

WORKBOOK



Written by

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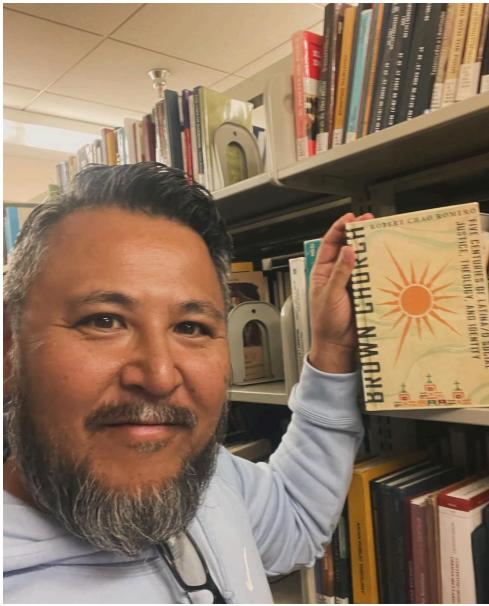
Introduction

Welcome to Let's Talk Race: Conversations About the Latin American Experience. We are so honored that you would join us for this journey through the history and current day impacts of racism on Latin America and Latino/as in the United States. You will soon discover that there is more to learn than we have time to discover in just three weeks, but hopefully this will be the beginning of more conversations.

At LTR Ministries, we strongly believe in the power of conversation. Coming together, listening to each other, committed to learn, to believe and to grow....this is how we change the world.

Expect blessings,

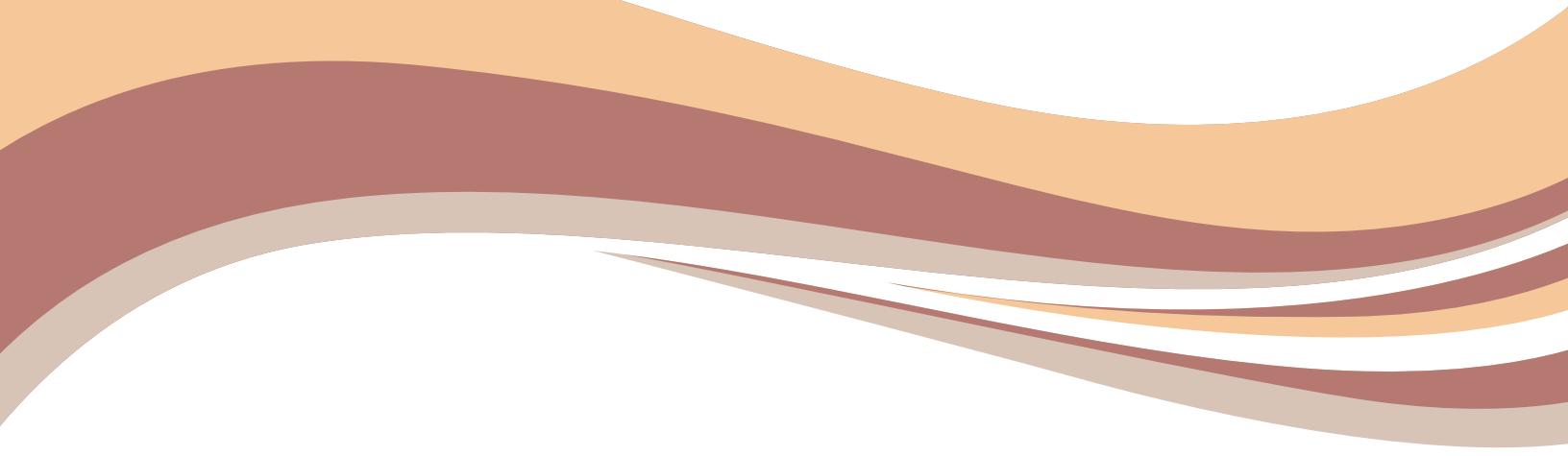
David & Shelley Park



Dr. Robert Chao Romero

LTR Subject Matter Expert

Rev. Dr. Robert Chao Romero is "Asian-Latino," and has been a professor of Chicana/o Studies and Asian American Studies at UCLA since 2005. He received his Ph.D. from UCLA in Latin American History and his Juris Doctor from U.C. Berkeley. Romero has published more than 30 academic books and articles on issues of race, immigration, history, education, and religion, and received the Latina/o Studies book award from the international Latin American Studies Association. His recent book, "Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity (2020)," received the InterVarsity Press Readers' Choice Award for best academic title. Romero is a former Ford Foundation and U.C. President's Postdoctoral Fellow, as well as a recipient of the Louisville Institute's Sabbatical Grant for Researchers. Robert is also an ordained minister and community organizer.



Mission

Engaging white christians in the ministry of reconciliation and justice through education, inner work, and community

Philosophy

Helping our participants see injustice in America through spiritual, historical, and societal lenses by providing space for meaningful, nuanced conversations

Values

- Following Jesus
- Seeing our Neighbors
- Encouraging Conversations
- Nurturing Curiosity
- Assuming Positive Intent
- Expecting Transformation

We believe God transcends both sex and gender. We have chosen to use masculine language when talking about God the Father throughout this class because masculine pronouns are used by the biblical authors. If using "they/them," "she/her," or anything else is helpful for you, by all means please do so as you listen along or engage in discussion. We have found that attempting to describe the indescribable Creator is not an easy task and we ask for your graciousness as we attempt to do so.

