisted this order on the President. I think he is too essentially fair to do this on his own."

The Democrats, while likewise lamenting Eisenhower's action, objected to a full week's recess and tried unsuccessfully to have the hearings resume Wednesday morning. The final vote to call a halt until Monday was on strict party lines—four Republicans for, three Democrats against.

Sen. Stuart Symington (D-Mo.) blasted the week's delay as "a flagrant denial of fairness and justice" to the Pentagon side in the controversy.

### Hearings May End

He declared that if Eisenhower does not recall the secrecy order "the hearings may never start again."

Sen. John McClellan (D-Ark.) said flatly that if the Eisen-

## Adams Listens to McCarthy



## High Court Votes 9-0 For Decision

WASHINGTON (AP) — The supreme court ruled Monday that the states of the nation do not have the right to separate Negro and white pupils in different public schools.

By a unanimous 9-0 vote, the high court held that such segregation of the races is unconstitutional.

Chief Justice Earl Warren read the historic decision to a packed but hushed gallery of spectators nearly two years after Negro residents of four states and the District of Columbia went before the court to challenge the principle of segregation.

### Further Hearings Set

The ruling does not end segregation at once. Further hearings were set for this fall to decide how and when to end the practice of segregation. Thus a lengthy delay is likely before the decision



10. [ORRAS@LSV.ORT.EDU](mailto:ORRAS@LSV.ORT.EDU) <[ORRAS@LSV.ORT.EDU](mailto:ORRAS@LSV.ORT.EDU)>  
**Subject:** Friday, August 7th Sessions

Hello RAs!

I hope training is going well for you all! There is so much happening, and truly we are getting through it because we are working together. As Trisha has said, you were hired for a reason. Thank you for being here and supporting your residents even before their arrival.

Tomorrow, we will begin the morning with a presentation from Brandon Colbert from Bias Incident Support Services (BISS). He is going to talk about microaggressions and microinvalidations in the workplace and the harm that they cause. This session will lead us into two separate breakout sessions—one for RAs who identify as Black, Indigenous, Person of Color and one for RAs who identify as White. You received an invitation to both sessions, but you are expected to attend only one that corresponds best to your identity.

In those sessions, the intention is to be conversational and free flowing as opposed to structured presentations. Please know that these sessions will not be recorded, and the facilitators will be there to hold space for the participants to speak openly and honestly and ask questions.

**I have attached a document for those attending the White Accountability Space to review.** There are not any materials for the Healing Space for Staff of Color, but should our facilitators provide any, I will let you know!

Thank you, and please let me know if you have questions!  
Lauren

[Lauren \(she, her, hers\)](#)

University of Kentucky  
Assistant Director for Staff Training & Development



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## City of Seattle held segregated training session for white staff aimed at 'undoing their whiteness' and told them 'not to take undeserved promotions' to be better allies for racial justice

- The City of Seattle held a segregated training session for white staffers last month in which they instructed workers on how to 'undo their whiteness'
- Titled 'Interrupting Internalized Racial Superiority and Whiteness', the training session was reportedly held by the Office of Civil Rights on June 12
- One handout distributed in the two-and-a-half hour session reportedly read that 'racism is not our fault but we are responsible'
- Another said white staffers must give up 'the land' and their 'guaranteed physical safety' in order to be an 'accomplice' for racial justice
- The Seattle's Office of Civil Rights has not yet returned a DailyMail.com request for comment on the alleged training program

By [DAILYMAIL.COM REPORTER](#)

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EDUCATION • Published August 24 • Last Update August 26

# NYU student group demands Black-only student housing on campus

'NYU is a predominantly white institution, making it very difficult for Black students to connect,' student group says

By Evie Fordham | [Fox News](#)

