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**THE COVID STATES PROJECT:
A 50-STATE COVID-19 SURVEY
REPORT #73: AMERICAN ATTITUDES
TOWARD CRITICAL RACE THEORY**

USA, December 2021

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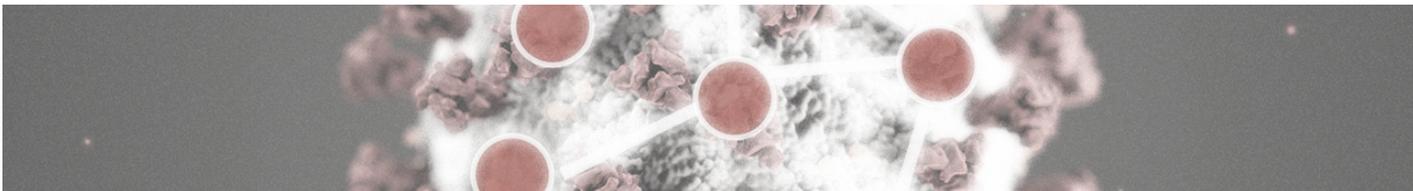
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Report of December 21, 2021, v.1

The COVID States Project

From: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States

A joint project of:

Northeastern University, Harvard University, Rutgers University, and Northwestern University

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Northeastern University
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COVER MEMO

Summary Memo — December 21, 2021

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Note on methods:

In the latest survey wave of the Covid States Project, we polled 19,060 Americans on their attitudes toward Critical Race Theory (CRT), and how history is currently being taught in public schools. The data was collected between November 3, 2021, and December 2, 2021 by PureSpectrum via an online, nonprobability sample, with state-level representative quotas for race/ethnicity, age, and gender. In addition to balancing on these dimensions, we reweighted our data using demographic characteristics to match the U.S. population with respect to race/ethnicity, age, gender, education, and living in urban, suburban, or rural areas. The survey included a total of 19,060 individuals nationwide including 9,525 respondents who were randomly assigned to a condition where they were asked about their support for teaching CRT in public schools, and 9,535 respondents who were randomly assigned to a condition where they were asked about their support for teaching how racism continues to impact American society today in public schools. Additional details, question wording, sample sizes, and error intervals may be found in the Appendix of this report.

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Americans' Attitudes Toward Critical Race Theory

In a few short years, the scholarly approach known as Critical Race Theory (CRT) went from a relatively obscure academic framework to the new front in the American culture wars. CRT has made its way to the front pages of newspapers, cable news show's primetime specials, Presidential executive orders, and a slate of laws and regulations dictating how history can be taught in public schools. Critical Race Theory¹ is an academic movement of scholars who investigate and seek to change the existing power dynamic between race and racism in society.

CRT began in the 1970s among legal scholars and has since influenced other fields such as sociology, education, and ethnic studies. CRT consists of several basic tenants or themes, although substantial individual variation exists across scholars. Among these is the notion that race is socially constructed (there is no biological basis for what we think of as race), the idea that racism is normalized as part of everyday society (it is entrenched in modern institutions and policies and can be difficult to combat), and the idea that the dominant group have little incentive to eliminate racism because the current racial hierarchy serves important material and psychological needs. Other themes in CRT include the idea of intersectionality which argues that belonging to multiple oppressed groups is a distinctive experience that is more than just the sum of its parts.

Most researchers² trace the start of the anti-CRT backlash to the August 2019 publishing of the New York Times' [The 1619 Project](#), which commemorated the 400th anniversary of the first slaves arriving on American soil in a series of essays reframing United States history around slavery and emphasizing the contributions of African Americans. Over time, conservative backlash to *The 1619 Project* and expanded efforts to teach the legacy of racism in modern American society sparked a wave of state and federal attempts to restrict how racism and history are taught in schools. Among the most well-known of these efforts

¹ For more on CRT, see e.g., Derrick Bell, Jr. 1980. "Brown v . Board of Education and the Interest-Convergence Dilemma" *Harvard Law Review*, 93(3): 518-533.

Kimberlé Crenshaw, Neil Gotanda, Gary Peller, and Kendall Thomas (Eds). 1995. *Critical Race Theory: The Key Writings that Formed the Movement*. New York: The New Press.

Richard Delgado and Jean Stefancic. 2011. *Critical Race Theory: An Introduction*. 2nd edition. New York University Press.

² See e.g., Philip Bailey, Chelsey Cox, and Aleszu Bajak. 2021. "[How critical race theory went from conservative battle cry to mainstream powder keg.](#)" November 12, *USA Today*.

Cathryn Stout, Sam Park, Dan Lyon, and Monica Rhor. 2021. "[How Nikole Hannah-Jones' 1619 Project ignited the critical race theory backlash](#)" July 19, *Chalkbeat.org*

was then-President Trump's September 2020 [memo](#) and [executive order](#) banning certain types of diversity and inclusion training for federal employees and government contractors, including those using or mentioning CRT, white privilege, or suggesting that America is a racist country.

Despite the fact that CRT is an advanced body of work that is taught mostly in graduate level university courses, negative media coverage of CRT has suggested that the theory [is being taught to children](#). Since February 2021, [29 states](#) have taken action limiting or restricting how history and racism may be taught in public schools. Of these, eight states (Idaho, Iowa, New Hampshire, North Dakota, Oklahoma, South Carolina, Tennessee, and Texas) have enacted laws restricting how history and racism can be taught in public schools. Arizona's law was struck down by the state Supreme Court as unconstitutional last month and North Carolina's ban was vetoed by the state's governor. An additional five states (Alabama, Georgia, Florida, Montana, and Utah) implemented other restrictions, such as statewide school board rules restricting teaching on these subjects. Legislation has been introduced and is proceeding through the state legislature in five states (Michigan, New Jersey, Ohio, Pennsylvania, and Wisconsin), and bills have been pre-filed for next legislative session in yet another three states (Kentucky, Missouri, and New York). Bills have been withdrawn or stalled indefinitely in another six states (Arkansas, Louisiana, Maine, Rhode Island, South Dakota, and West Virginia). The remaining 22 states and the District of Columbia represent the minority of states where no state level bill or action has been introduced.

To evaluate the public's attitudes toward Critical Race Theory (CRT), our latest survey (conducted between November 3rd and December 2nd, 2021) asked a series of questions about attitudes towards CRT including concern with how history is currently taught in public schools, familiarity with CRT, support for teaching CRT versus support for teaching the legacy of racism, and how well the public thinks CRT describes American society. In this report, we describe these attitudes to better understand what the public thinks about CRT and whether the legacy of racism should be taught in schools.

Key Takeaways

- Large majorities of Americans, overall, across parties and demographic groups are concerned with how history is being taught in schools.
- In a survey experiment, we find that Americans express greater support for teaching "how racism continues to impact American society today" than support for teaching "Critical Race Theory (CRT)" in public schools. Overall, a 52% majority of Americans support teaching the legacy of racism versus just 27% who support teaching CRT.