What to expect in a Let's Talk Race class

We believe in the power of conversation. In any good conversation, there are ground rules that people intuitively agree to. Usually these are unspoken, but in the interest of creating healthy, nuanced dialogue, we have created a few that help govern our time together.

These were the rules you agreed to when you registered:

- I commit to being present and engaged, understanding that sometimes there are conflicts that do arise.
- I commit to respect my facilitators and fellow classmates by using "I statements," listening to understand, and avoiding sweeping declarative statements.
- I commit to the confidentiality of the conversations that take place in my class.
- I commit to doing my part in allowing each person to have their voice heard.



Week 1: History of Latin American People

Latin America has been shaped by three significant periods of time:

1. Colonial Period (_____)
2. The Early Modern Era (_____)
3. Contemporary Latin America (_____)

But before these time periods, what was happening in Latin America?

Civilization	Located	Known For
Aztec		
Maya		
Inca		

Colonial Period (_____)

Columbus' exploratory voyages had several purposes:

1. He was searching for: _____
2. The _____ could be spread to people who were not Christian.
3. Looking for great _____ to bring back to the Spanish crown.

In less than a century, 90-100% of the native population of the Caribbean died. The causes of death were: (circle the one with the greatest impact)

- Forced _____
- Disease
- Outmarriage
- Starvation
- Violence

Week 1: cont'd

Race can be defined as a _____ category used to classify and differentiate people based on physical characteristics, especially skin color. It is closely tied to systems of power and exploitation.

Socially constructed means that people _____ the concept of race at particular moments in history as a means of social control.

THE SPANISH CASTE SYSTEM:

(remember that each of these categories of race are socially constructed or invented)

TOP:

MIDDLE:

People of blended Spanish and Indian ancestry

People of blended Spanish and African ancestry

BOTTOM:

OTHER:

Torna atrás: Offspring of Albino and Spanish; term implies "reverting" or "regressing" back to having African physical characteristics

Lobo: Literally means "wolf." Included various combinations of indigenous and African ancestry

Cambujo: Offspring of indigenous and lobo

Zambo: Indigenous and African ancestry

Calpamulato: Cambujo and mulato

Mulete: Lobo and Indian

Tente en el aire: Literally means "hold-yourself-in-midair"; person of uncertain or mixed heritage

No te entiendo: "I don't understand you"; used when ancestry was too complex to categorize

Encomendero:

Encomienda:

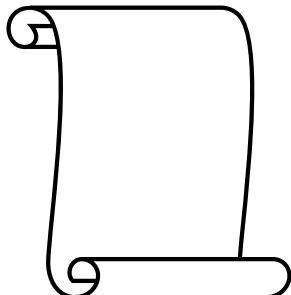
Hacienda:

Chinos:

THE BROWN CHURCH:

Dominican Friar Antionio de Montesinos:

Bartolome de Las Casas:



Doctrine of Discovery: papal bull in the year _____ granted the King of Spain _____

I did not see a temple in the city, because the Lord God Almighty and the Lamb are its temple. The city does not need the sun or the moon to shine on it, for the glory of God gives it light, and the Lamb is its lamp... The _____ and _____ of the nations will be brought into it. Nothing impure will ever enter it, nor will anyone who does what is shameful or deceitful, but only those whose names are written in the Lamb's book of life.

Revelation 21: 22-23, 26-27

Doxa:

By God's design, every ethnic group of the world possesses cultural _____ or _____ that, as we see from this passage, is of eternal value to God.

:

The indigenous peoples of Latin America possessed, and still possess, unique _____ as an outflow of the image of God in them.

Week 1: cont'd

Early Modern Era (_____)

Early 1800s: Simón Bolívar, Father Miguel Hidalgo and others secured political independence from Spain, unequal social, economic, and religious structures persisted. Power shifted from Spanish-born elites to Criollos—Latin-born people of Spanish descent.

Criollos were divided between those favoring monarchy or liberal democracy. Their struggle for control deepened regional divisions, ultimately contributing to the formation of the twenty independent Latin American nations we know today.



Countries considered part of Latin America today include:

Argentina	Dominican Republic	Nicaragua	Portuguese speaking:
Bolivia	Ecuador	Panama	Brazil
Chile	El Salvador	Paraguay	
Colombia	Guatemala	Peru	French speaking:
Costa Rica	Honduras	Uruguay	Haiti
Cuba	Mexico	Venezuela	

Enter the United States:

Between 1898 and 1994, the U.S. government has intervened over 41 times to change the governments in Latin America.

By example, in 1910, in Mexico, American capital owned:

- 78% of the mines
- 72% of the smelters
- 58% of the oil
- 68% of the rubber business
- 27% of the country's surface area

We consumed 80% of Mexico's exports and supplied 66% of its imports. Economic conquest had replaced political annexation.

