

Racial Healing & The Rule of St. Benedict: Agenda for October 10, 2021

12:30pm	Welcome (Sr. Anna-Camille & Kathy w/ Anna & Brian lighting candle) Opening Prayer w/video (Kathy) [15 mins]
12:45pm	Community of Trust Guidelines (Susan) [10 mins]
12:55pm	Rule of St Benedict Teachings Present out loud read-through (Bonnie & readers)
1:05pm	Racial Justice Timeline Activity (Anna & Brian) <ul style="list-style-type: none">• Intro exercise [5 min]• Small groups conversations - <i>(facilitators screen-share racial timeline instructions p5)</i> [20 min]• Large group reflection- [25 min]
1:55pm	<ul style="list-style-type: none">• Break [5 mins]
2:00pm	Lectio Divina (Small Groups) [25 mins] <ul style="list-style-type: none">• Dr. Martin Luther King, Jr. {Mills; p.18}
2:25pm	RSB Teaching (Overview - Bonnie) [15 mins] Large Group Sharing on Benedictine Values & RH Which RB teachings are most illuminating for you regarding RH?
2:40pm	Closing Prayer (Susan) [5 mins] <ul style="list-style-type: none">• Hispanic Creed
2:45pm	Oblate Assignments (Susan) Announcements (Sr. Anna-Camille)
3:00pm	Session Ends

Reminder of assignments for this session:

- *The Color of Compromise*: Forward, Chapter 1
- *Post Traumatic Slave Syndrome*: Introduction & Chapter 1
- *African Roots* (see in September Participant Packet)
- Optional: 1619 Podcast: Episode 1 <https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html>

Welcome & Opening Prayer (Kathy w/ Anna and Brian lighting candle)

Muscogee Creek Halleluiah Hymn (Video)

We will now hear a song called Muscogee Creek Halleluiah Hymn, which was sung by a predominantly Choctaw congregation at Mary Lee Clark United Methodist Church in Oklahoma City. This is from the album Chahta Uba Isht Taloa, no. Three by Clelland Billy and others from 1976

(Cut & paste the following link) <https://www.youtube.com/watch?v=WlwkzUZUMIk>

Earth, Teach Me

Earth teach me quiet ~ as the grasses are still with new light.

Earth teach me suffering ~ as old stones suffer with memory.

Earth teach me humility ~ as blossoms are humble with beginning.

Earth teach me caring ~ as mothers nurture their young.

Earth teach me courage ~ as the tree that stands alone.

Earth teach me limitation ~ as the ant that crawls on the ground.

Earth teach me freedom ~ as the eagle that soars in the sky.

Earth teach me acceptance ~ as the leaves that die each fall.

Earth teach me renewal ~ as the seed that rises in the spring.

Earth teach me to forget myself ~ as melted snow forgets its life.

Earth teach me to remember kindness ~ as dry fields weep with rain.

A Ute Prayer
Found at allpoetry.com

Community of Trust Guidelines (Susan)

JustFaith's Community of Trust Guidelines are Adapted by Anne and Tom Johnson from:

- *Circle of Trust® Touchstones developed by Parker J. Palmer and the Center for Courage & Renewal*
www.couragerenewal.org (primary source)
- *JustFaith Group Guidelines* www.JustFaith.org

Give and receive welcome. People learn best in hospitable spaces. In this community, we support each other's learning by giving and receiving welcome.

Be as fully present as possible. Be here with your doubts, fears, and failings, as well as your convictions, joys, and successes, your listening as well as your speaking. Listen intently in order to fully understand different points of view. Honor the space between "no longer" and "not yet."

What is offered in our community is by invitation, not demand. Share what your soul calls for, and know that you do it with our support. Commit to ensuring that everyone has an opportunity to speak. Invite others to speak before speaking again.

Speak your truth in ways that respect other people's truth. Our views of reality may differ, but speaking one's truth in our community does not mean interpreting, correcting, or debating what others say. Knowing that we are each created uniquely, and have different backgrounds, experiences, and views, we commit to honoring differences, knowing they add to the richness of the community's experience.

No fixing, saving, advising, or correcting. This is one of the hardest guidelines for those of us who like to "help." But it is vital to welcoming the soul, to making space for the inner teacher.

When the going gets tough, turn to wonder. If you feel judgmental or defensive, ask yourself:

- "I wonder what brought her to this belief?"
- "I wonder what he's feeling right now?"
- "I wonder what my reaction teaches me about myself?"