- Support for teaching CRT and the legacy of racism varies widely by socio-demographic factors. Democrats are roughly 50 percentage points more likely to support teaching the legacy of racism than are Republicans. A smaller gap, 37 percentage points, separates partisans in their support for teaching CRT.
- Despite the increased focus on persistent racial disparities in American society following the 2020 murder of George Floyd by Minneapolis police, a majority of Whites do not support teaching how racism continues to impact American society today in public schools. Just 46% White respondents support teaching the legacy of racism, compared to 73% of Black respondents – a 27 percentage point gap between the racial groups. Black respondents were also 19 points more likely to support teaching CRT than White respondents (42% vs 23%). The racial divide is mostly driven by exceptionally low support among White Republicans, whereas there is no significant difference between support for teaching the legacy of racism and support for teaching CRT between White Democrats and Black Americans overall (most of whom identify as Democrats).
- The public’s attitudes toward CRT have no consistent relationship with state policy on CRT. Opposition to CRT is identical in states that have enacted legislative bans on CRT and in states where no state action has been taken.
- Despite its prominent place in news headlines in recent months, most Americans don’t know what CRT is. A large majority of Americans are not at all or not very familiar with CRT, with 7 in 10 respondents saying they aren’t familiar with the theory.
- When asked how well they think CRT describes how American society works, about 1 in 5 (21%) of respondents say it describes society well, 35% think it does not, and 44% say they don’t know. As with support for CRT, state policy on CRT has no clear relationship with citizen’s familiarity with the theory nor with how well they think CRT describes American society.

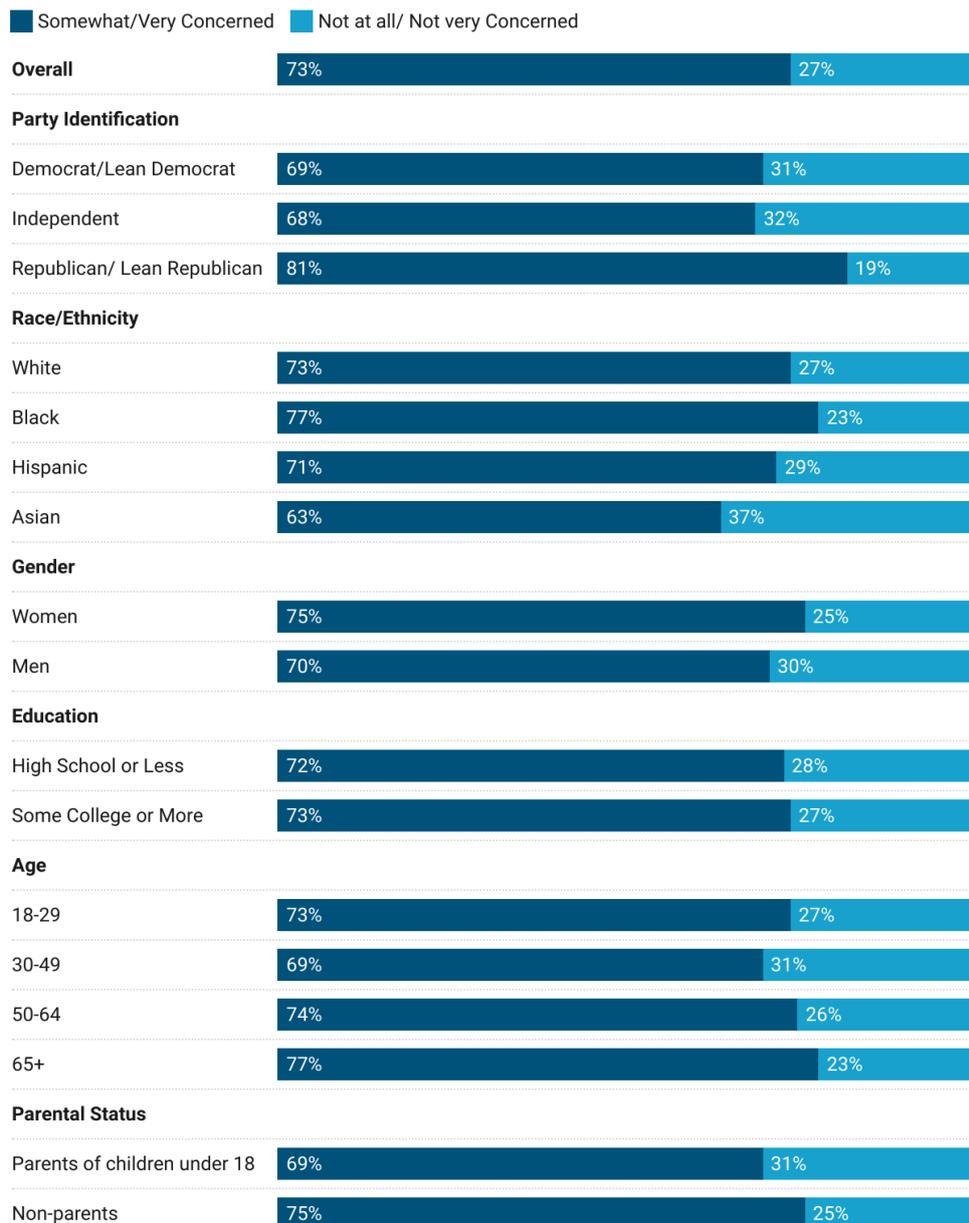
Part I: Concern with How History is taught in Public Schools

The vast majority of Americans overall – over 7 in 10 (73%) – say they are at least somewhat concerned with how history is being taught in K-12 public schools. As shown in Figure 1, large majorities express concern across socio-demographic groups. Concern is highest among Republicans and Republican-leaning Independents, with over 8 in 10 (81%) of GOP supporters concerned with the current state of history education in America compared to

roughly 7 in 10 pure-Independents (68%) and Democrats and Democratic-leaning Independents (69%). Republican women (82%) are ten percentage points more likely to express concern than Independent women (72%) and eight points more concerned than Democratic women (65%).

Large Majorities of Americans Express Concern with How American History is Taught in Public Schools

How concerned, if at all, are you with how American history is currently taught in K-12 public schools?



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted sample size=19,060.

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northwestern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 1. Concern with How History is Taught Across Groups

Concern about how history is taught also significantly varies by race. Respondents who identify as Black express the highest concern across racial groups, with 77% of Black respondents at least somewhat concerned with how history is taught, four percentage points more than Whites, six points more than Hispanics, and fourteen points more concerned than Asian respondents.

Despite the perception that parents largely drive the concern over CRT, parents of children under 18 (henceforth termed “minor children”) actually express less concern than do non-parents (69% versus 75% respectively).

Women and older Americans express more concern than men and younger Americans. Education does not appear to have a strong impact on history concerns, with similar shares of college educated respondents and those who never attended college expressing concerns.

Part II: Support for Teaching CRT vs. Teaching the Legacy of Racism

To better understand Americans' attitudes towards how schools should educate students about racism, we conducted an experiment on the November wave of the COVID States Project. Of the over 19,000 respondents who were asked about their opinions on CRT, we randomly assigned half of them to the question, “Do you support or oppose teaching Critical Race Theory (CRT) in public schools?” The other half of our respondents were asked “Do you support or oppose teaching how racism continues to impact American society today?”

Among CRT’s central tenants³ is the notion that racism remains prevalent and continues to impact American society, however we expected that the prevalence of negative media coverage on CRT would lead more Americans to oppose CRT than would oppose teaching the persistence of racism.