Week 1: cont'd

Notes from video about United Fruit Company and Guatemala:

Contemporary Latin America (_____)

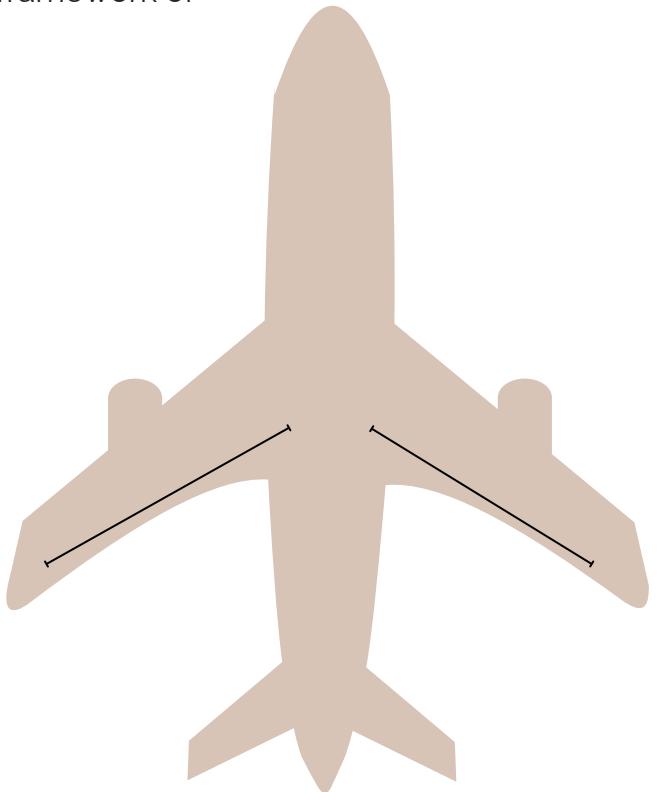
Their greatest theological contribution has been the framework of

-----.

Misión integral can be translated into English as

-----.

According to the theology of misión integral, biblical mission must include both _____ and _____ of the good news of the Reign of God through Christian teaching, presence, AND _____ for transformation.



Week 1 Homework Notes:

REQUIRED:



A large, irregularly shaped dashed red rectangular box intended for students to write their required homework notes.

CHOOSE YOUR OWN ADVENTURE:



A large, irregularly shaped dashed brown rectangular box intended for students to write their "choose your own adventure" homework notes.

Glossary of Terms

WHAT DO YOU MEAN WHEN YOU SAY THAT?

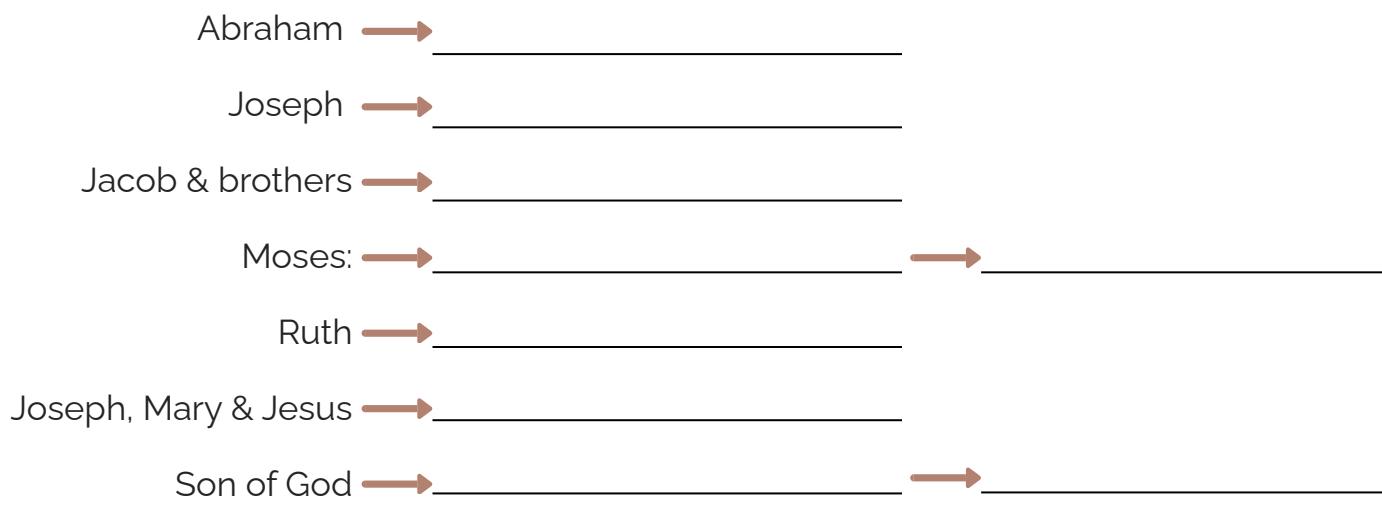
Assimilation	The process by which a person or group adopts the culture of another group, often losing their own identity in the process.
Brown Church	A legacy of Latin American Christians resisting oppression in Jesus' name.
Caste System	A rigid social structure created during colonization to divide people by race, purity, and power.
Chino	A term used in colonial records to categorize people of Asian descent or mixed heritage, often in derogatory ways.
Colonization	The violent domination of land, culture, and people by a foreign power
Community Cultural Wealth	The unique assets and values passed down within marginalized communities that reflect dignity, creativity, and strength.
Doctrine of Discovery	The belief used by European empires to claim Indigenous lands and declare non-Christian people inferior
Doxa	A Greek word meaning "glory" or "treasure." Every culture reflects God's doxa
Encomienda	A colonial labor system that disguised slavery under the promise of religious conversion
Genocide	The systematic destruction of a people group based on identity
Latino/a/x	A person of Latin American heritage. Usage varies and is often political or personal.
Mestizo	A person of mixed Spanish and Indigenous ancestry
Race (Social Construct)	A man-made system created to classify and control people based on appearance
Racial Hierarchy	A system that ranks groups based on perceived racial superiority or inferiority
Resistance Theology	A belief that following Jesus means standing against injustice and oppression