Set aside judgment to listen to others — and to yourself — more deeply.

Attend to your own inner teacher. We learn from others, of course. But as we explore prayer, readings, questions and silence, as well as engage with people both inside and outside our community, we have a special opportunity to learn from within. So pay close attention to your own reactions and responses, which are your most important teacher.

Trust and learn from the silence. Silence is a gift in our noisy world and a way of knowing in itself. Treat silence as a member of the group. After someone has spoken, take time to reflect without immediately filling the space with words.

Observe deep confidentiality. Our community of trust depends on knowing that whatever we say will remain with the people to whom we choose to say it — whether in small groups or in the large circle — and will never be passed on to others without our explicit permission.

Know that it's possible.... To leave a meeting of our community with whatever it was you needed when you arrived and that the seeds planted here can keep growing in the days ahead.

The Rule of Saint Benedict (RSB) Teachings

Drawn from The Rule of Saint Benedict by St. Placid Oblate, Bonnie Westmark

“It is high time for us to arise from sleep.” {Rom 13:11} {RB Prologue: 8}

“Turn away from evil and do good; let peace be your quest and aim.” {Ps 33 [34]:14-15} {RB Prologue: 17}

“Who will dwell in your tent, Lord; who will find rest upon your holy mountain? {Ps.14[15]:1} {RB Pro:23} “One who has not wronged a fellowman in any way.” {Ps14[15]:2-3} {RB Pro:26}

“The good of all concerned~safeguard love” {RB Pro:47}

“He is not to love one more than another.” {RB 2:17}

“A man born free is not to be given higher rank than a slave who becomes a monk.” {RB 2:18}

“Whether slave or free, we are all one in Christ {Gal 3:28;Eph 6:8} and share alike in bearing arms in the service of the one Lord, for God shows no partiality among persons.” {Rom2:11} {RB 2:20}

“Only in this are we distinguished in his sight: if we are found better than others in good works and in humility.” {RB 2:21}

“Show equal love to everyone.” {RB 2:22}

“First of all, love the Lord God with your whole heart, your whole soul, and all your strength, and love your neighbor as yourself.” {Matt 22:37-39; Mark 12:30-31; Luke 10:27} {RB 4:1}

“You must honor everyone {1 Pet 2:17} and never do to another what you do not want done to yourself.” {Tob 4:16, Matt 7:12; Luke 6:31} {RB 4:8-9}

“Go to help the troubled and console the sorrowing.” {RB 4:18}

“They should each try to be the first to show respect to one another.” {Rom 12:10} {RB 72:4}

“Earnestly compete in obedience to one another.” {RB 72:6}

“Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life.” {RB 72:12}

Racial Justice Timeline Activity Instructions

- Intro exercise - 10 min
- Small groups conversations (*facilitator screen-share these racial timeline instructions*) - 25 min
- Large group reflection- 25 m

In this exercise, your small group will focus on a specific period in United States history. The primary objective is to recognize cultural, social, and political patterns in U.S. history, so that we can recognize — and more effectively dismantle — racism and injustice in our own context.

Ask for a volunteer reporter see Step 5 below

Step 1: Everyone in your group should read all the events/entries in your section of the timeline. Take turns reading them aloud. (Note: Read *all* the entries before moving on to step two or engaging in discussion).

Step 2: Then discuss the following question: During your group's timeline, **what were the hopes for the future of the United States that led to progress toward racial justice?** (Note: answer this question for your group's entire timeline, *not* each individual event).

Step 3: Discuss the following question: During your group's timeline, **what were the fears that led to racial injustice?** (Note: answer this question for you group's entire time period, *not* each individual event).

Step 4: Briefly discuss the following question: During your Group's timeline, **are there any major events missing from the timeline that you can think of?**

Step 5: **Choose a group reporter** to prepare a BRIEF summary of what happened during the time period, as well as hopes and fears that the group identified. During the presentation, **the reporter should not read every card, but rather should summarize briefly.** The reporter will have 4 minutes to present.

Timeline One

RACIAL JUSTICE STORYLINE One

Pre-Slavery African Roots:

For some 600,000 years before Colonial America, Africa and Africans had rich and diverse backgrounds that led the world in agriculture, architecture, and astronomy. They had flourishing civilizations that dominated trade in textiles, gold, silver, ivory, and copper. Mesopotamians and Ancient Egyptians were the first to use mathematics (arithmetic, algebra, and geometry) as early as 3000 B.C. It's important to note that the Africans who were captured and sold into slavery in the Americas were not primitive and ignorant, but were from rich, vibrant, and noble roots.