The results of the experiment, shown in Figure 2, support this expectation. A 52% majority of respondents overall say they support teaching how racism continues to impact American society today in public schools, compared to roughly one-quarter (27%) who support teaching Critical Race Theory (CRT) in public schools. Although fewer Americans support teaching CRT than support teaching about racism, the effect is mostly driven by a greater share of respondents who expressed neutral opinions on CRT: 44% of respondents

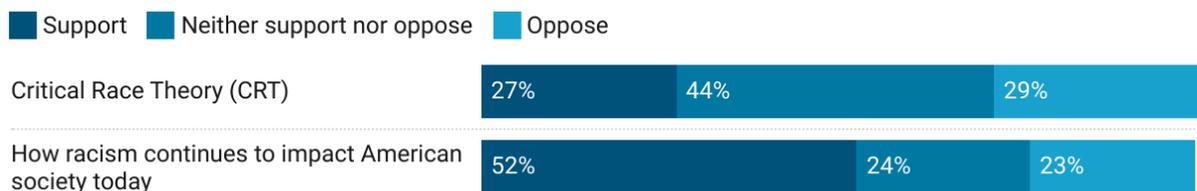
³ See e.g, Delgado, Richard, and Jean Stefancic. 2011. *Critical Race Theory: An Introduction*. 2nd edition. New York University Press.

assigned the CRT condition said they neither support nor oppose teaching the subject, compared to about one-quarter (23%) of those who neither support nor oppose teaching about racism.

Support for teaching CRT or the impact of racism varies widely by partisanship. Over 7 in 10 (73%) Democrats/Democratic-leaning Independents support educating students about the legacy of racism, a much higher share than the 47% of Independents and 24% of Republicans/Republican-leaning Independents who say the same. Even in our current era of hyper-partisanship, a roughly 50 percentage point gap between the parties on a substantive policy issue is exceptionally large.

Most Americans Support Teaching the Legacy of Racism, Oppose Critical Race Theory in Public Schools

Share of respondents who support, oppose, or neither support nor oppose teaching the following in public schools:



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

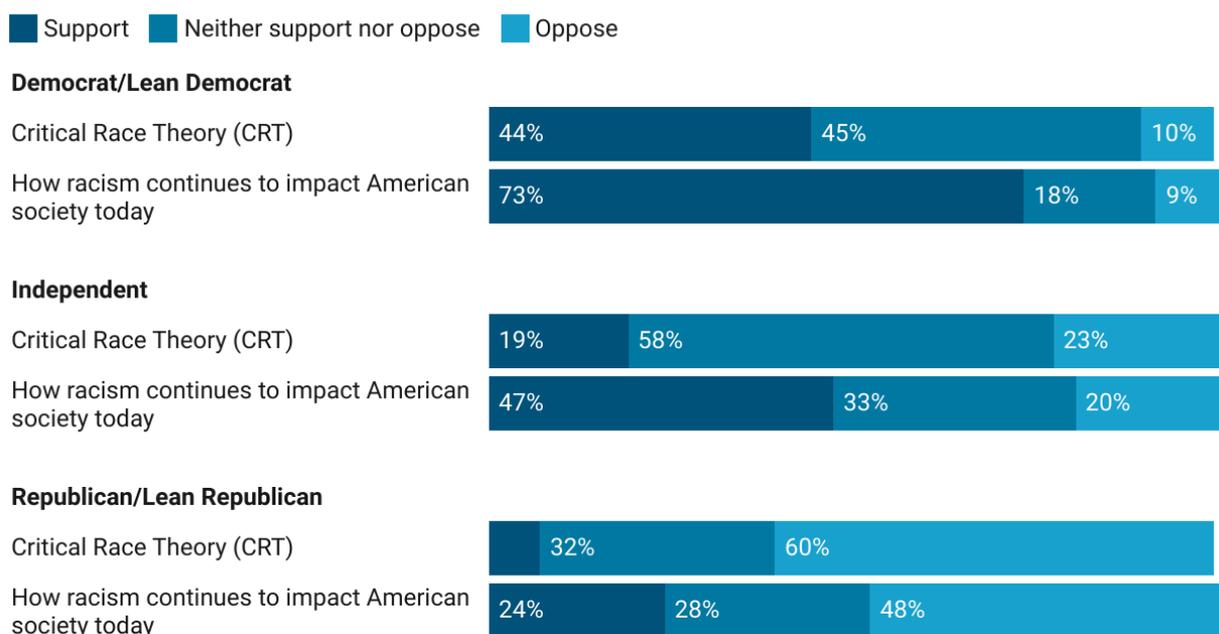
Figure 2. Support for Teaching the Legacy of Racism Exceeds Support for Teaching CRT

A slightly smaller, yet still large, divide is seen in support for teaching CRT: 44% of Democrats/Democratic-leaning Independents support teaching CRT, compared to about 1 in 5 (19%) Independents and 7% of Republicans/Republican-leaning Independents. As with the results overall, the lower support for teaching CRT among Democrats and Independents is driven by a greater share of respondents who express no opinion on CRT relative to teaching about racism. Among Democrats, 45% of those assigned to the CRT condition said they neither support nor oppose teaching the subject, 27 percentage points higher than the share of Democrats who express no opinion on teaching about the legacy of racism (18%). Nearly identical shares of Democrats – roughly 1 in 10 – oppose teaching CRT or oppose teaching about racism. Similarly, 25 percentage points more Independents say they neither support nor oppose teaching about CRT (58%) than neither support nor oppose teaching about racism (33%). About 1 in 5 Independents oppose across conditions.

Unlike Democrats and Independents, Republican identifiers express significantly greater opposition to teaching CRT than teaching about racism. Three-fifths (60%) of Republicans and Republican-leaning independents oppose teaching CRT relative to roughly half (48%) who oppose teaching about the legacy of racism.

Across Parties, More Americans Support Teaching the Legacy of Racism than Support Teaching Critical Race Theory

Share of respondents who support, oppose, and neither support nor oppose teaching the following in public schools:



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

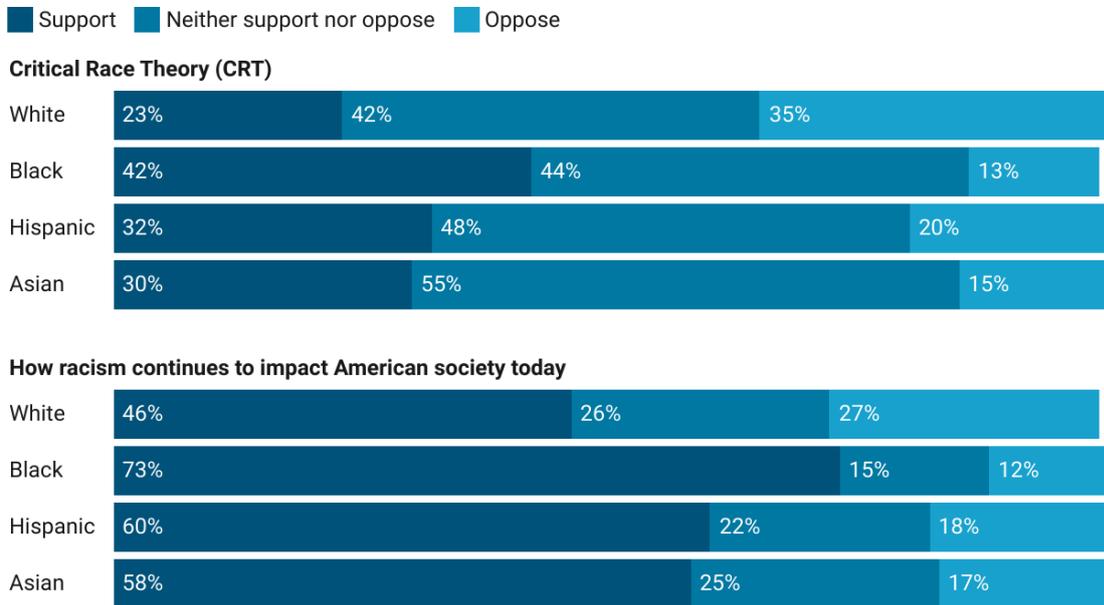
Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 3. Support for Teaching the Legacy of Racism and CRT by Partisanship