Week 2: Immigration

HISTORY REVIEW

	Racial Hierarchy Established	Exploiting People Considered Inferior	Natural Resources Taken	Wealth Exported	Theological Framework
Columbus					
Encomienda					
Hacienda					
United States					

Migration and the Bible: Migration as Grace



Week 2: Immigration

"Go from _____, your people, and your father's household to the _____. I will show you. I will make you into a great nation, and I will bless you; I will make your name great, and you will be a blessing. I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you."

Genesis 12:1-3

"He defends the cause of the fatherless and the widow, and loves the _____ (the _____) residing among you, giving them food and clothing."

Deuteronomy 10:18

"Let me go to the fields and pick up the leftover grain behind anyone in whose eyes I find favor."

Ruth 2: 2

"so they can eat in your cities until _____"

Deuteronomy 26:12

"When an alien lives with you in your land, do not _____ him. The alien living with you must be treated as one of your _____.

Love him as yourself, for you were aliens in Egypt. I am the Lord your God."

Leviticus 19:33-34

"...for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a _____

and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me."

Matthew 25: 35-36

Xenos: Foreigner, stranger, or immigrant

Xenos:

Xenophobia means fear of _____

Xenophobia turns into _____ when immigrants from particular countries are lumped together into a single _____ and laws and policies are passed to discriminate against them as a whole.

Week 2: cont'd

U.S. IMMIGRATION HISTORY

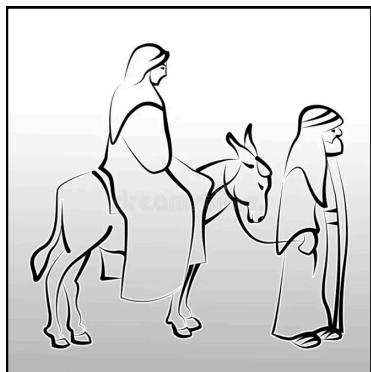


"Give me your tired, your poor, your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"
Lazarus 1883

"When an _____ lives with you in your land, do not mistreat him. The alien living with you must be treated as one of your _____. Love him as yourself, for you were aliens in Egypt. I am the Lord your God."

Leviticus 19:33-34

Immigrant Treatment in America throughout History				
German	Irish	Italian	Chinese	Other Asian



Jesus himself would have been unable to immigrate to the U.S. because he came from the continent of Asia.

Mexican Repatriation

Years	Direction	Cause	Number
1900-1930	Immigrated		
1930-1954	Deported		

Examples of Laws Affecting Immigrants:

(fill in blanks with the years)