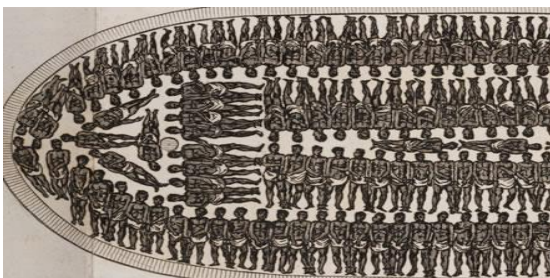
Pre-Colonial Roots

Indigenous Americans were not a monolithic people but rather had diverse systems of government, artistic expressions, and religious beliefs. These communities often connected through trade routes. Many indigenous communities had advanced methods of farming, complex calendar systems, and deep medical knowledge. Many fought valiantly to keep their land and retain their culture, while others showed gracious hospitality toward colonists.



Colonial America

1607 - **Jamestown**, a merchant settlement that is eventually successful in the tobacco business, is founded in Virginia. The Powhatan Confederacy initially welcomes settlers, but then nearly wipes them out when tensions arise over land and food. Indigenous people are initially sold into slavery in exchange for firearms and other goods, until diseases are spread to whites.



1619 - **The first slave ship** lands in Jamestown, Virginia. 20 Africans are sold to the colonists. Unlike Native Americans, Africans have some immunity to European diseases, and the unfamiliar terrain makes escape more difficult.

1636 -- Puritan forces annihilate the Pequots over security, fur, and trade in the Connecticut river valley. About 700 Pequot are killed, and many others were sold into slavery in the West Indies.

1662 -1669: Legal decisions codifying racial oppression:

- 1662 - children legally inherit the slave status of their mothers.
- 1667 – baptism of enslaved people does not exempt them from bondage.
- 1669 - a master killing an enslaved person is not considered a felony.

1675: During **Bacon's Rebellion**, small farmers, indentured servants, and enslaved people rise up against the gentry (many middle class whites are motivated because they feel the government isn't protecting them enough from the Indians). As a result, poor whites are given more of a voice in government, and indentured servitude fades out. The Comprehensive Slave Code is passed, mandating punishment for disobedience and execution for resistance.

1675-76: **King Phillip's War** — In New England, the colonists nearly exterminate the Narragansetts, Wampanoags, and Nipmucks. The war begins when the colonists insist that Indians turn over their guns. In terms of the percent of the population killed, this is one of the bloodiest wars in American history.

1739: During the **Stono Rebellion**, enslaved people acquire weapons and attempt to march to freedom in Florida carrying a banner reading "liberty." The revolt is suppressed, and the Comprehensive Negro act is passed, creating an even harsher slave code (e.g.: it only fines masters if they killed their slaves; gives instructions on what enslaved people should wear so that they will know their place).



1775: Crispus Attucks, a black man, becomes the first martyr of the American Revolution.

1754-1763: **French and Indian War** between British and French settlers and their Indian allies over land. Each side promises to preserve Indian territories. Instead, thousands of Native Americans are driven off the land to make room for white settlers.

Timeline Two

RACIAL JUSTICE STORYLINE Two

1776-1783: The American Revolution

- The Second Continental Congress drafts the Declaration of Independence. Jefferson's belief is that slavery is a necessary evil for economic success, and abolition would cause societal problems. The original Declaration included a paragraph about slavery that was edited out, which blamed slavery on the king.
- At first, George Washington doesn't allow African Americans to serve in the army. On the other hand, the British army promises freedom to any enslaved person who runs away from his/her master. The British creates the all-black Ethiopian Regiment). Later, George Washington allows free and enslaved blacks to serve, and about 5,000 African Americans join the Continental Army.
- Most Native Americans who joined the war side with the British, with the hope that the British would curb colonist expansion into their lands. Both militaries raid villages for food and other supplies.
- In 1783, the British sign the Treaty of Paris, giving land east of the Mississippi to the Americans without consulting the Native Americans.