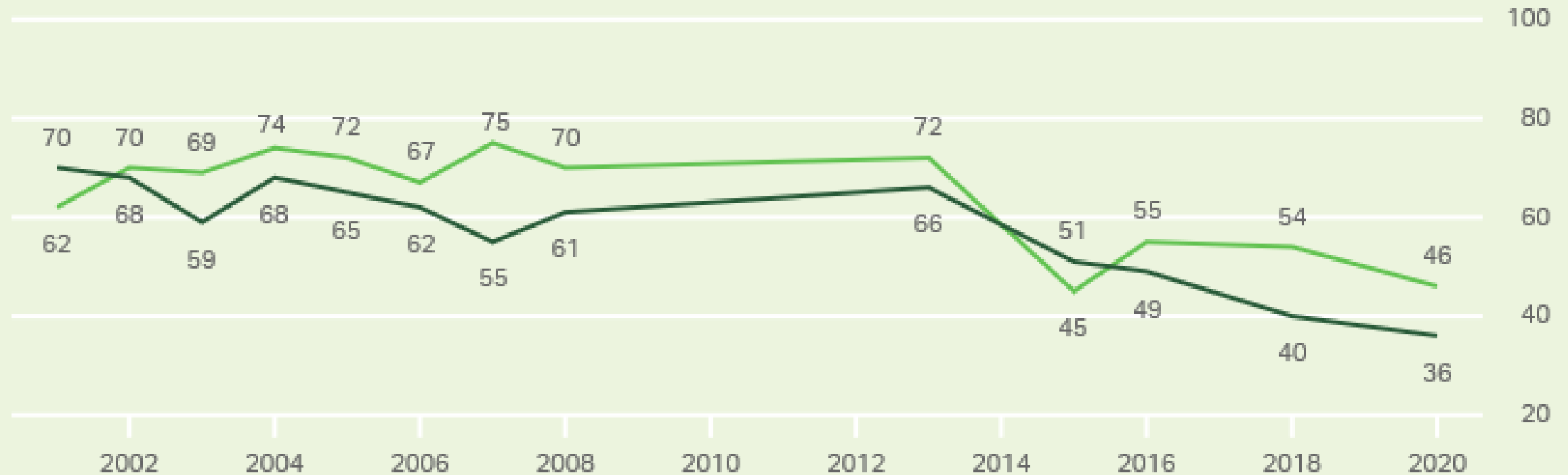


**Fox News** *First*   
MORNING HEADLINES

# Would you say relations between Whites and Blacks are very good, somewhat good, somewhat bad or very bad?

% Very/Somewhat good

White adults Black adults







# HOW WE GOT HERE

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- Marxism
- Critical Theory and Social Justice
- Postmodernism

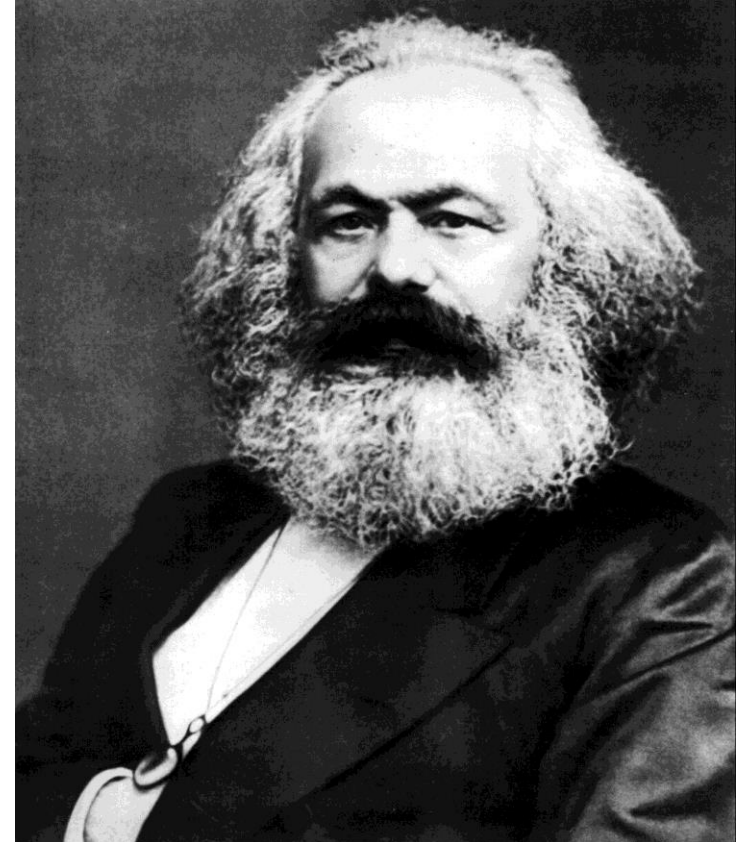




# KARL MARX (1818–1883)

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- Born to nominal Christian family (formerly Jewish)
- Converted to atheism early
- Studied philosophy of Hegel at Berlin University
- Inverted Hegel's dialectical process
- Thinker of the millennium in 1999





# Marx on Hegelian Dialectic

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“My dialectic method is not only different from the Hegelian, but is its direct opposite.... With me ..., the ideal is nothing else than the material world reflected by the human mind, and translated into forms of thought.... With him it is standing on its head. It must be turned right side up again, if you would discover the rational kernel within the mystical shell.”

- Karl Marx “Afterword to the Second German Edition,” in *Das Kapital* (1873)



# Classical Marxism

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- The fundamental problem of humanity is oppression built into the class system
- The capitalist class (the *bourgeoisie*) oppressed the working class (the *proletariat*) in order to make profits for themselves
- Revolution would naturally come as the working class saw their oppression; the class system and the family would be dissolved
- Marxism has been implemented in Russia, China, Cambodia, Cuba, Burma, Congo, Zimbabwe, East Germany, North Korea, and Venezuela
- Marxism is responsible for 100 million deaths, more than any other ideology