Aside from partisanship, race is the largest divide in support for teaching CRT and the legacy of racism in public schools. White people express significantly lower support for teaching CRT and the legacy of racism compared to nonwhite racial and ethnic groups (Black, Hispanic, and Asian people). Black respondents were 19 percentage points more likely to support CRT than Whites and a massive 27 percentage points more likely to support teaching the legacy of racism than were Whites. Despite the increased focus on persistent racial disparities in American society, a majority of Whites do not support teaching how racism continues to impact American society today in public schools.

Deep Racial Divides in Support for Teaching Both Critical Race Theory and the Legacy of Racism.

Share of respondents who support, oppose, and neither support nor oppose teaching the following in public schools:



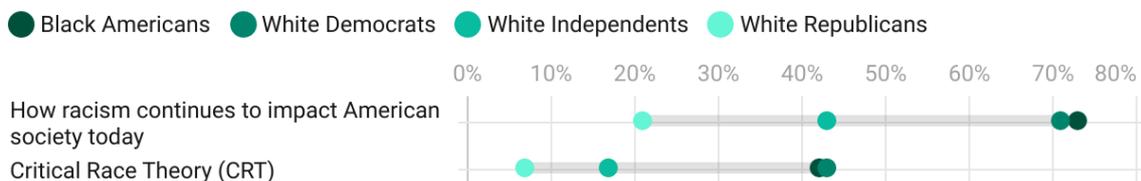
Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 4. Support for Teaching the Legacy of Racism and CRT by Race

Racial Divide Largest Between Black Americans and White Republicans

Share of each group that supports teaching the following:



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

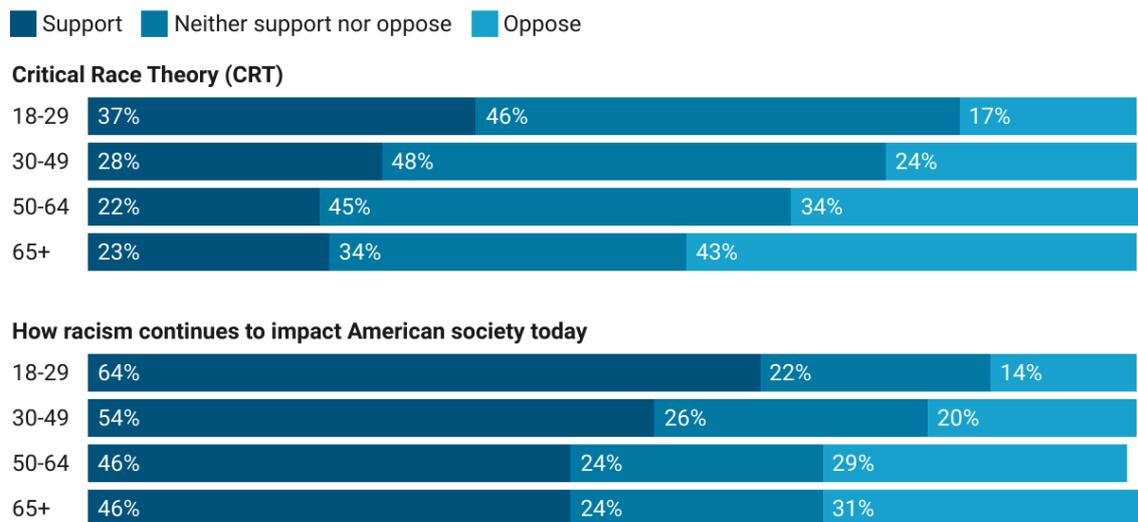
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Figure 5. Support for Teaching the Legacy of Racism and CRT by Race and Partisanship

As shown in Figure 5, the racial divide is starkest between Black Americans and White Republicans, with no significant difference between White Democrats and Black Americans (the vast majority of whom identify as Democrats). While smaller than the gap between Black people and White Republicans, White Independents are also significantly less likely to support teaching the legacy of racism and CRT than are Black Americans overall.

Younger Americans More Supportive of Teaching The Legacy of Racism and CRT In Public Schools

Share of respondents who support, oppose, and neither support nor oppose teaching the following in public schools:



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

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Figure 6. Support for Teaching the Legacy of Racism and CRT by Age

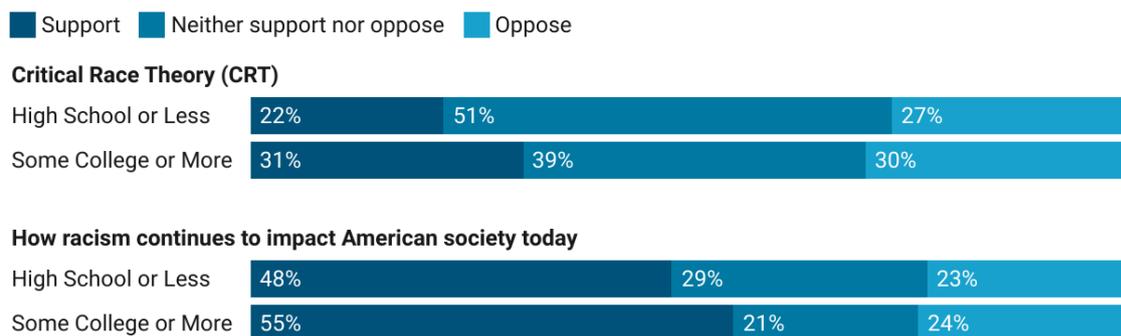
There are smaller– yet still significant– divides in support for teaching CRT and the legacy of racism by age and education (see Figures 6 and 7). Likely driven by the [more racially liberal views of young Americans \(even among Republicans\)](#), younger respondents in our survey were significantly more likely to support teaching the legacy of racism and CRT in public schools. Consistent with decades of research⁴ on American racial attitudes, more educated respondents were also more supportive of teaching about the legacy of racism in schools. Although this relationship is mainly driven by the greater share of less educated respondents selecting that they “neither support nor oppose” teaching the legacy of

⁴ See, e.g. [Kinder and Sanders \(1996\)](#) and [Schuman, Steeh, and Bobo \(1985\)](#).

racism than more educated respondents (21% vs 29%). More educated respondents were also more likely to express an opinion on CRT than were less educated respondents, who were more likely to select “neither support nor oppose” than respondents with more education (51% vs 39%).

More Educated Americans More Supportive Of Teaching The Legacy Of Racism And CRT In Public Schools

Share of respondents who support, oppose, and neither support nor oppose teaching the following in public schools:



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism.