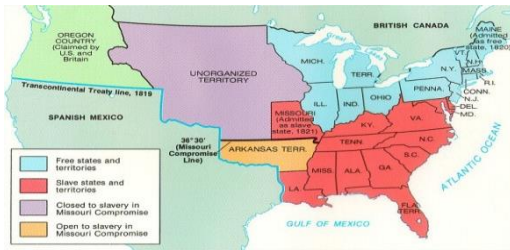
Antebellum Period

1793: Eli Whitney's (1765 – 1825) **cotton gin** increases the demand for slavery.

1812-14: **The War of 1812** has huge impacts on Native Americans.

- In the North: Tecumseh, a Shawnee warrior and chief, unites many Indian tribes and allies with the British to fight for their lands. Ultimately, they are unsuccessful and the northwest territory is ceded to the US government. Native Americans pushed west.
- In the South: British fund the Creeks against the Americans. Andrew Jackson defeats the Creeks, forcing them to surrender 23 million acres, now free for cotton farming.
- Meanwhile, British blockade slave ships and free thousands of enslaved people. They promise freedom to any enslaved people who escape to British territory.





1820: **Missouri Compromise** separates slave states from free states.

1822 - Denmark Vessey's planned slave rebellion in Charleston, S.C. is suppressed but causes much fear among whites.

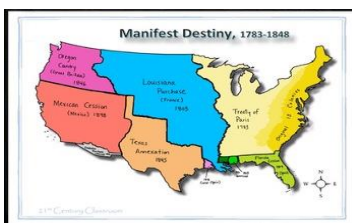


1830: **Indian Removal Act**: Andrew Jackson now has the power to remove Native Americans from their homes at gunpoint. Thousands are put on the Trail of Tears. 1/4th of all Native Americans die on the way to Oklahoma (when oil is discovered, they are moved again). By 1838, the South is nearly clean of Native Americans, and the land is given to farmers.

1831 - **Nat Turner**, an enslaved preacher, leads the most successful slave rebellion in U.S. history. The rebellion is suppressed, but only after many deaths. Afterwards, black preachers are declared illegal in most southern states.

1831 – 1861: Approximately 75,000 enslaved people escape to the North using the **Underground Railroad**. **Harriet Tubman**, who has escaped slavery, is an instrumental leader of this effort.

- 1843 - **Isabella Baumfree**, a formerly enslaved woman, changes her name to Sojourner Truth and begins to preach for the abolition of slavery.
- 1847 - **Frederick Douglass** begins publication of the abolitionist newspaper, the *North Star*.



1846- President James K Polk believes that U.S. western expansion is God's will. After a two year war, Mexico cedes a third of its territory to the U.S. Native Americans living in annexed territory do not receive citizenship until the 1930s.

1850: Congress passes another Fugitive Slave Act, which requires those who have escaped slavery to be returned to their former masters. Those convicted of assisting in escape are fined and imprisoned.

1857: The Dread Scott case denies citizenship to black people, enslaved or free.

Timeline Three

RACIAL JUSTICE STORYLINE Three

CIVIL WAR: 1861-1865

- 1860-61: 11 pro-slavery states secede from the Union and form the Confederacy,
- 179,000 black soldiers serve in the Union army, making up 10% of total union forces. 80% were formerly enslaved. However, black soldiers are paid much less and the army is segregated.
- 1863: Emancipation Proclamation freed enslaved people in states that had seceded. Though there is no real means of enforcement, many free themselves and work toward abolition.

Meanwhile:

- 1862: The Homestead Act allows 311 million acres of Native American lands to be sold to white homesteaders, land-grant colleges, and railroad companies
- 1864: Congress makes it illegal for Native Americans to be taught in their native languages. The government pays religious orders to begin an assimilation program that forcibly removes Native American children from their homes, sending them to boarding schools. Thousands die from disease, overwork, overcrowding, and malnutrition. These schools continue until 1973.

Group 3: Reconstruction, World War 1, and the Great Depression

1865: **Reconstruction begins:** African Americans gain citizenship rights and mobilize for public education and elected offices. White supremacists embark on a campaign of terror to sidestep the 13th, 14th, and 15th amendments.

1865: Congress passes the bill that forms the **Freedman's Bureau**; mandates distribution of forty acres of formerly Confederate land to all loyal freedmen and refugees. This effort, however, is thwarted at the beginning of Andrew Johnson's presidency. The land is returned to former plantation owners, forcing the formerly enslaved into tenant farming and sharecropping, many working for their former masters.



1865: In search of cheap labor, the **Central Pacific Railroad** recruits Chinese workers to reconstruct the transcontinental railroad.