# Brief Evaluation of Marxism

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- Marx's economic philosophy viewed economics as a zero sum game (when someone wins, others lose)
- Marx predicted that the most capitalistic nations would be the first to rise up and rebel (Britain, America, France), but the least developed parts of the world implemented his ideas (Russia, Latin America, parts of Asia)
- Historians have noted that Marx was habitually dishonest with his use of facts and data to support his theories



# ANTONIO GRAMSCI (1891–1937)

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- Born in Sardinia, he joined the Italian Socialist party in 1913
- Worked closely with Benito Mussolini originally, but was sent to the prison island of Ustica (1926–34) because he was a possible threat
- Wrote *The Prison Notebooks*, which were not published until 1948, translated into English in 1970s





# Gramsci's Neo-Marxism

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- Gramsci believed the reason there was no class revolution was due to Western culture blocking the uprising
- For Gramsci, the Western culture was linked with Christianity, and until Christianity's "cultural hegemony" was broken, no liberation could come
- For Marx, economics led to culture, Gramsci believed culture led to economics
- For Marxism to be successful, there needed to be a dechristianization in the Western culture, and culture changed through infiltration.

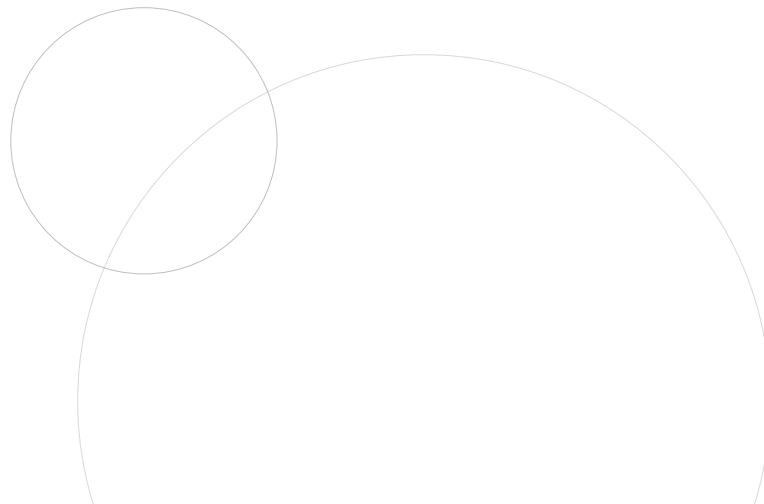




# Gramsci on How to Implement Socialism

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“In the new order, Socialism will triumph by first capturing the culture via infiltration of schools, universities, churches and the media by transforming the consciousness of society.”

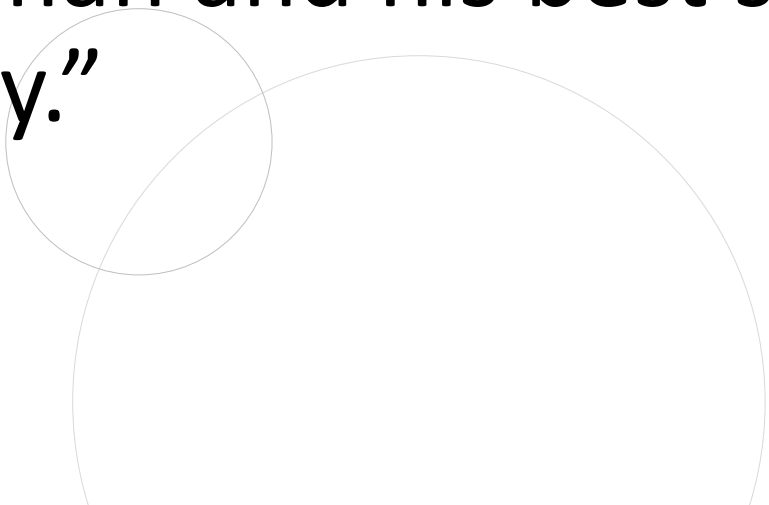




# Gramsci on the Need to Replace Christianity

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“Socialism is precisely the religion that must kill Christianity. [It is a] religion in the sense that it too is a faith ... [and] because it has substituted for the consciousness of the transcendental God of the Catholics, trust in man and his best strengths as the sole spiritual reality.”