California Proposition 187 -----

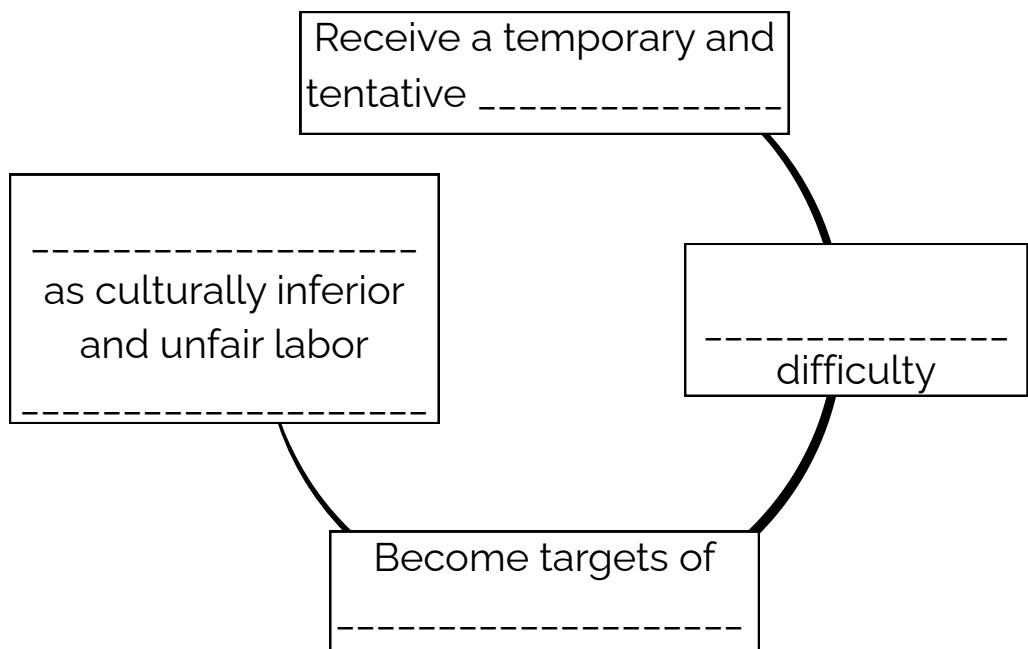
Arizona SB-1070 -----

Executive Order 13678 -----

The suspension of asylum claims -----

The attempted cancellation of birthright citizenship -----

Repeated Pattern



Citizenship

- Born in the U.S., aka _____ (jus soli)
- Comes from the 14th Amendment
- Children born in another country to at least _____ U.S. citizen parent
- As a Legal Permanent Resident
 - _____
 - _____
 - _____
 - _____

Legal Permanent Residency

aka "Green Card"

1. Family

- _____ of a U.S. citizen
- _____ of a U.S. citizen
- _____ of U.S. citizens

Define 10 year ban in your own words:

Legal Permanent Residency

cont'd

2. Employment

- EB-3 Visas (_____ workers)
 - _____ per year

- Unskilled Workers
 - _____ per year

3. Asylum/Refugee Status

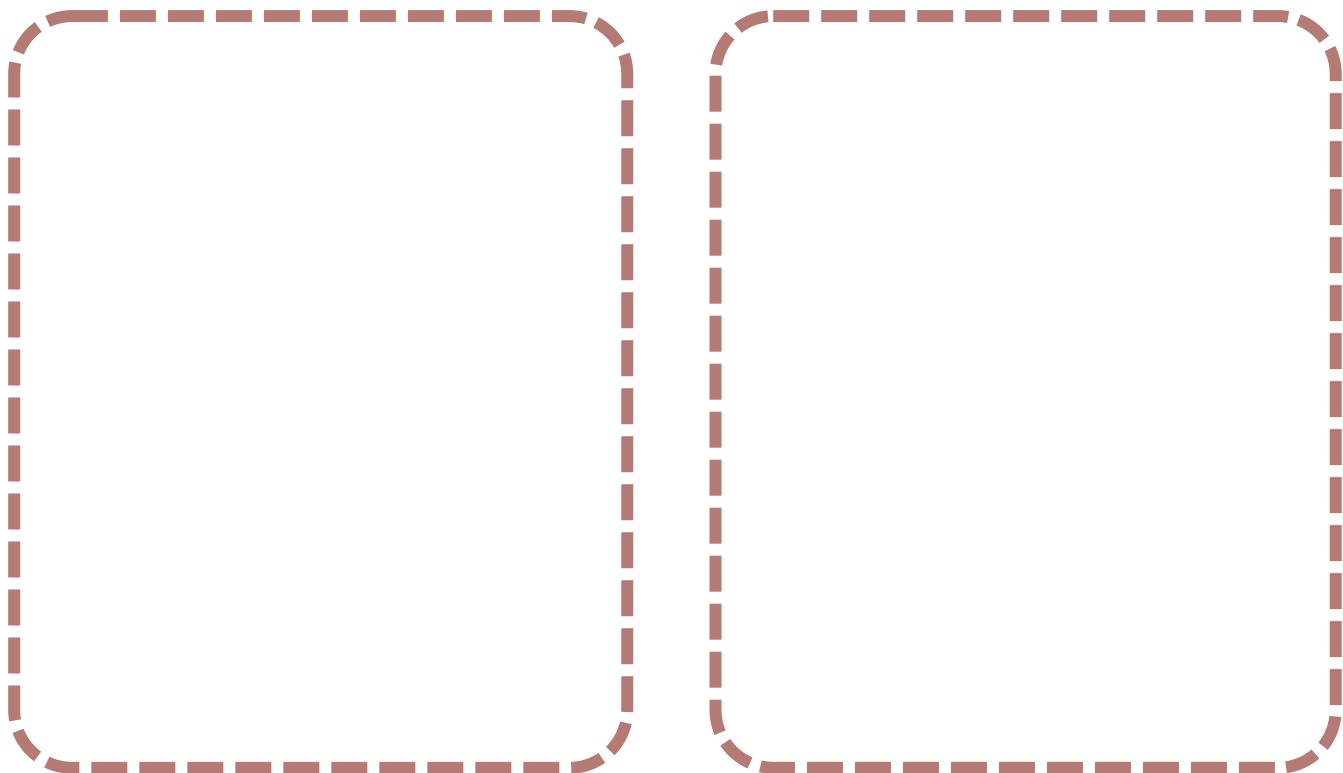
Definition: A refugee or asylee is someone who is _____ or _____ to return to their home country because of persecution on the basis of _____, _____, or membership in a particular social group.

Asylum _____ U.S. Asylum = not _____

Refugee _____ U.S. Refugee = not _____

Week 2 Homework Notes:

REQUIRED:



Two large, empty rectangular boxes with dashed red borders, intended for students to write their required homework notes.

CHOOSE YOUR OWN ADVENTURE:



One large, empty rectangular box with a dashed brown border, intended for students to write their "choose your own adventure" notes.