1866: The **Civil Rights Act of 1866** is passed by Congress over Johnson's presidential veto. All persons born in the United States are now citizens. However, this law is not generally interpreted to include Native Americans.

1866: The Ku Klux Klan is founded to maintain white supremacy through intimidation and violence.

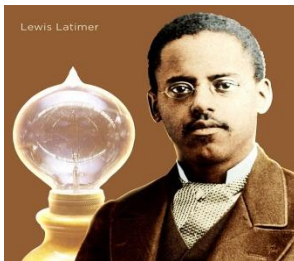


1872-1875: Reconstruction policies are rolled back.

1872- Freedmen's Bureau, created to help the formerly enslaved transition to freedom, is eliminated due to white criticism that it is giving handouts to blacks.

1872 - Amnesty Act is passed. Confederate officials receive pardons, enabling them to vote and serve in government.

1875- White southerners form Democratic Clubs to get democrats elected. Also known as "Rifle Clubs," these groups stand outside polling places, using arson, murder and beatings to keep blacks from gaining power. From 1882-1968, 200 anti-lynching bills are presented to Congress. None pass.



1876: Lewis Latimer, a black man, prepares drawings for Alexander Graham Bell's application for a telephone patent. In 1882, Latimer invents the first long-lasting filament for light bulbs and installs his lighting system in New York City, Philadelphia, and Canada. Later, he becomes one of the 28 members of Thomas Edison's Pioneers.

1882: After a 30-year influx of Chinese immigration for work in gold mines and on the transcontinental railroad, Congress passes the **Chinese Exclusion Act**, prohibiting all Chinese immigration and denying citizenship to those already in the U.S. Promised to be temporary, it isn't repealed until 1943. This is the first law passed by Congress to regulate immigration. Chinese make up 0.002% of the U.S. population at this time.

1890: During the Wounded Knee Massacre, between 250 and 300 Lakota Indians are killed by the U.S. Army.

1896: Plessy v. Ferguson establishes the "separate but equal" rule.

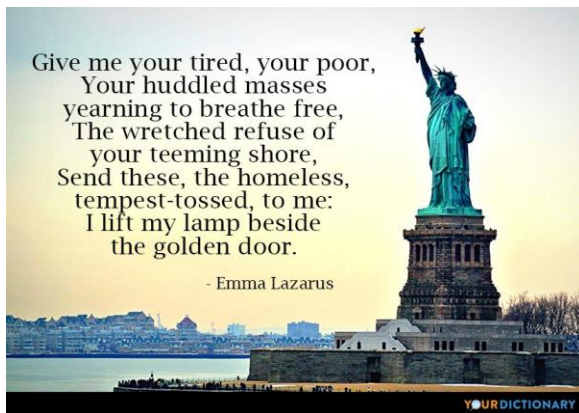
Note: *Racial Healing & The Rule of St Benedict* is adapted from JustFaith Ministries *Faith and Racial Healing: Embracing Truth, Justice and Restoration*

Timeline Four

RACIAL JUSTICE STORYLINE Four

1898: Louisiana enacts the first statewide grandfather clause that provides exemption for illiterate whites to voter registration literacy test requirements.

1898: The United States annexes Puerto Rico, Guam, the Philippines, Cuba, and Hawaii.



1900: 14 million immigrants arrive between 1900 and 1920, primarily from Northern Europe. However, in 1917, Congress pushes through the controversial Asiatic Barred Zone Act, barring immigrants from more Asian countries. The bill also imposes a literacy test and tax on all incoming immigrants, and restricted the entry of those with mental and physical handicaps. This remains U.S. immigration policy until 1952.



1914-1918: World War 1

During World War I, Germans and other recent immigrants become the targets of anti-immigrant suspicion. This fear spills onto others, particularly African-Americans and other immigrants.

Blacks serve in huge numbers during World War 1. Many view the war as a means of bringing true democracy, justice, and freedom not just to Europe, but to the United States as well.



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1916-1970: The Great Migration: In the early 20th C, 90% of black people live in the South. When World War 1 starts, American products supply both sides, and immigration is shut down. Because of the huge labor demands, northern factories attract black workers, where jobs pay three to five times higher (however, they are treated far from equal). Given the

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draw of jobs and the violence of Jim Crow, 2 million people relocate, following the rail lines north.