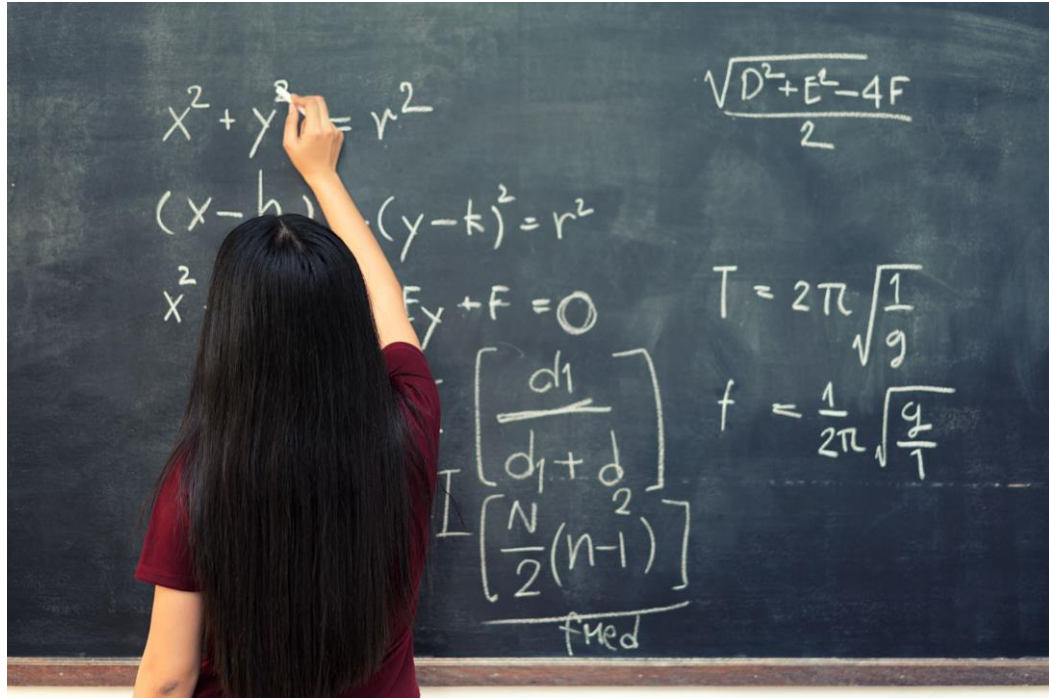


# The Frankfurt School

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- Conceptually beginning in 1923, it was originally going to be called “The Institute for Marxism,” but due to political pressure was named, “The Institute for Social Research.”
- Under the leadership of Max Horkheimer (1895–1973) the Frankfurt school followed Gramsci and the Neo Marxist approach.
- In 1933, following the Nazi rise to power, members of the Frankfurt school fled to Geneva, and then eventually to the United States.
- The Frankfurt school is most well known for popularizing Critical Theory.





# CRITICAL THEORY

- A social critique which attempts to undermining the status quo in the hope of changing it for the better
- Distinct from “Traditional Theory” which attempted to explain society
- Must meet three criteria: (1) explanatory, (2) practical, (3) normative

# Branches of Critical Theory Studies

- Queer Theory
- Postcolonial Theory
- Social Justice
- Feminism
- Gender Theory
- Critical Race Theory





# Summary: Marx and the Long March

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- Karl Marx theorized that there would be a natural revolution brought about by the oppressed in society which led to a utopian state.
- Because Marx's ideas never succeeded, Gramsci and others shifted to Neo Marxism, an emphasis on the need to systematically dismantle Western culture.
- The Marxist disciples and the Frankfurt School advocated a dismantling of Western culture through indoctrination.
- Rudi Dutschke, an adherent of Gramsci, called Neo Marxism's new strategy, "the long march through the institutions."





# POSTMODERNISM

THE DENIAL OF OBJECTIVE TRUTH





# DEFINING POSTMODERNISM

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- a late 20th-century movement characterized by broad skepticism, subjectivism, or relativism
- a general suspicion of reason; and an acute sensitivity to the role of ideology in asserting and maintaining political and economic power

(Defined by Britannica)





# POSTMODERN PRINCIPLES

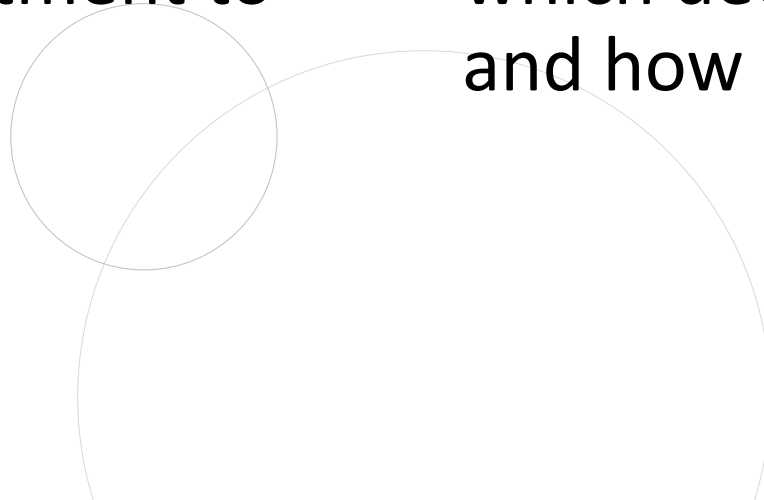
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## The Postmodern Knowledge Principle

Radical skepticism about whether objective knowledge or truth is obtainable and a commitment to cultural constructivism

## The Postmodern Political Principle

A belief that society is formed of systems of power and hierarchies, which decide what can be known and how