Glossary of Terms

WHAT DO YOU MEAN WHEN YOU SAY THAT?

10-year Ban	Law requiring certain undocumented immigrants to leave the U.S. for 10 years before reapplying for legal status.
Asylum	Protection for people already in the U.S. who fear persecution in their home country.
Chinese Exclusion Act (1882)	First major U.S. law banning immigration based on race or ethnicity, targeting Chinese laborers.
Economic Contribution of Immigrants	Immigrants, including undocumented workers, contribute significantly to GDP and taxes.
EB-3 Visa	Employment-based visa for skilled workers, professionals, and some unskilled workers.
Gleaning Laws	Leaning Laws – Biblical laws requiring farmers to leave parts of their harvest for the poor and immigrants.
Ger	Hebrew term for immigrant or foreigner used 92 times in the Old Testament.
Immigration Act of 1924	Restricted immigration from Asia and introduced national origin quotas.
Immigration Act of 1965	Ended race-based immigration quotas in the U.S.
Immigration and Nationality Act of 1952	Consolidated immigration laws, adding preference systems but maintaining quotas until 1965.
Mosaic Law	Laws given by God to Moses, including protections for immigrants and the poor.
Refugee Status	Protection for people outside the U.S. who fear persecution and apply before entering.
Ruth	A Moabite woman and foreigner who gleaned grain in Israel; an example of God's care for immigrants.
Xenos	Greek word for stranger or foreigner; root of "xenophobia."

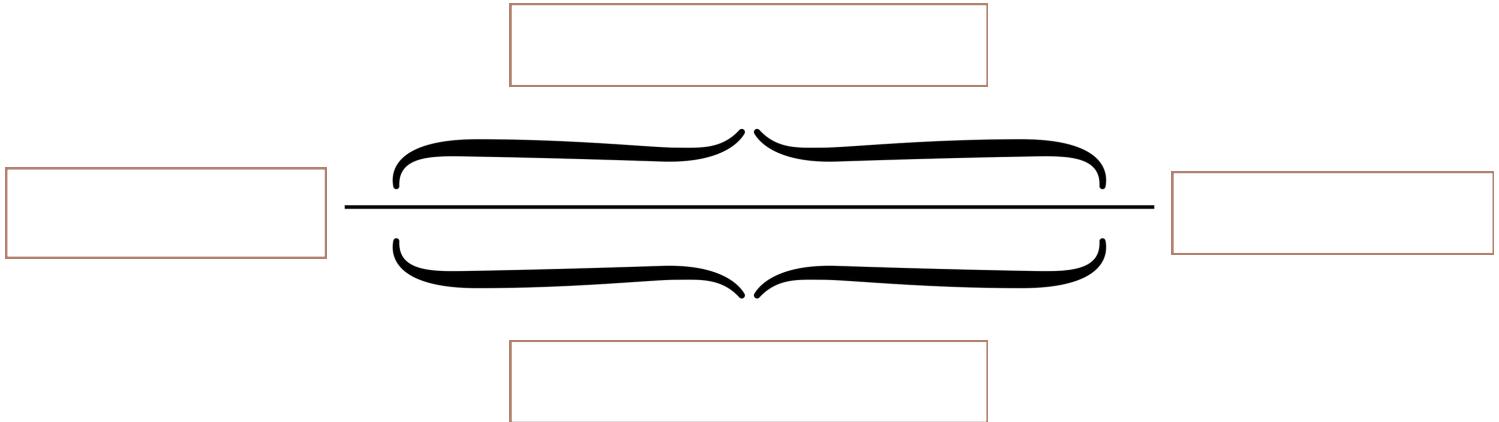
Week 3: U.S. Latino Experiences

MANIFEST DESTINY AND THE BIRTH OF “LATINOS” IN THE UNITED STATES

For tens of thousands of Mexicans, they didn't cross the border...:

Manifest Destiny:

Anglo-Saxons had been given a “manifest destiny” by _____ to conquer and control North America. They possessed a divine calling to _____ and _____ Native Americans and Mexicans in order to claim the land for God and to spread _____ and their version of Christianity