1920s: Harlem Renaissance: After World War I, many African Americans refuse to put up with white supremacy, which included the rapid resurgence of the Klan (whose slogan is “Keep America American”). Many settle all-black enclaves like Harlem during the Great Migration, and the demand for rights and equality leads to a cultural and artistic revolution, featuring artists, writers, and musicians such as Langston Hughes, Claude McKay, and Louis Armstrong.

1924: The Immigration Act of 1924: aims to further restrict immigration by lowering the 1921 quotas and banning all Asian and Arab immigrants -- including for wives and children of Chinese Americans. 87% of visas go to immigrants from Britain, Ireland, Germany, the Netherlands, and Scandinavia.

1929: The Great Depression begins.

- In the North, because people of color have been relegated to unskilled, low wage jobs, they are the first to lose their jobs.
- In the South, a surplus of agricultural products and not much demand affects black sharecroppers. The demand for jobs increases discrimination and racial violence.
- Up to one million Mexicans and Mexican-Americans are sent to Mexico — some “voluntarily,” others by force. 60% are American citizens of Mexican descent.
- Later, in 1933, **President Roosevelt launches the New Deal.** Most African Americans are excluded from benefits, as domestic workers, railway porters, and agricultural workers are excluded.

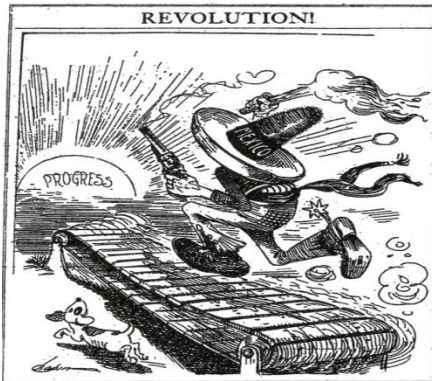
1932: The Tuskegee Study of Untreated Syphilis in the Negro Male begins in Alabama.

Timeline Five

RACIAL JUSTICE STORYLINE Five

1939-1945: World War II

- African Americans are enlisted in disproportionately high numbers and serve in a segregated army. However, individuals and groups like the Tuskegee Airmen show their valor and extreme competency.
- Double V Campaign: Spearheaded by A Philip Randolph, this campaign fights for victory on two fronts: victory over the Axis powers and victory over Jim Crow.
- 1942: President Roosevelt authorizes the internment of 110,000 Japanese Americans living in California, including U.S. citizens. In 1988, the U.S. Senate supports reparations for Japanese Americans forcibly detained during WWII.



Civil Rights and Cold War

1942-1964: The Mexican and U.S. governments develop the **Bracero Program**, offering temporary agricultural contracts to Mexican workers due to the lack of American workers during WWII and desire to mitigate unlawful immigration. The program calls for workers to be guaranteed wages, housing, food, and exemption from military service; however, these terms are often ignored by employers.

1956: President Eisenhower's Operation Wetback aims to deport undocumented immigrants. Methods include police raids of Mexican-American neighborhoods, interrogations of "Mexican-looking" citizens in the street, and forced deportations of Mexicans and several hundred U.S. citizens. In only a few months, over 1 million people are deported.

1954: Brown v. Board of Education rules that segregation in public schools is unconstitutional. The decision says that schools should be integrated "with all deliberate speed," which gives white southerners an opportunity to drag their feet.

1955: Emmett Till is killed in Mississippi. His situation is not unusual, but because he is from Chicago, his case attracts worldwide attention.

"What else could I do? He thought he was as good as any white man."

J.W. Milam, when asked why he killed Emmett Till



1955: Rosa Parks refuses to give up her seat on the bus. Martin Luther King, Jr. heads the Montgomery Boycott.

1957: In response to the Little Rock 9, Governor Orval Faubus closes all high schools in Little Rock for an entire year to avoid integrating schools.



1961 - Freedom Rides across the South challenge noncompliance with federal laws against segregation in interstate travel facilities.



1962: Cesar Chavez and Dolores Huerta organize the **National Farm Workers Association**, challenging the abusive labor conditions on farms, which drastically underpays workers, utilizes child labor, and provides unsanitary and overheated living conditions. The average life expectancy of a farm worker is 49 years old.

1963: The March on Washington *paves* the way for President Kennedy to introduce a bill for meaningful civil rights legislation.