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Figure 7. Support for Teaching the Legacy of Racism and CRT by Education

To determine whether a relationship exists between state policy on CRT and respondent’s attitudes, we gathered data on state policies from an analysis conducted by [Ed Week](#), and grouped respondents according to their state’s policy. Although one might expect opposition to CRT among state residents drives state efforts to restrict teaching it, there is no clear relationship between the public’s preferences for teaching CRT in public schools and the policy of the state. Identical shares of respondents oppose teaching CRT in states without actions on CRT⁵ (27% oppose) and where laws banning it are currently enacted⁶ (27% oppose).

⁵ States without action of CRT include: AK, CA, CO, CT, DC, DE, HI, IL, IN, KS, MA, MD, MN, MS, NE, NM, NV, OR, VA, VT, WA, and WY. Our survey includes 7,361 respondents from states without action on CRT. However note that the sample sizes for six of these states are small (AK, DC, DE, HI, VT, and WY) and thus our sample is not a representative portrait of all respondents in these states.

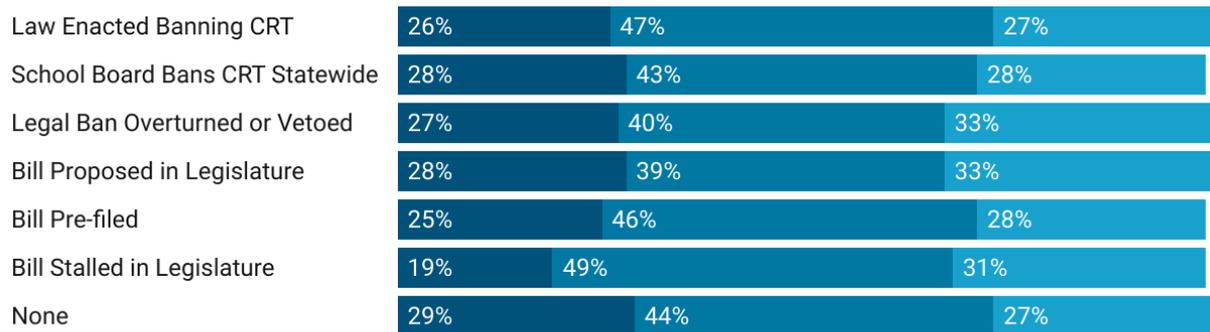
⁶ States with current bans on CRT in place include: ID, NH, SC, TN, OK, IA, TX and ND. Our survey includes 2,818 respondents from these states with current bans on CRT.

Support For Teaching CRT And The Legacy Of Racism By Anti-CRT State Laws

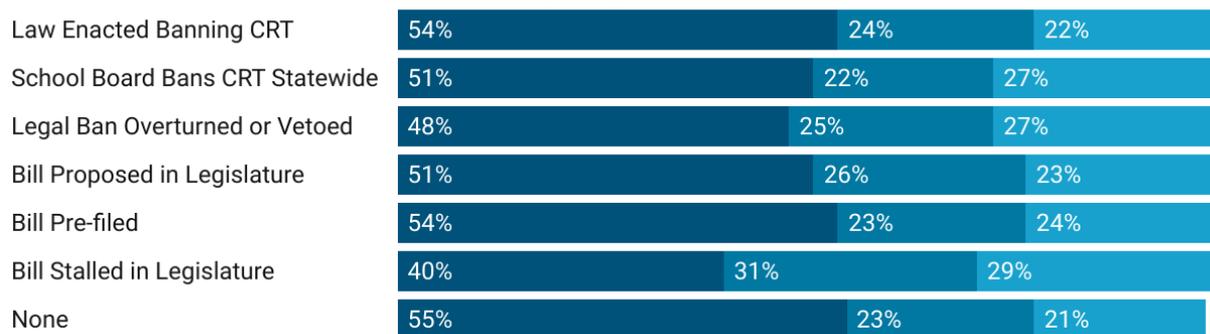
Share of respondents who support, oppose, and neither support nor oppose teaching the following in public schools:

■ Support ■ Neither support nor oppose ■ Oppose

Critical Race Theory (CRT)



How racism continues to impact American society today



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted total sample size=19,060: 9,525 of these respondents were asked their support for teaching CRT, 9,535 were asked their support for teaching the legacy of racism. State policy data from Ed Week Analysis Dec. 2, 2021.

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Figure 8. Support for Teaching the Legacy of Racism and CRT by State Laws on CRT

Compared to these states, opposition to teaching CRT is slightly higher in states where an anti-CRT ban has been proposed in the legislature⁷ and in the two states (NC and AZ)

However, the sample sizes for ID and ND are very small, and therefore our sample is not a representative portrait of all respondents in this type of states.

⁷ States where a bill has been proposed and is moving through the legislature include: WI, MI, OH, PA, and NJ. Our survey includes 2,760 respondents from these states.

where an anti-CRT law has been overturned or vetoed (33% oppose). Support is lowest in states where an anti-CRT bill was withdrawn or has stalled indefinitely in the state legislature⁸ (19% support). Support is highest in states with school board bans on CRT⁹ (28% support) and where there are no state-wide CRT actions (29% support).

More respondents have no opinion on CRT in states with laws banning CRT (47%) and where bills are stalled in the legislature (49%) than in states where a law has been overturned or vetoed (40%) and where a bill has been proposed but not yet enacted in the legislature (39%)

Across most groups of states, roughly half of respondents support teaching the legacy of racism, however in states where an anti-CRT bill has been withdrawn or stalled in the legislature, support is about ten percentage points lower (40% support) and opposition is slightly higher (29% oppose).

Part III: Familiarity with CRT

Despite the public's low support for teaching CRT in public schools, only 3 in 10 Americans say they are "extremely" or "very" familiar with CRT, while 7 in 10 are "not at all" or "not very" familiar with the concept. Republicans, men, and college educated respondents say they are more familiar than Democrats and Independents, women, and non-college educated respondents. One third of Black respondents report being familiar, 10 percentage points more than the 23% of Asian respondents and six percentage points more than Hispanic respondents, 27% of whom say they are familiar with CRT. Familiarity is roughly the same between White and Black respondents (30% and 33% respectively are familiar with CRT). Parental status does not impact respondents' reported familiarity with