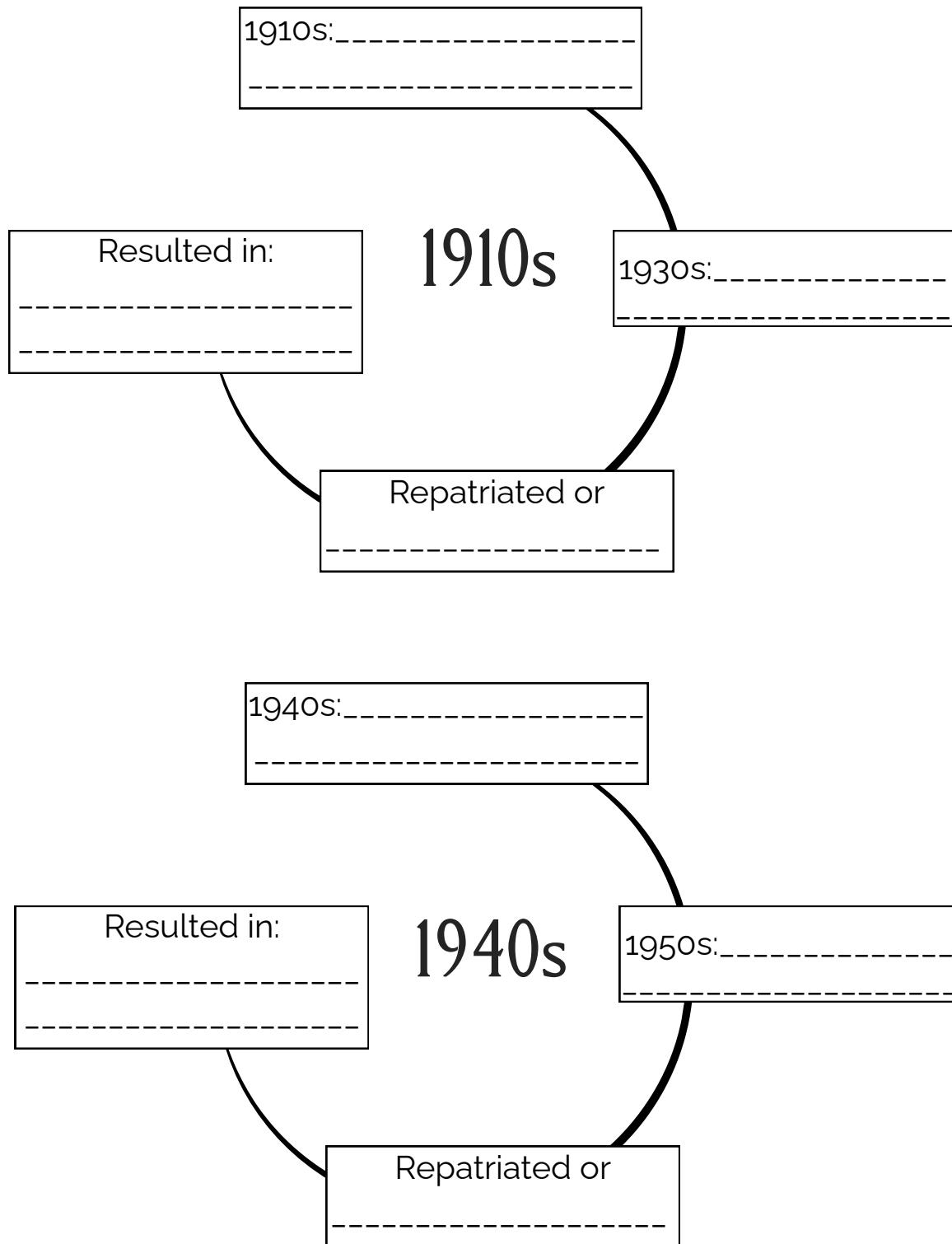
THE SPIRITUAL CONQUEST: PADRE ANTONIO JOSÉ MARTÍNEZ OF TAOS AND THE BIRTH OF THE BROWN CHURCH IN THE UNITED STATES

By challenging _____,

Padre Martinez gave rise to a new expression of the

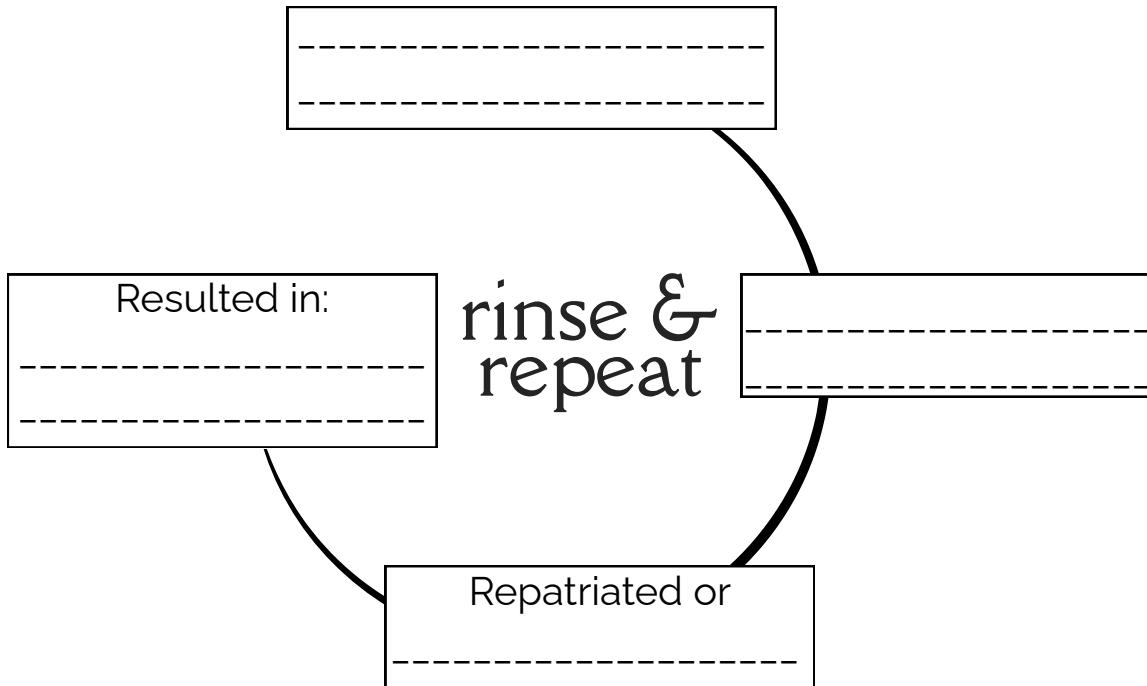
_____ in North America.