## 4 THEMES OF POSTMODERNISM

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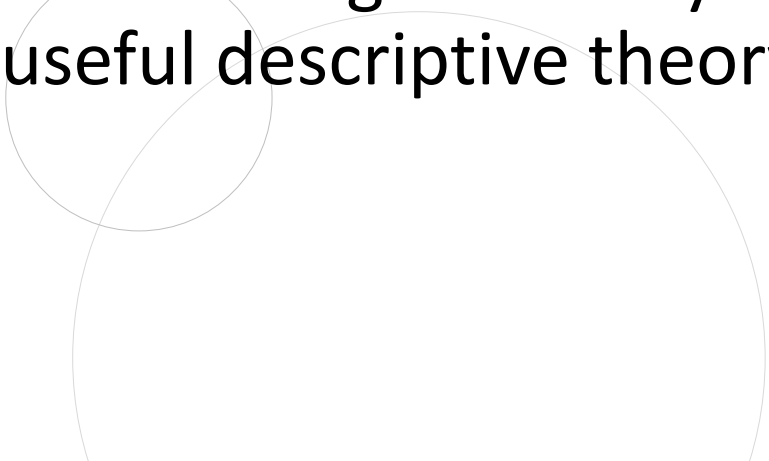
1. The blurring of boundaries
2. The power of language
3. Cultural relativism
4. The loss of the individual and the universal



# Lindsay and Pluckrose on Postmodernism

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“[T]hroughout postmodern Theory runs the overtly left-wing idea that oppressive power structures constrain humanity and are to be deplored. This results in an ethical imperative to deconstruct, challenge, problematize (find and exaggerate the problems within), and resist all ways of thinking that support oppressive structures of power, the categories relevant to power structures, and the language that perpetuates them—thus embedding a value system into what might have been a moderately useful descriptive theory.”





# The Evolution of Postmodernism

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- The postmodern activist push which began in the 1960s stalled in the 1980s
- Activists combined the principles and themes of postmodernism with Critical Theory
- The result was a renewed push by feminist, LGBT, and antiracist activists





# EVOLVED POSTMODERN PRINCIPLES

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## The Postmodern Knowledge Principle

Radical skepticism about whether objective knowledge or truth is obtainable and a commitment to cultural constructivism

Identity and oppression based on identity are treated as known features of objective reality. (i.e., Presuppositional Realities)

## The Postmodern Political Principle

A belief that society is formed of systems of power and hierarchies, which decide what can be known and how





# Lindsay and Pluckrose on the Postmodern Evolution

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“We therefore might think of postmodernism as a kind of fast-evolving virus. Its original and purest form was unsustainable: it tore its hosts apart and destroyed itself. ... In its evolved form, it spread, leaping the ‘species’ gap from academics to activists to everyday people, as it became increasingly graspable and actionable and therefore more contagious. It mutated around a core of Theory to form several new strains which are far less playful and far more certain of their own (meta)narratives. These are centered on a practical aim that was absent before to reconstruct society in the image of an ideology which came to refer to itself as ‘Social Justice.’”



# THE CHILDREN OF POSTMODERNISM AND CRITICAL THEORY

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- Cancel Culture
- Microaggressions
- Wokeism
- Intersectionality
- Whiteness
- Transphobia
- Xenophobia
- Silence is Violence
- White privilege
- Racism
- Justice
- Equity
- Tolerance
- Cultural appropriation
- Mansplaining



# CRITICAL RACE THEORY

SEEING RACE AND OPPRESSION EVERYWHERE





# History of CRT

- CRT arose in the 1970s through the critical study of law and how it relates to issues of race
- CRT developed into at least two major factions: (1) materialists and (2) postmodern
- Materialists theorize how material systems (economic, legal, political) affect racial minorities
- Postmodern theorists analyze linguistic and social systems and how those contribute to implicit biases and racial assumptions





# CRT, Derrick Bell, and Pessimism

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- Derrick Bell (1930–2011) was the first tenured African American prof at Harvard Law School, and is regarded by many as the progenitor of CRT (materialist)
- Developed “interest convergence” thesis (1970), that whites only allow rights to blacks when it is in their (the whites) best interest
- Materialists gave way to postmodernists, but the pessimism of Bell stayed
- Focus of postmodernist shifted to hate speech, safe spaces, microaggressions, etc.

