



REJECT
**Critical Race
Theory**

BACKGROUND INFORMATION

Critical race theory (CRT) makes race the lens through which its proponents analyze all aspects of American life. CRT underpins identity politics, an ongoing effort to reimagine the United States as a nation driven by racial groups, each with specific claims on victimization. Ultimately, CRT weakens the public and private bonds that create trust and allow for civic engagement.

ROOTS OF CRITICAL RACE THEORY

Critical race theory (CRT) is a descendent of critical theory (CT), a school of philosophy that began in Frankfurt, Germany, in the 1920s and 1930s at the University of Frankfurt's Institute for Social Research. It became known as "the Frankfurt School." It was one of the first, if not the first, Western Marxist schools patterned after the Marx-Engels Institute in Moscow.

The Frankfurt School's scholars fled to Columbia University's Teachers College in New York in 1934 to escape persecution by the Nazis, and were careful to erase the word Marxism from their research papers so as not to attract attention in America.

*"CRT is purposely political and dispenses with the idea of rights because it blames all inequalities of outcome on what its adherents say is pervasive racism in the United States. "White supremacy," a term that comes up repeatedly in CRT discourse and continues to be heavily used today by leaders of the Black Lives Matter organizations, must be smashed. **White supremacy does not mean an actual belief in the superiority of white people, however. It can mean anything from classical philosophers to Enlightenment thinkers to the Industrial Revolution.**"*

- JONATHAN BUTCHER AND
MIKE GONZALEZ
Heritage Foundation

WHAT TO POST ON SOCIAL:

*** Reminder: insert the social handle of your member**

Get the facts: what critical race theory is and how Americans can fight it. <https://imprimis.hillsdale.edu/critical-race-theory-fight/>

 TWEET  POST

The Biden Administration wants schools to teach critical race theory. Here is what parents should know: <https://www.dailysignal.com/2021/04/19/biden-administration-wants-schools-to-teach-prejudice-heres-what-parents-should-know/>

 TWEET  POST

In critical race theory, all aspects of American life are seen in terms of racial power dynamics. Because critical race theory scholars have been so persistent, critical race theory is now impacting all aspects of American life. <https://www.dailysignal.com/2020/12/07/feeling-guilty-about-everything-thank-critical-race-theory/>

 TWEET  POST

State education officials must resist the ever-increasing application of critical race theory in public schools in order to restore a sense of national character. Here is how: <https://www.heritage.org/education/report/state-education-officials-must-restore-sense-national-character-public-schools>

 TWEET  POST

Critical theory was, from the start, an unremitting attack on Western institutions and norms in order to tear them down. It built on the work of philosophers such as Friedrich Nietzsche, Georg Friedrich Hegel and his best-known disciple, Karl Marx.

“CRT has become the academic body of work that underpins identity politics, an ongoing effort to reimagine the United States as a nation not of individuals and local communities united under common purposes, but as one riven by groups based on sex, race, national origin, or gender—each with specific claims on victimization. Identity politics has become the new paradigm under which many Americans now operate. Victimhood is what commands attention, respect, and entitlements, seen as compensatory justice.”

– JONATHAN BUTCHER AND MIKE GONZALEZ
Heritage Foundation

It next became a short step to critical race theory **in the late 1970s and 1980s**. CRT built on critical theory’s idea that the world is based on systems of power and claims that American law is systemically oppressive. It went a step further to claim that America is systemically racist, and that this racism produced an alliance between working-class whites and the oppressor capitalist class, which prevented working-class solidarity.

CRT TEACHES:

- 1 **There is no absolute truth**—only competing narratives. It sees “lived experiences” as mattering more than facts.
- 2 **Individuals are either an oppressor or victim.** You are predetermined by immutable characteristics such as race to fall into either category. Culture is defined by groups exercising power over each other.
- 3 **America is systemically racist and must be dismantled.** It sees America as having been founded on the system of capitalism, which is racist, and therefore must be disrupted.

Instances of CRT creeping into schools across the country are rampant. For example, one school district in New York **applied CRT** to their “Emancipation Curriculum,” which told children that “all white people play a part in perpetuating systemic racism.” In Louisiana, the Orleans Parish school board recently adopted a resolution that says “our country’s racist history” is “still pervasive in today’s systems” and calls our nation “an unjust systemic racist America.” While these examples are certainly concerning, CRT’s reach has extended beyond local curricula decisions and is now rearing its head in federal policies.