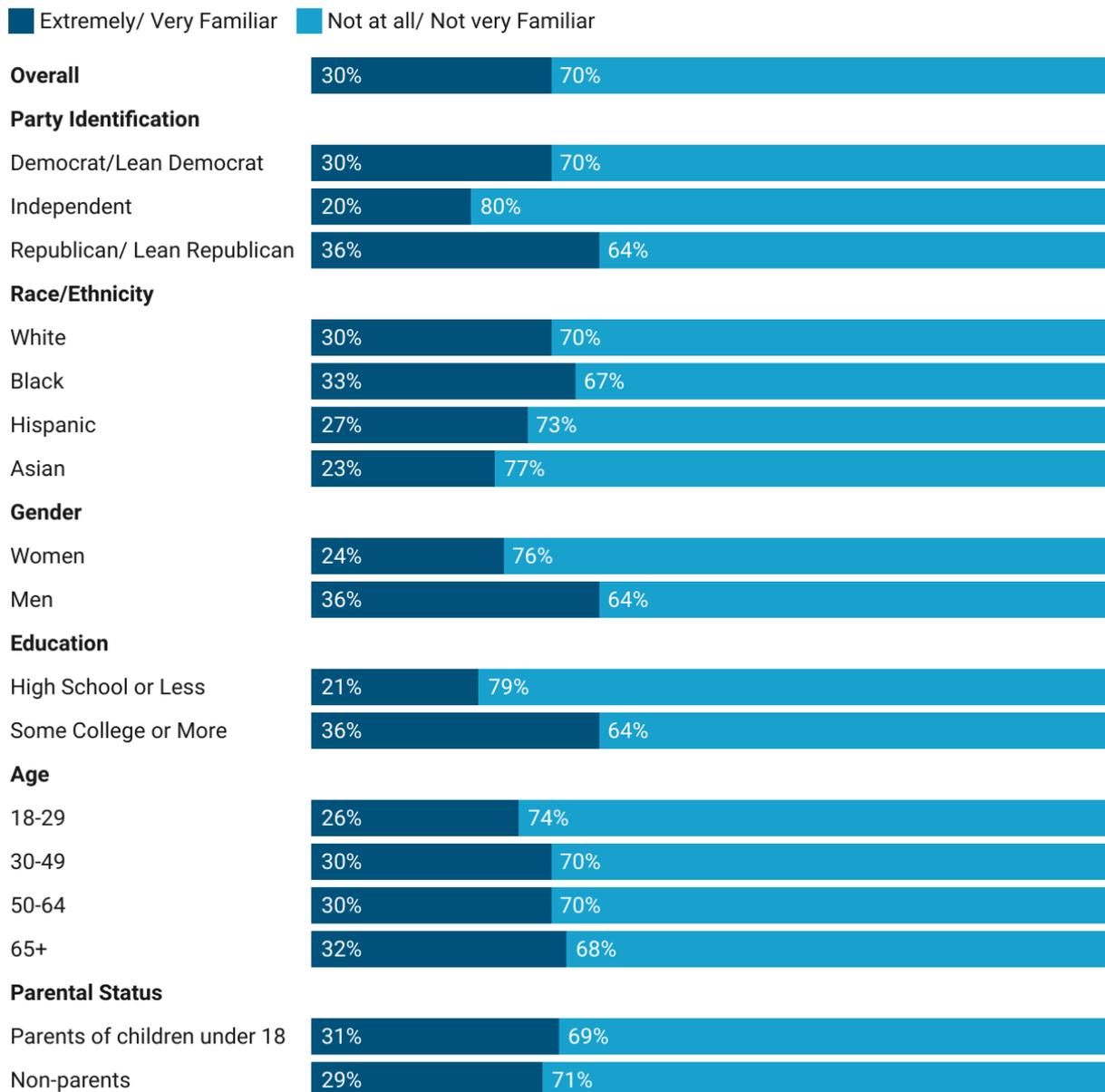
⁸ States where a bill was withdrawn or has stalled indefinitely include: SD, LA, AR, WV, RI, and ME. Our survey includes 1,023 respondents from these states. However the sample sizes for half of these states (SD, RI, and ME) are very small, and therefore our sample is not a representative portrait of all respondents in these types of states.

⁹ States with school board bans include: AL, GA, FL, MT, and UT. Our survey includes 2,226 respondents from these states. However the sample size for MT is very small.

CRT, and senior citizens (those 65 and older) are about 6 percentage points more familiar than young people (those ages 18-29).

3 in 10 Americans Report Being Very or Extremely Familiar with Critical Race Theory – Republicans, Men, and College Educated More Familiar

How familiar are you with Critical Race Theory (CRT)?



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted sample size=19,060.

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 9. Familiarity with CRT Overall and by Socio-Demographic Factors

Part IV: How Well CRT Describes American Society

Despite the large majority of Americans who say they are not familiar with CRT, only a plurality – 44% – of respondents say they “don’t know” how well CRT describes American society. Of the remaining majority of respondents who voiced an opinion, about 1 in 5 (21%) said CRT describes how American society works “extremely” or “very” well, while a larger share – 35% – said the theory describes society “not very” or “not at all” well.

Democrats are nearly six times as likely to say CRT describes American society well compared to Republicans (34% vs 6%). Independents are twice as likely to say CRT describes society very or extremely well than Republicans (13% vs 6%). African Americans, college-educated, and younger respondents were all more likely to say CRT describes society well than other racial groups, less educated, and older respondents.

Although the gender gap for those reporting that CRT describes society well is comparatively small (4 percentage points), a large gap exists between men and women on reporting that they “don’t know” how well CRT describes how our society operates. A 51% majority of women say they “don’t know,” 14 percentage points more than the 37% of men who say the same. This is consistent with [research](#) finding women are more likely to admit uncertainty than men on surveys.

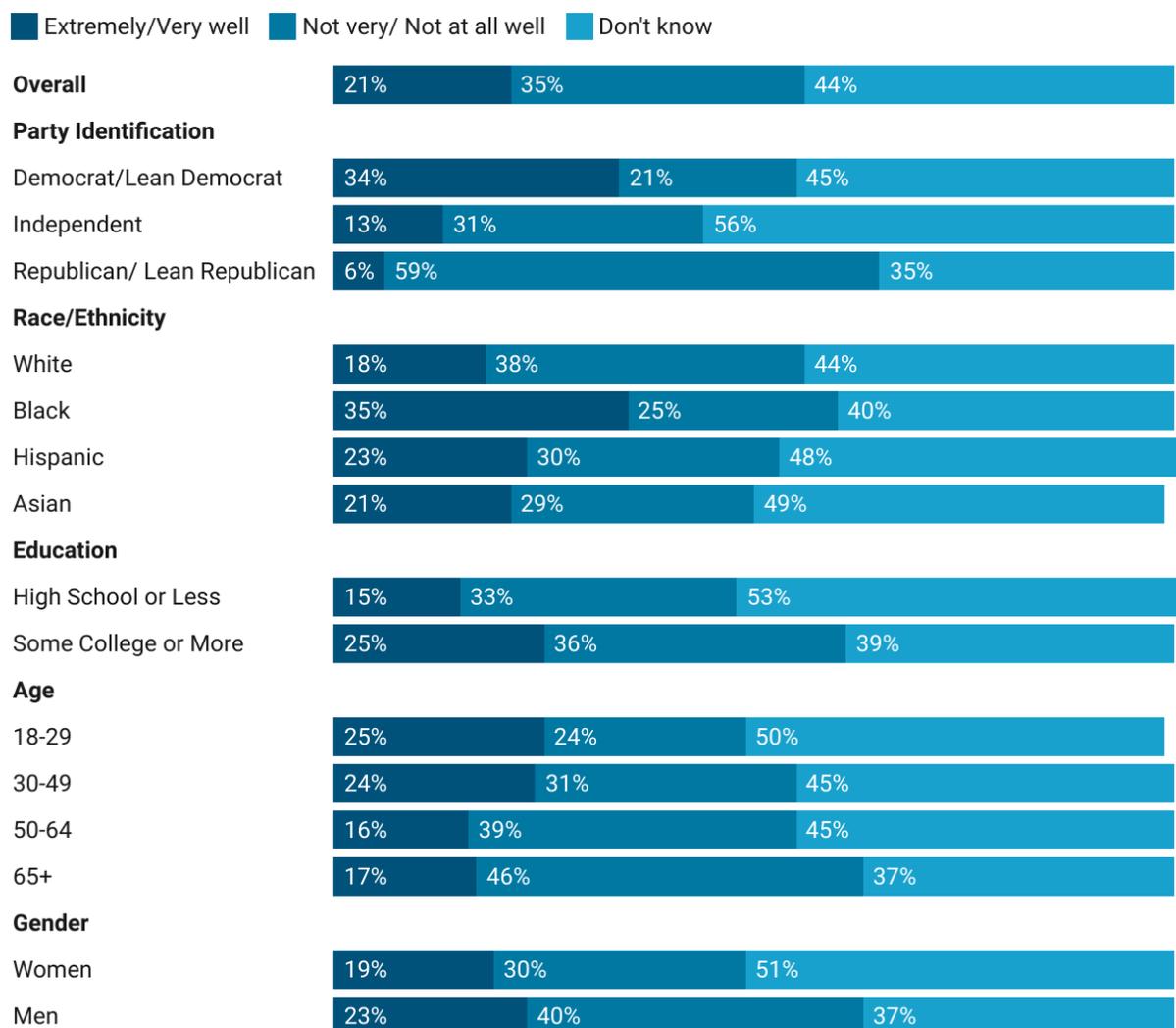
As with support for CRT, respondents' attitudes towards how well CRT describes how American society works and respondents' level of familiarity with CRT does not show any consistent relationship with state policy on the subject. The share of respondents who say CRT describes society “extremely” or “very” well is essentially the same across states with bans in place, bans overturned or vetoed, bills proposing bans moving through the legislature, and where no state action has been taken.