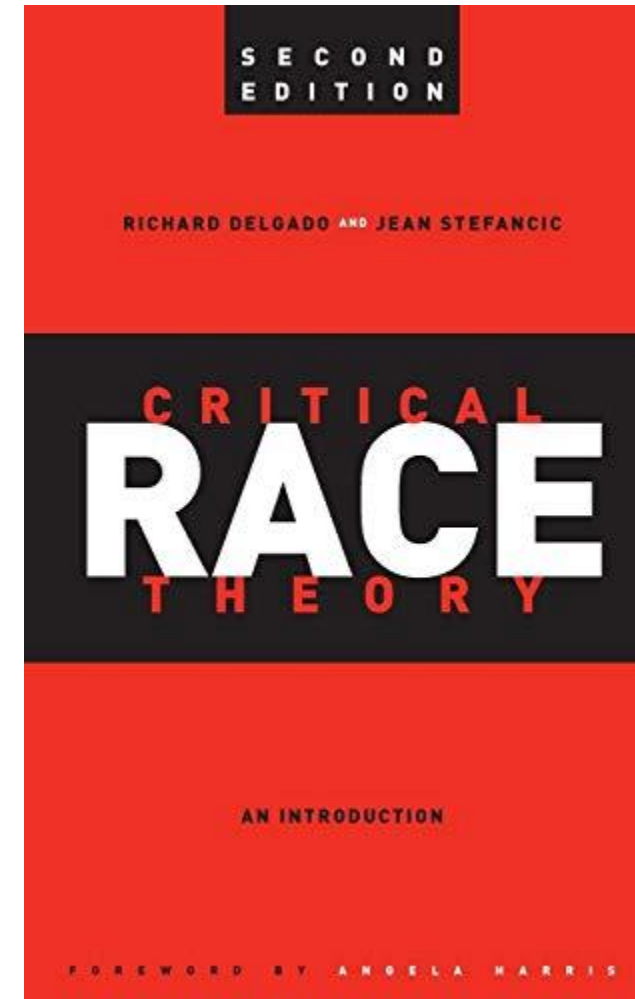






# Essentials of CRT (Delgado and Stafancic)

1. Racism is ordinary, not aberrational
2. A system of white-over-color ascendancy serves important purposes, both psychic and material, for the dominant group (i.e. White Supremacy)
3. The 'social construction' thesis holds that race and races are products of social thought and relations
4. There is a "unique voice of color" and "minority status ... brings with it a presumed competence to speak about race and racism"

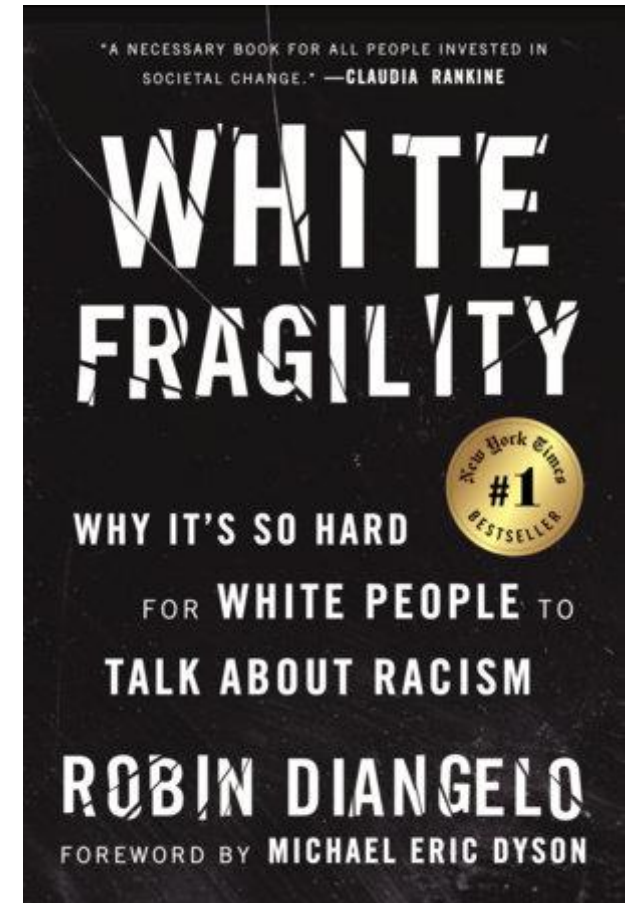




# Basic Tenets of Anti-racist Education (DiAngelo)

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1. Racism exists today, in both traditional and modern forms
2. All members of this society have been socialized to participate in it
3. All white people benefit from racism, *regardless of intentions*; intentions are irrelevant
4. No one here chose to be socialized into racism (so no one is “bad”). But no one is neutral – to not *act* against racism is to support racism