1963: The African American **16th Street Baptist Church** in Birmingham AL is bombed on Sunday, Sept. 15 by four local Ku Klux Klan members. The bomb killed four black girls: Addie Mae Collins (14); Cynthia Wesley (14), Carole Robertson (14), and Carol Denise McNair (11).

1964: The Civil Rights Act is passed, which enforces the 14th and 15th amendment by outlawing employment discrimination and segregation in public places.

Timeline Six

RACIAL JUSTICE STORYLINE Six

1965: The Voting Rights Act eliminates obstacles (literacy tests, grandfather clause) preventing blacks from voting. This act comes in response to civil rights efforts including the Freedom Summer of 1964 and the bloody march from Selma to Montgomery.

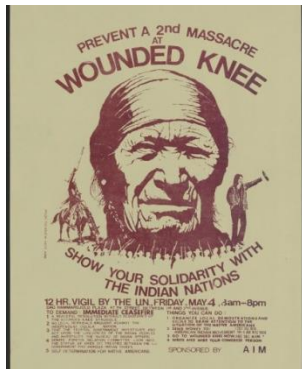
1966: James Meredith, who had paved the way for the integration of higher education, leads a one man “March against Fear” from Memphis to Jackson to test out whether Jim Crow is dead. He is shot by the KKK upon crossing into Mississippi. A rally is held in his honor, where the effectiveness of nonviolent resistance is challenged.

1960s and 70s: The Black Power movement emerges, partly in the form of a cultural movement.

- In 1966, the Black Panther party forms in Oakland, CA as a self defense group against police brutality. They also fight for fair housing, education where truth is taught, freedom of political prisoners and prisoners of war, and fair employment.
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1968: Martin Luther King, Jr. is shot and killed in Memphis.

1971: The War on Drugs campaign begins, which contributes to the mass incarceration of people of color.



American Indian Movement

1969: Indian occupation of Alcatraz Island grows to about 600 Native Americans from 50 tribes, raising awareness of Native American demands.

1970: Wounded Knee: About 300 Lakota/Sioux occupy the town of Wounded Knee on Pine Ridge Reservation, S.D. to demand Native American rights. Military agents surround the town, armed with machine guns and grenades. Native Americans are fired at and two die. After 71 days, the siege ends in a negotiated settlement.

1978: Regents of the University of California v. Bakke bars racial quota systems in college admissions but affirms the constitutionality of affirmative action programs giving equal access to minorities.

1980-1989: U.S. interventions in El Salvador, Nicaragua, Grenada, Lebanon, Iran, Panama, and other countries contribute to violence and poverty in these countries, leading to huge streams of asylum-seekers to the United States, which still continue today.

- Under the threat of communism, the United States supplies weapons and funding to right-wing dictatorships throughout the world, particularly in Latin America.
- The School of the Americas trains military dictators in torture techniques and mass murders.
- As a result, these dictatorships lead to the genocide of entire towns and villages, extreme poverty, child soldiers, and government-sponsored kidnappings.

1986: The Immigration Reform and Control Act legalizes three million undocumented workers but also initiates sanctions making it illegal for employers to hire undocumented workers, which creates a two-tiered workforce.

1990: The Immigration Act increases quotas for immigrants. People can no longer be denied admittance to the United States on the basis of their beliefs, statements or associations. The U.S.-Mexico border is militarized; INS and private citizens commit increasing acts of violence against migrants crossing the border and migrant workers in the United States.

Lectio Divina

“We will have to repent in this generation, not merely for the hateful words and actions of the bad people, but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be coworkers of God, and without this hard work, time itself becomes an ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do what is ripe.”

Dr. Martin Luther King, Jr. {Mills, Cheri; *40 Days of Prayer*, p.6}

Lectio Process

Prepare:

- Take a moment to come fully into the present.
- Sit comfortably alert, eyes closed, and center yourself with breathing.
- Invite yourself to be present to the Spirit.

1. Lectio: Read/hear the Word. First reading (read twice). Listen for the word or phrase that attracts you from the passage. Repeat it over to yourself softly during a one minute silence. When the leader gives the signal, each person in the group, in turn, may say aloud that word or phrase (no elaboration) or they may pass.

2. Meditatio: Consider, “How is my life touched?” (by this/these words) Second reading. Listen to discover how your life is touched today by this passage. Consider possibilities or receive a sensory impression or image during the two minutes of silence. When the leader gives the signal, speak a sentence or two beginning with “I hear, I see, or I sense” or you may pass.