Across all these states roughly 1 in 5 say CRT describes society well (between 20% and 22%). The sole exception is a smaller share of respondents who say that CRT describes society well in states where a bill has been withdrawn or stalled in the state legislature (13%), which is 7 to 9 points less than in other states. However in these states (which includes SD, LA, AR, WV, RI, and ME), more respondents say “don’t know” and a similar share says CRT does not adequately describe how American society works as those in

other groups of states. Overall, these data do not support the notion that bans on CRT were enacted or not enacted in response to the attitudes of the state’s residents.

African Americans, College Educated, Democrats, and Younger Americans More Likely to Say CRT Describes American Society Well

How well do you believe Critical Race Theory (CRT) describes how American society works?



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted sample size=19,060.

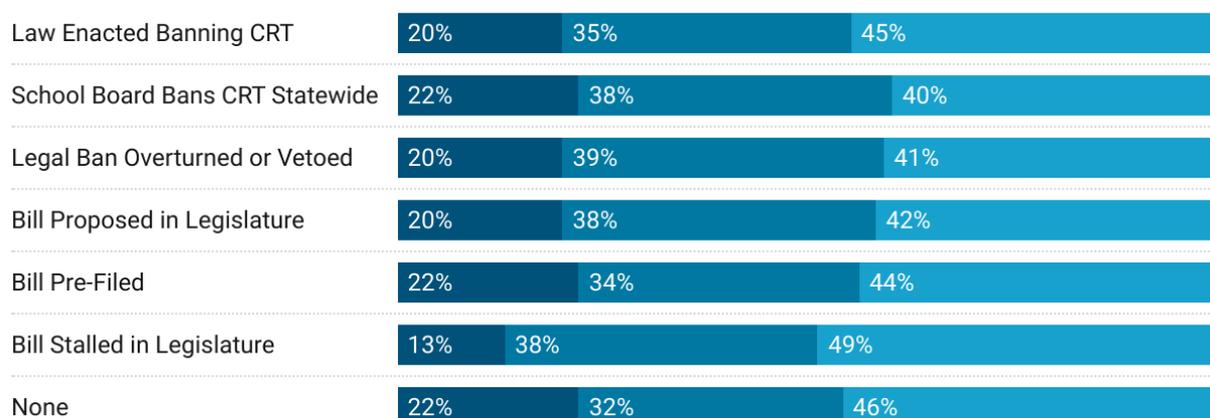
Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 10. Views of How Well CRT Describes Society Overall and by Socio-Demographic Factors

CRT Attitudes By State Policy

How well do you believe Critical Race Theory (CRT) describes how American society works?

■ Extremely/Very well
 ■ Not very/ Not at all well
 ■ Don't know



Based on November 2021 data. Survey conducted 11/03/21-12/02/21. Unweighted sample size=19,060. State policy data from Ed Week Analysis Dec.2, 2021.

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

Figure 11. Views of how well CRT describes society by state policy on CRT.

Appendix

Question Wording

Questions appeared in the exact order printed here. Notes on randomization are contained in brackets.

How concerned, if at all, are you with how American history is currently taught in K-12 public schools?[Randomly reversed order of response options]

- Very concerned
- Somewhat concerned
- Not very concerned
- Not at all concerned

Do you support or oppose teaching [Randomly present each statement to half of respondents: Critical Race Theory (CRT)/ how racism continues to impact American society today] in public schools?

[Randomly reversed order of response options]

- Strongly support
- Somewhat support
- Neither support nor oppose
- Somewhat oppose
- Strongly oppose

How familiar are you with Critical Race Theory (CRT)?

[Randomly reversed order of response options]

- Extremely familiar
- Very familiar
- Not very familiar
- Not at all familiar

How well do you believe Critical Race Theory (CRT) describes how American society works?

- Extremely well
- Very well
- Not very well
- Not at all well
- Don't know

In your own words, please describe what Critical Race Theory (CRT) means to you:
[open-ended question]

Sample Sizes and Error Intervals

Concern About History

| | Not at all/ Not very concerned | Somewhat/ Very Concerned | Error Interval | Unweighted n |
|---------------------------------|---|---|---------------------------|-------------------------|
| Overall | 27 | 73 | 1 | 19,043 |
| Democrat / Lean Democrat | 31 | 69 | 1 | 9,394 |
| Independent | 32 | 68 | 2 | 3,684 |
| Republican / Lean Republican | 19 | 81 | 1 | 5,903 |
| White | 27 | 73 | 1 | 13,435 |
| Black | 23 | 77 | 2 | 2,290 |
| Hispanic | 29 | 71 | 3 | 1,705 |
| Asian | 36 | 64 | 3 | 1,165 |
| 18-29 | 27 | 73 | 2 | 3,322 |
| 30-49 | 31 | 69 | 1 | 7,377 |
| 50-64 | 26 | 74 | 2 | 4,369 |
| 65+ | 23 | 77 | 2 | 3,975 |
| Female | 25 | 75 | 1 | 11,677 |
| Male | 30 | 70 | 1 | 7,366 |
| High school or less | 28 | 72 | 2 | 4,866 |
| Some College + | 27 | 73 | 2 | 14,177 |
| Parent | 31 | 69 | 1 | 7,195 |
| Non-Parent | 25 | 75 | 1 | 11,848 |

CRT Support

| | Oppose | Neither support nor oppose | Support | Maximum Error Interval | Unweighted n |
|--------------------------------|---------------|-----------------------------------|----------------|-------------------------------|---------------------|
| Overall | 29 | 44 | 27 | 1 | 9,509 |
| Democrat/ Lean Democrat | 10 | 45 | 44 | 2 | 4,654 |
| Independent | 23 | 58 | 19 | 3 | 1,824 |
| Republican/ Lean Republican | 60 | 32 | 7 | 2 | 2,999 |
| White | 35 | 42 | 23 | 1 | 6,686 |
| Black | 13 | 44 | 42 | 3 | 1,205 |
| Hispanic | 20 | 48 | 32 | 4 | 842 |
| Asian | 15 | 55 | 30 | 5 | 546 |
| 18-29 | 17 | 46 | 37 | 3 | 1,664 |
| 30-49 | 24 | 48 | 28 | 2 | 3,659 |
| 50-64 | 34 | 45 | 22 | 2 | 2,216 |
| 65+ | 43 | 34 | 23 | 3 | 1,970 |
| High school or less | 27 | 51 | 22 | 2 | 2,485 |
| Some College + | 30 | 39 | 31 | 1 | 7,024 |