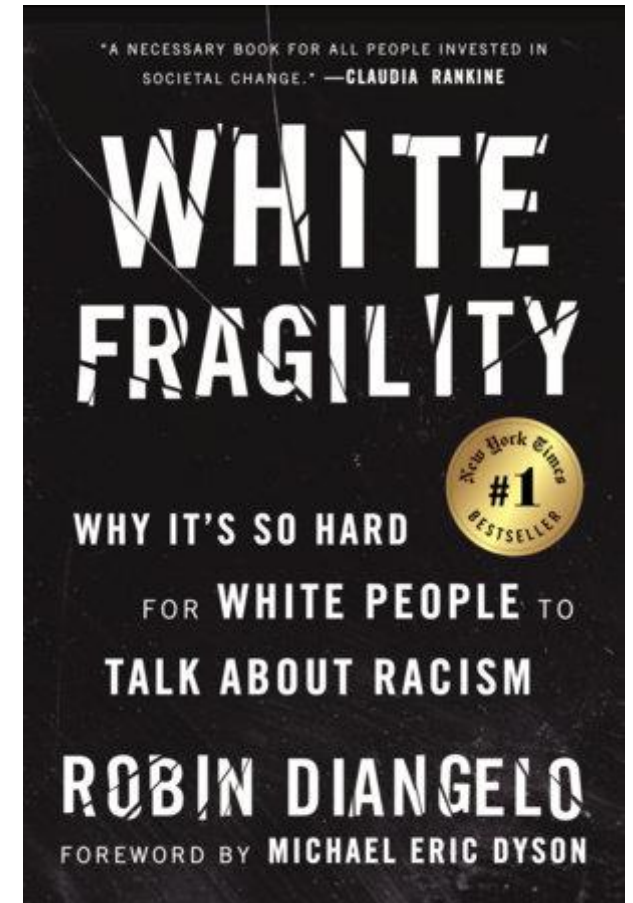




# Basic Tenets of Anti-racist Education (DiAngelo)

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5. Racism must be continually identified, analyzed and challenged; *no one is ever done*
6. The question is not “*did* racism take place”? but rather “*how did* racism manifest in that situation?”
7. The racial status quo is comfortable for most whites. Therefore, anything that maintains white comfort is suspect. If you are white, practice sitting with and building your stamina for racial discomfort





Are There  
Benefits to CRT?

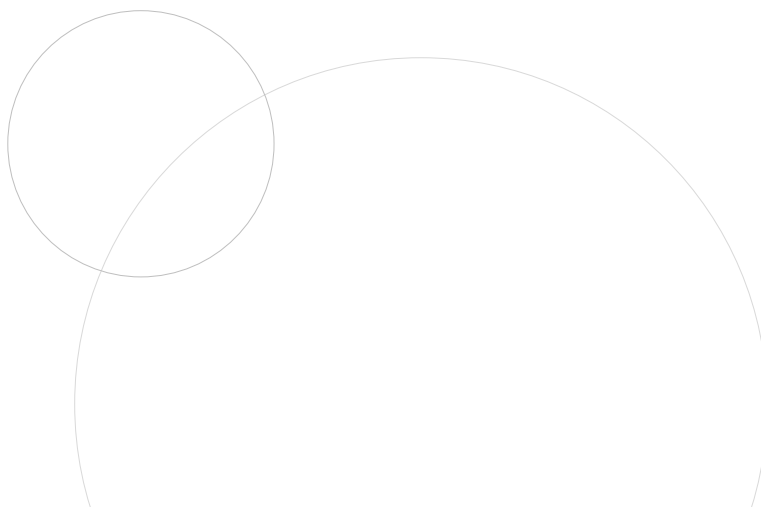
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## Acts 17:26 (ESV)

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“And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place.”