When followed to its logical conclusion, CRT is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would **violate a multitude** of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms.

HOW TO STOP CRT IN YOUR SCHOOL DISTRICT

Transparency is an important tool to holding government accountable—shining a spotlight on CRT curriculum is an effective way to stop it:

1. Submit a FOIA request to be given access to the debate and decision making process of your elected officials. If requested, the government is required to hand over the records via “Open records laws’ and “Sunshine laws.”

- **See Appendix A to learn more about how to submit an open records request.**
- **See Appendix B for the state-by-state list of resources for making an open records request.**

2. Call your Federal Legislators and ask them to support Congressman Chip Roy’s bill, the "**Combatting Racist Teaching in Schools Act**" (H.R. 3163). Roy’s bill would prohibit federal funds from going to any elementary, secondary school, or college that promotes race-based ideologies.

CALL YOUR MEMBER OF CONGRESS:

Hi, my name is [FIRST NAME] and I’m a constituent from [CITY].

I am calling to urge [MEMBER OF CONGRESS] to reject critical race theory in all forms. Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

[MEMBER OF CONGRESS] should support two bills that would reject critical race theory: the “Combatting Racist Teaching in Schools Act” (H.R. 3163) and the “Combatting Racist Training in the Military Act of 2021” (H.R. 3134).

Government funded bias has no place in our classrooms, our military, or in our country. Please support these bills.

Thank you for your time and have a great day.

LOOK UP YOUR LEGISLATOR’S PHONE NUMBER: <https://heritageaction.com/action/reject-critical-race-theory/>

An additional bill worth supporting is Congressman Dan Bishop's bill to keep CRT curriculum out of the military. Members of Congress should support the "**Combatting Racist Training in the Military Act of 2021**" (H.R. 3134).

*"The promotion of Critical Race Theory within our nation's Armed Forces is unacceptable. These divisive initiatives erode the experience of military service that unites a diverse population of Americans through service and community. **Critical Race Theory has no place in the military** and we applaud Congressman Bishop for taking a stand and preserving our nation's guiding principles."*

- GARRETT BESS
Heritage Action for America

ADDITIONAL READING

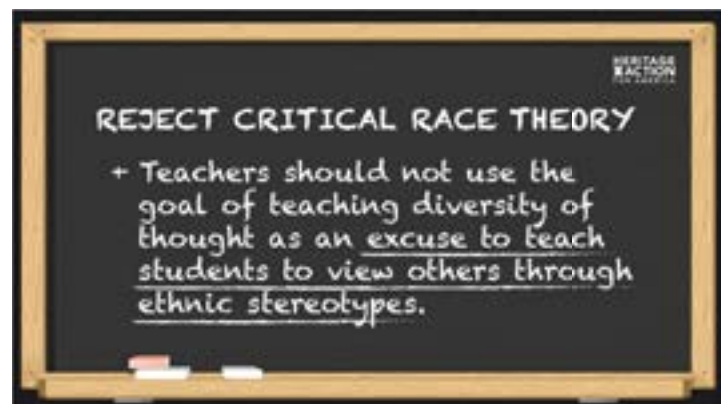
Below are additional resources on critical race theory, its problems, and how conservatives can fight back.

- [**Chris Rufo: Critical Race Theory: What It Is and How to Fight It**](#)
- [**Mike Gonzalez & Jonathan Butcher: Feeling Guilty About Everything? Thank Critical Race Theory**](#)
- [**Mike Gonzalez & Jonathan Butcher: State Education Officials Must Restore a Sense of National Character in Public Schools**](#)

HAFA 

Download our graphics and easily post them by going to:

<http://www.heritageaction.com/rejectcrt>



TALKING POINTS

1

True equality will be achieved by maximizing the ability of Americans to become self-sufficient, not by dividing Americans on the basis of race and apportioning resources based on skin color.

2

For Americans who care about poverty alleviation and constitutional government, **critical race theory represents a critical threat**. If implemented, **critical race theory's social policies would continue to erode the key preconditions for advancement**—family, education, and work—and leave ostensibly “favored” groups more dependent on public subsidy and redistribution than ever.