MEXICAN AMERICANS IN THE EARLY 20TH CENTURY: SEGREGATION AND MASS DEPORTATIONS



REPEATED PATTERN:

Week 3: cont'd



STATISTICS FROM VIDEO:

_____ % more likely to be killed by a police officer

___/___ of Latino/a students attend a school that is _____ % Hispanic

_____ million Latino/as don't have access to paid _____

_____ % of Latino/as don't have access to _____

_____ % of Latino/as are _____

\$_____ held by Latino families

versus \$_____ held by White families

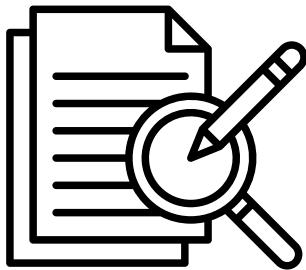
PROPHETIC RESPONSES OF LATINO CHRISTIANS

Explore
More!

League of United Latin American Citizens

American GI Forum

Week 3: cont'd



Juan L. Lugo

Leoncia Rosado

Francisco Olazabal

Santos Elizondo

1960S-1980S

Key Figures/Movements and their Impact:

Cesar Chavez

Oscar Romero

Sanctuary Movement

LATINO/A THEOLOGY

Galilee Principle

What human beings _____,

God chooses as _____.

Misión Integral

Christianity involves the mission of the _____

to the _____ of humanity in all its forms, personal, communal, social, economic, ecological, and political.

Week 3 Homework Notes:

CONTINUED LEARNING RESOURCES

Next Steps and Additional Homework

Notes:

Do you have any final thoughts you need to process? What are specific next steps you can take on your journey? Use this space to journal your findings.

Glossary of Terms

WHAT DO YOU MEAN WHEN YOU SAY THAT?

Americanization Programs	Efforts to erase Latino language, culture, and identity in favor of Anglo norms.
Archbishop Oscar Romero	Religious leader who confronted state violence in El Salvador and inspired liberation theology and the Sanctuary Movement.
Bracero Program	Labor program bringing Mexican workers to the U.S., followed by cycles of deportation and discrimination.
Christian Nationalism	The misuse of Christianity to justify racial, cultural, and political supremacy.
Galilee Principle / Latino Theology	Theological perspectives emphasizing God's identification with the marginalized.
Holistic Mission (Misión Integral)	Understanding faith as encompassing both personal salvation and social justice.
Latino Threat Narrative	The stereotype portraying Latinos as criminals, invaders, and perpetual foreigners.
Liminal Space	The in-between social, political, and cultural status assigned to Latinos, neither fully accepted nor fully excluded.
Manifest Destiny	The belief used to justify U.S. conquest of Mexican territory and the displacement of Native Americans and Mexicans.
Operation Wetback	The 1950s mass deportation of Mexican immigrants, including U.S. citizens of Mexican descent.
Redlining	Using discrimination practices that created long-term structural inequalities in Latino communities.
Sanctuary Movement	Faith-based response providing safe haven for Central American refugees in the 1980s.
Segregation	Legal and cultural exclusion in housing, education, and public life impacting Latinos for generations.
Treaty of Guadalupe-Hidalgo	The 1848 treaty ending the U.S.-Mexico War, leading to land loss and second-class citizenship for Mexicans.

Benediction

May God bless you with discomfort at easy answers, half truths, and superficial relationships, so that you may live deep within your heart.

May God bless you with anger at injustice, oppression, and exploitation of people, so that you may work for justice, freedom, and peace.

May God bless you with tears to shed for those who suffer from pain, rejection, starvation, and war, so that you may reach out your hand to comfort them and turn their pain to joy.

May God bless you with enough foolishness to believe that you really CAN make a difference in this world, so that you are able, with God's grace, to do what others claim cannot be done.

And the blessing of God, the Supreme Majesty and our Creator, Jesus Christ, the Incarnate Word who is our brother and Savior, and the Holy Spirit, our Advocate and Guide, be with you and remain with you, this day and forevermore. Amen.

Franciscan Prayer

NEED MORE INSIGHT?

How to Continue Your Learning Journey

1. Continue to work your way through the homework on the LTR Ministries website.
2. If you haven't already, consider taking Let's Talk Race: a Beginner's Guide to Conversations About Race. This is a great foundational tool to understand the history and impacts of white supremacy in America. Consider inviting a friend to join you. This always makes the conversation more interesting and we guarantee you will learn something new.
3. Invite your friends who you think might be interested in learning to join Conversations About the Latin American Experience. Consider taking it again with them so that you can begin having conversations with others about this important topic.
4. See if others in your church might be interested in coming together to form your own Community of Conscience. Contact us at admin@ltrministries.com if you'd like support in this journey. We are here to help.
5. KEEP LEANING IN! KEEP LISTENING! KEEP LEARNING!