3. Oratio: Ask, “Is there an invitation here?” (for you) Third reading. Listen to discover a possible invitation relevant for this month. Ponder it for two minutes in silence. When the leader gives the signal, share briefly with your group or you may pass.

4. Contemplatio: Rest in prayer. Pray aloud, or silently for God to help the person on your right respond to their invitation. After each spoken or silent prayer, the one who prays says “Amen” followed by a group “Amen.”

The Rule of Saint Benedict (RSB) Teachings (Bonnie)

“It is high time for us to arise from sleep.” {Rom 13:11} {RB Prologue: 8}

“Turn away from evil and do good; let peace be your quest and aim.” {Ps 33 [34]:14-15} {RB Prologue: 17}

“Who will dwell in your tent, Lord; who will find rest upon your holy mountain? {Ps.14[15]:1} {RB Pro:23} “One who has not wronged a fellowman in any way.” {Ps14[15]:2-3} {RB Pro:26}

“The good of all concerned~safeguard love” {RB Pro:47}

“He is not to love one more than another.” {RB 2:17}

“A man born free is not to be given higher rank than a slave who becomes a monk.” {RB 2:18}

“Whether slave or free, we are all one in Christ {Gal 3:28; Eph 6:8} and share alike in bearing arms in the service of the one Lord, for God shows no partiality among persons.” {Rom2:11} {RB 2:20}

“Only in this are we distinguished in his sight: if we are found better than others in good works and in humility.” {RB 2:21}

“Show equal love to everyone.” {RB 2:22}

“First of all, love the Lord God with your whole heart, your whole soul, and all your strength, and love your neighbor as yourself.” {Matt 22:37-39; Mark 12:30-31; Luke 10:27} {RB 4:1}

“You must honor everyone {1 Pet 2:17} and never do to another what you do not want done to yourself.” {Tob 4:16, Matt 7:12; Luke 6:31} {RB 4:8-9}

“Go to help the troubled and console the sorrowing.” {RB 4:18}

“They should each try to be the first to show respect to one another.” {Rom 12:10} {RB 72:4}

“Earnestly compete in obedience to one another.” {RB 72:6}

“Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life.” {RB 72:12}

Which Rule of Benedict teachings are most illuminating for you regarding Racial Healing? Are there are other specific passages you find from The Rule do you find relevant for racial healing?

Note: *Racial Healing & The Rule of St Benedict* is adapted from JustFaith Ministries *Faith and Racial Healing: Embracing Truth, Justice and Restoration*

Closing Prayer (Susan)

Credo Hispano (Hispanic Creed)

We believe in God, the Father Almighty
Creator of the heavens and the earth;
Creator of the all peoples and all cultures;
Creator of all tongues and races.

We believe in Jesus Christ, his Son, our Lord,
God made flesh in a person for all humanity,
God made flesh in an age for all the ages,
God made flesh in one culture for all cultures,
God made flesh in love and grace for all creation.

We believe in the Holy Spirit
Through whom God incarnate in Jesus Christ
Makes his presence known in our peoples and our cultures;
Through whom, God Creator of all that exists,
Gives us power to become new creatures;
Whose infinite gifts make us one people: the body of Christ.

We believe in the Church
Universal because it is a sign of God's Reign,
Whose faithfulness is shown in its many hues
Where all the colors paint a single landscape,
Where all tongues sing the same praise.

We believe in the Reign of God – the day of the Great Fiesta
When all the colors of creation will form a harmonious rainbow,
When all peoples will join in joyful banquet,
When all tongues of the universe will sing the same song.

And because we believe, we commit ourselves:
To believe for those who do not believe,
To love for those who do not love,
To dream for those who do not dream,
Until the day when hope becomes reality.

— Justo Gonzalez

ASSIGNMENTS: to be read before November 14 Oblate session

- *The Color of Compromise*: Chapters 2 and 3
- *Post Traumatic Slave Syndrome*: Chapter 2
- *The Middle Passage* video –
 - cut and paste link into your browser:
<https://www.youtube.com/watch?v=yvhKeJ6m3rY>
- Optional: 1619 Podcast: Episode 3 –
 - cut and paste link into your browser:
<https://www.nytimes.com/2019/09/06/podcasts/1619-black-american-music-appropriation.html>
- Optional: *Enduring Faith* video –
 - cut and paste link into your browser:
<https://www.youtube.com/watch?v=9QjPyCXGN7E&feature=youtu.be>