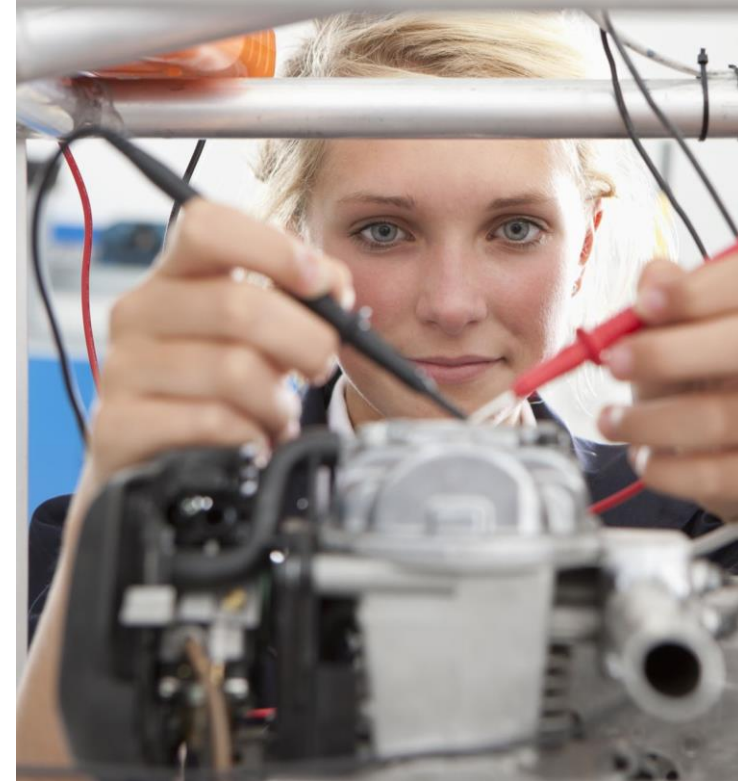




# Differences between CRT and the Bible

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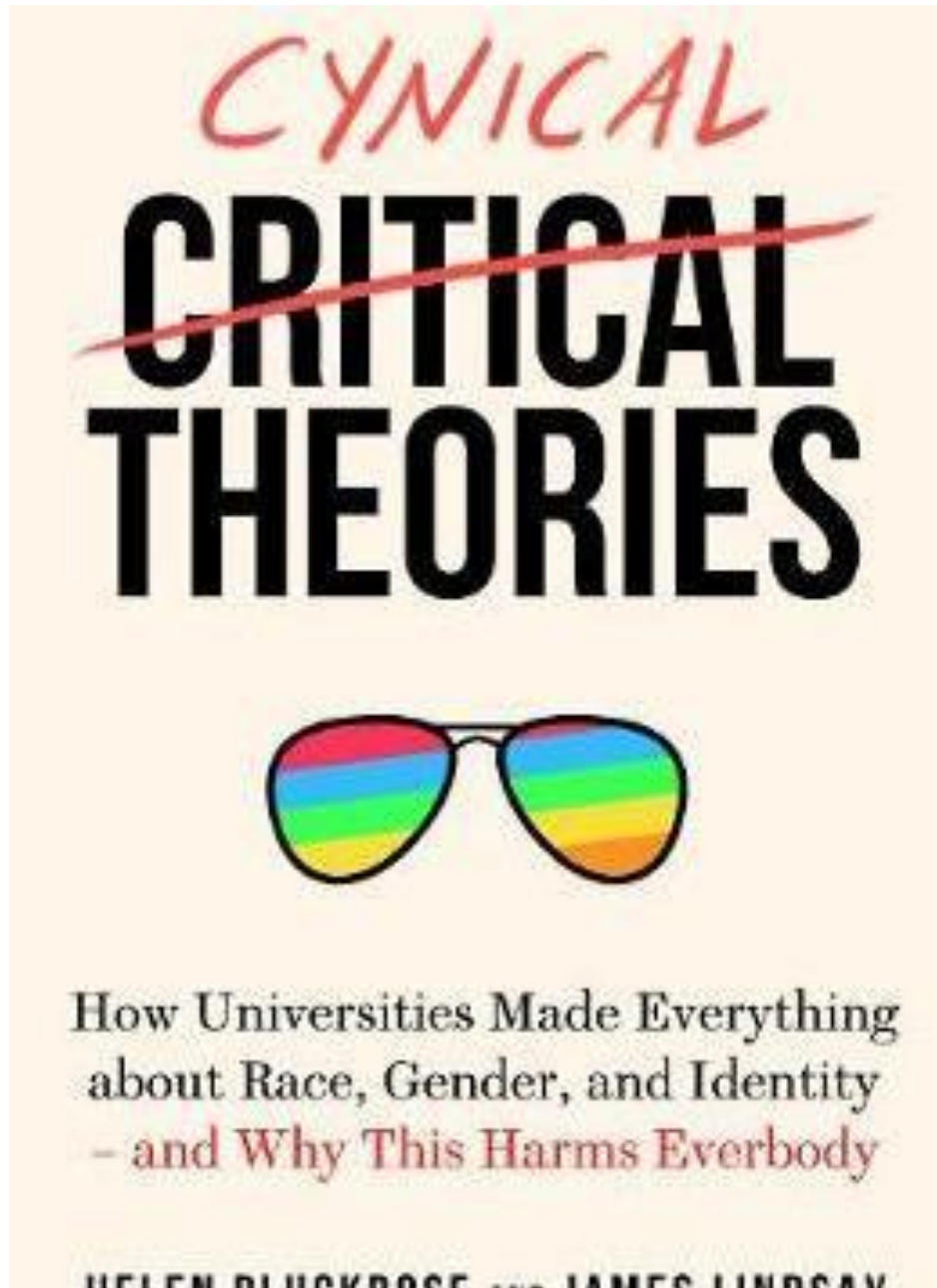
1. CRT emphasizes group identity, the Bible emphasizes human identity
2. CRT emphasizes corporate culpability, the Bible emphasizes individual culpability
3. CRT emphasizes experiential knowledge, the Bible emphasizes objective truth
4. CRT emphasizes perpetual penance, the Bible emphasizes necessary repentance
5. CRT emphasizes cynicism, the Bible emphasizes appropriate consideration of motives and context.





# RESOURCES FOR FURTHER STUDY





HELEN PLUCKROSE AND  
JAMES LINDSAY

*CYNICAL THEORIES* (DURHAM,  
NC: PITCHSTONE PUBLISHING,  
2020).





# PeterGoeman.com

The Musings of a Bible Sojourner

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## Resources for George Floyd, Social Justice, and Racism

Given the current events, I wanted to post some links to help people stay informed on how to think through such events biblically. The circumstances we see around us are fruits of seeds planted years ago with the rise of Social Justice and other worldly philosophies. Thankfully there are brothers and sisters in Christ who have done some excellent thinking on these issues and we are in their debt. Here are some of my favorite resources on these issues.

**Resources on George Floyd and Current Events**