3

Teachers should not use the goal of teaching “diversity of thought” **as an excuse to teach students to view others through ethnic stereotypes**, or that America is an irredeemably racist country.

4

Teachers should use instructional **content that creates a shared sense of national identity**, teaching that America belongs to all Americans, and that this nation and its progress is worth celebrating.

5

Teachers should impart the foundational principles of this country: intrinsic equality of all humans, equal protection under the law, liberty, self-reliance, and hard work; teach history impartially, with differing views considered in a balanced, non-politicized curriculum; and explain how government works at different levels, and how a citizen can affect the workings of government.

6

Policymakers should reject the tenets of critical race theory and orient public policy toward rebuilding the institutions of family, education, and work for Americans of all racial backgrounds. True equality will be achieved by maximizing the ability of Americans to become self-sufficient, not by dividing Americans on the basis of race and apportioning resources based on skin color.



APPENDIX A

HOW TO SUBMIT AN OPEN RECORDS REQUEST

“Sunshine laws” give citizens access to government documents and meetings. “Open records laws” detail the records, documents and information that state agencies and local governments must disclose if requested. “Open meetings laws” establish the rights the public has to listen to debate and watch the decision making process of their elected officials. For federal agencies, records requests are governed by the Freedom of Information Act (foia.gov). Each state has their own individual laws for record requests and open meeting requirements.

>>TIP: Your state may offer trainings and guides to educate citizens about the specific laws in their state, best practices for making requests, and resources for citizens when agencies fail to comply with requests. See a list of resources below.

6 Steps to Making an Open Record Request:

1. Maximize available resources: Before you make your request, see whether the materials you seek have already been made publicly available on the agency or local government’s website. That can often save time and work!

2. Identify the correct recipient: Identify the correct government agency or entity to submit your request to. If you are looking for a list of textbooks used in your child’s class, you will want to submit the request to that school (the regional planning commission won’t have the list!). There may be a specific staff member that processes open record requests, such as a secretary or clerk. Identifying that person can help ensure your request is processed quickly!

3. Be specific: Be specific as possible about the type of the record(s) you are requesting, and the time window when the records would have been created. Some examples:

- School district budgets for the last five years
- Mr. Smith’s outgoing and incoming emails for March 26-27, 2021
- Materials used in teacher trainings during the 2020-2021 school year
- Social Emotional Learning (SEL) curriculum materials for the 2019-2020 school year
- Diversity, Equity, and Inclusion (DEI) training materials for the 2020-2021
- School year Grant applications or awards in the last three years

4. Confirm receipt: Emailing your request is generally best practice for a quick response. If necessary, you can require an email-read receipt or mail the request via certified mail to confirm the date your request was received.

5. Fees and response time: States typically require the agency or local government to respond within a set number of days. Depending on your state’s laws, the agency or local government may be allowed to charge a fee covering the cost of staff time to fulfill a request or to cover copying costs if physical copies were requested. Ask the agency if there is a fee when making your request, or for them to notify if the fee will be above a certain amount (i.e. \$50).

6. Follow up: A little kindness can go a long way! Be sure to thank the staff that assisted in fulfilling your request. If your request has passed the statutory deadline for response, politely follow up.

SAMPLE REQUEST

[Your Name]
[Street Address]
[City, State ZIP Code]

[Date]

[Name of Custodian of Records]
[Title]
[Agency Name]
[Street Address]
[City, ST ZIP Code]

Dear Public Official:

Pursuant to the [your state's public records law], I would like to obtain a copy of the following public records: [Be sure to describe the records sought with enough detail, or as the statute indicates, for the public agency to understand the request and be able to respond.]

I understand if I seek a copy of this record, there may be a fee to fulfill this request. Could you please inform me of any costs prior to completing the request?

I can be reached at [phone number and/or email address]. According to the statute, the [name of the government entity you are requesting from] is allowed [XX] days to respond to this request.

If you choose to deny the request, please respond in writing and state the statutory exception authorizing the withholding of all or part of the public record.

Thank you for your assistance on this matter.