CRT Support Continued

| | Oppose | Neither support nor oppose | Support | Maximum Error Interval | Unweighted n |
|--------------------------|---------------|-----------------------------------|----------------|-------------------------------|---------------------|
| Bill pre-filed | 28 | 46 | 25 | 4 | 930 |
| Bill Proposed and Moving | 33 | 39 | 28 | 3 | 1,365 |
| Bill Stalled/ Withdrawn | 31 | 49 | 19 | 6 | 506 |
| Law Enacted Banning CRT | 27 | 47 | 26 | 3 | 1,440 |
| Law Overturned/ Vetoed | 33 | 40 | 27 | 5 | 517 |
| None | 27 | 44 | 29 | 2 | 3,614 |
| School Board Bans | 28 | 43 | 28 | 4 | 1,137 |

Support for Teaching The Legacy of Racism

| | Oppose | Neither support nor oppose | Support | Maximum Error Interval | Unweighted n |
|-----------------------------------|---------------|---|----------------|---------------------------------------|-------------------------|
| Overall | 23 | 24 | 52 | 1 | 9,523 |
| Democrat/ Lean Democrat | 9 | 18 | 73 | 2 | 4,736 |
| Independent | 20 | 33 | 47 | 3 | 1,857 |
| Republican/ Lean Republican | 48 | 28 | 24 | 2 | 2,902 |
| White | 27 | 26 | 46 | 1 | 6,743 |
| Black | 12 | 15 | 73 | 3 | 1,082 |
| Hispanic | 18 | 22 | 60 | 4 | 862 |
| Asian | 17 | 25 | 58 | 5 | 618 |
| 18-29 | 14 | 22 | 64 | 3 | 1,658 |
| 30-49 | 20 | 26 | 54 | 2 | 3,712 |
| 50-64 | 29 | 24 | 46 | 3 | 2,151 |
| 65+ | 31 | 24 | 46 | 3 | 2,002 |
| High school or less | 23 | 29 | 48 | 2 | 2,377 |
| Some College + | 24 | 21 | 55 | 1 | 7,146 |

Support for Teaching The Legacy of Racism Continued

| | Oppose | Neither support nor oppose | Support | Maximum Error Interval | Unweighted n |
|------------------------------|---------------|---|----------------|---------------------------------------|-------------------------|
| Bill pre-filed | 24 | 23 | 54 | 4 | 894 |
| Bill Proposed and Moving | 23 | 26 | 51 | 3 | 1,392 |
| Bill Stalled/ Withdrawn | 29 | 31 | 40 | 5 | 516 |
| Law Enacted Banning CRT | 22 | 24 | 54 | 3 | 1,376 |
| Law Overturned/ Vetoed | 27 | 25 | 48 | 5 | 527 |
| None | 21 | 23 | 55 | 2 | 3,733 |
| School Board Bans | 27 | 22 | 51 | 4 | 1,085 |

Familiarity with CRT

| | Extremely/ Very familiar | Not at all/ Not very familiar | Error Interval | Unweighted n |
|--------------------------------|-------------------------------------|--|---------------------------|-------------------------|
| Overall | 30 | 70 | 1 | 19,010 |
| Democrat/ Lean Democrat | 30 | 70 | 1 | 9,373 |
| Independent | 20 | 80 | 2 | 3,680 |
| Republican/ Lean Republican | 36 | 64 | 1 | 5,897 |
| White | 30 | 70 | 1 | 13,413 |
| Black | 33 | 67 | 2 | 2,279 |
| Hispanic | 27 | 63 | 3 | 1,702 |
| Asian | 23 | 77 | 3 | 1,166 |
| 18-29 | 26 | 74 | 2 | 3,316 |
| 30-49 | 30 | 70 | 1 | 7,362 |
| 50-64 | 30 | 70 | 2 | 4,361 |
| 65+ | 32 | 68 | 2 | 3,971 |
| Female | 24 | 76 | 1 | 11,648 |
| Male | 36 | 64 | 1 | 7,362 |
| High school or less | 21 | 79 | 1 | 4,861 |
| Some College + | 36 | 64 | 1 | 14,149 |
| Parent | 31 | 69 | 1 | 7,178 |
| Non-Parent | 29 | 71 | 1 | 11,832 |
| Bill pre-filed | 29 | 71 | 3 | 1,820 |
| Bill Proposed and Moving | 31 | 69 | 2 | 2,752 |

| | | | | |
|-------------------------|----|----|---|-------|
| Bill Stalled/ Withdrawn | 26 | 74 | 3 | 1,021 |
| Law Enacted Banning CRT | 28 | 72 | 2 | 2,812 |
| Law Overturned/ Vetoed | 31 | 69 | 3 | 1,041 |
| None | 31 | 69 | 1 | 7,342 |
| School Board Bans | 31 | 69 | 2 | 2,222 |

How Well CRT Describes Society

| | Don't know | Extremely/ Very well | Not very/ Not at all well | Maximum Error Interval | Unweighted n |
|-----------------------------------|-------------------|---------------------------------|--|---------------------------------------|-------------------------|
| Overall | 44 | 21 | 35 | 1 | 18,994 |
| Democrat/ Lean Democrat | 45 | 34 | 21 | 1 | 9,368 |
| Independent | 56 | 13 | 31 | 2 | 3,681 |
| Republican/ Lean Republican | 35 | 6 | 59 | 2 | 5,885 |
| White | 44 | 18 | 38 | 1 | 13,396 |
| Black | 40 | 35 | 25 | 2 | 2,285 |
| Hispanic | 48 | 23 | 30 | 3 | 1,701 |
| Asian | 49 | 21 | 29 | 3 | 1,165 |
| 18-29 | 50 | 25 | 24 | 2 | 3,312 |
| 30-49 | 45 | 24 | 31 | 1 | 7,362 |
| 50-64 | 45 | 16 | 39 | 2 | 4,356 |
| 65+ | 37 | 17 | 46 | 2 | 3,964 |
| Female | 51 | 19 | 30 | 1 | 11,646 |
| Male | 37 | 23 | 40 | 1 | 7,348 |
| High school or less | 53 | 15 | 33 | 2 | 4,853 |
| Some College + | 39 | 25 | 36 | 1 | 14,141 |

How Well CRT Describes Society Continued

| | Don't know | Extremely/ Very well | Not very/ Not at all well | Maximum Error Interval | Unweighted n |
|------------------------------|-------------------|---------------------------------|--|---------------------------------------|-------------------------|
| Bill pre-filed | 44 | 22 | 34 | 3 | 1,816 |
| Bill Proposed and Moving | 42 | 20 | 38 | 2 | 2,750 |
| Bill Stalled/ Withdrawn | 49 | 13 | 38 | 4 | 1,020 |
| Law Enacted Banning CRT | 45 | 20 | 35 | 2 | 2,812 |
| Law Overturned/ Vetoed | 41 | 20 | 39 | 4 | 1,040 |
| None | 46 | 22 | 32 | 1 | 7,335 |
| School Board Bans | 40 | 22 | 38 | 3 | 2,221 |