Respectfully,

APPENDIX B

RESOURCES FOR MAKING OPEN RECORD REQUESTS

- **ALABAMA:** [Alabama Public Records Law](#)
- **ALASKA:** [Alaska Public Records Act](#)
- **ARIZONA:** [Open Meetings and Public Records Law](#)
- **ARKANSAS:** [Freedom of Information Act Handbook and Trainings](#)
- **CALIFORNIA:** [Public Records Act Training Powerpoint](#), [Summary of California Public Records Act](#)
- **COLORADO:** [Colorado Open Records Act](#), [Frequently Asked Questions](#)
- **CONNECTICUT:** [Freedom of Information Commission](#)
- **DELAWARE:** [Freedom of Information Act \(FOIA\)](#)
- **FLORIDA:** [Open Government Links](#)
- **GEORGIA:** [Open Government Links](#)
- **HAWAII:** [Basic Q& A on Access to Government Records](#)
- **IDAHO:** [Public Record Laws Manual](#)
- **ILLINOIS:** [FOIA Frequently Asked Questions](#)
- **INDIANA:** [Handbook on Indiana's Public Access Laws](#), [Sample Request](#)
- **IOWA:** [Examination of Public Records](#), [Frequently Asked Questions](#), [Sample Request](#)
- **KANSAS:** [Citizen's Guide to Open Government](#), [Request Training](#), [File a Complaint](#)
- **KENTUCKY:** [Guide to the Kentucky Open Records & Open Meetings Acts](#)
- **LOUISIANA:** [Public Records Law FAQ](#)
- **MAINE:** [Freedom of Access Act FAQ](#)
- **MARYLAND:** [Public Information Act Manual](#)
- **MASSACHUSETTS:** [Guide to Massachusetts Public Record Law](#), [Sample Request](#), [Appealing a Denial of Access to Public Records](#)
- **MICHIGAN:** [FOIA Resources and Publications](#)
- **MINNESOTA:** [Laws and Rules](#), [Requesting Data and Info](#), [Sample Request](#)
- **MISSISSIPPI:** [Public Records Rules](#), [Public Records Complaint](#)
- **MISSOURI:** [Sunshine Law Guide](#), [Sample Language Forms](#), [Sunshine Law Complaint Form](#)
- **MONTANA:** [Montana Code](#)
- **NEBRASKA:** [Outline of Nebraska Public Records Statutes](#)
- **NEVADA:** [Nevada Code](#), [Nevada Public Records Act Overview PowerPoint](#), [Open Meeting Law Manual](#)
- **NEW HAMPSHIRE:** [Attorney General's Memorandum on New Hampshire's Right to Know Law](#)
- **NEW JERSEY:** [Citizen's Guide to the Open Public Records Act](#)
- **NEW MEXICO:** [Inspection of Public Records Act Compliance Guide](#), [Request IPRA Training](#), [Submit Complaint](#)
- **NEW YORK:** [Freedom of Information Law FAQ](#), [Trainings & Recordings](#), [Sample Request](#), [Committee on Open Government](#)
- **NORTH CAROLINA:** [Open Government Guide](#), [More Information & Questions](#)
- **NORTH DAKOTA:** [Requesting Public Records](#)
- **OHIO:** [Sunshine Law Manual and Trainings](#)
- **OKLAHOMA:** [Understanding Oklahoma's Open Meeting Act & Open Records Act Slide Show](#), [Open Records Act](#)
- **OREGON:** [Public Records and Public Meetings FAQ](#), [Public Records and Meetings Manual](#)
- **PENNSYLVANIA:** [Office of Open Records](#)
- **RHODE ISLAND:** [Making Public Records Requests](#)
- **SOUTH CAROLINA:** [Citizens Guide](#), [Freedom of Information Act Code](#)
- **SOUTH DAKOTA:** [Open Government Resources](#)
- **TENNESSEE:** [Office of Open Records Counsel FAQ](#)
- **TEXAS:** [How to Make a Public Information Act \(PIA\) Request](#)
- **UTAH:** [Open Records Portal](#)
- **VERMONT:** [Guide to Vermont's Public Records Law](#), [Public Records Resources](#)
- **VIRGINIA:** [Virginia Freedom of Information Advisory Council](#), [Sample Request Letter](#)
- **WASHINGTON:** [Guide to Obtaining Public Records](#), [Open Government Resource Manual](#)
- **WEST VIRGINIA:** [Freedom of Information Act Handbook](#)
- **WISCONSIN:** [Open Government Law and Compliance Guides](#)
- **WYOMING:** [Wyoming Public Records Act Powerpoint](#), [Complaint Form](#)