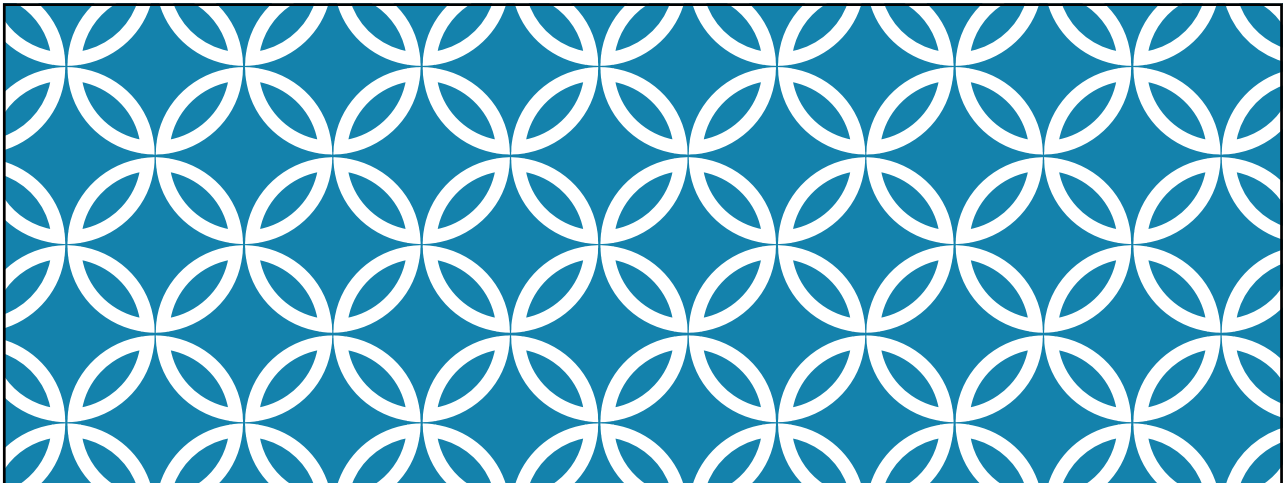


BEYOND TRAUMA-INFORMED: THE EPIGENETICS OF RACIAL AND HISTORICAL TRAUMA



TRAUMA: AN OVERVIEW |

WHAT IS TRAUMA

Trauma is the response to a deeply distressing, or disturbing event that overwhelms an individual's ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel the full range of emotions and experiences.

VICARIOUS TRAUMA

The emotional residue of exposure from working with people as they are hearing their trauma stories and become witnesses to the pain, fear, and terror that trauma survivors have endured.

TRAUMA IN 3 PARTS

EVENT

EXPERIENCE

EFFECT

PREVALENCE OF TRAUMA

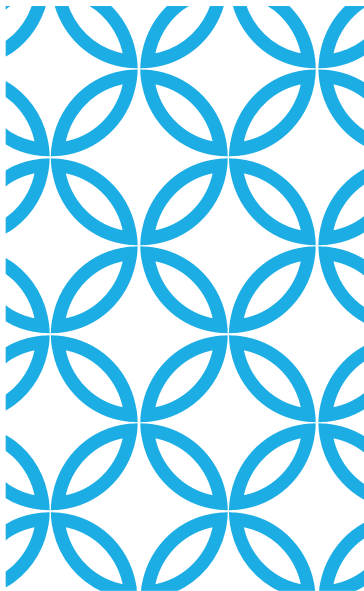
7 or 8 out of every 100 people will have PTSD at some point in their lives. About 8 million adults have PTSD during a given year.

10 of every 100 women and 4 of every 100 men develop PTSD sometime in their lives (National Center for PTSD).

CONSEQUENCES OF TRAUMA

Erosion of ability to maintain functional life practices

- Job, housing, financial instability
- Decreased ability to attend to personal needs
- Increased difficulty in managing needs of children and dependent adults
- Susceptibility to compromised mental health
- Low sense of self confidence and esteem
- Maladaptive behaviors as coping skills



TRAUMA-INFORMED SYSTEMS

TRAUMA-INFORMED INSTITUTIONS



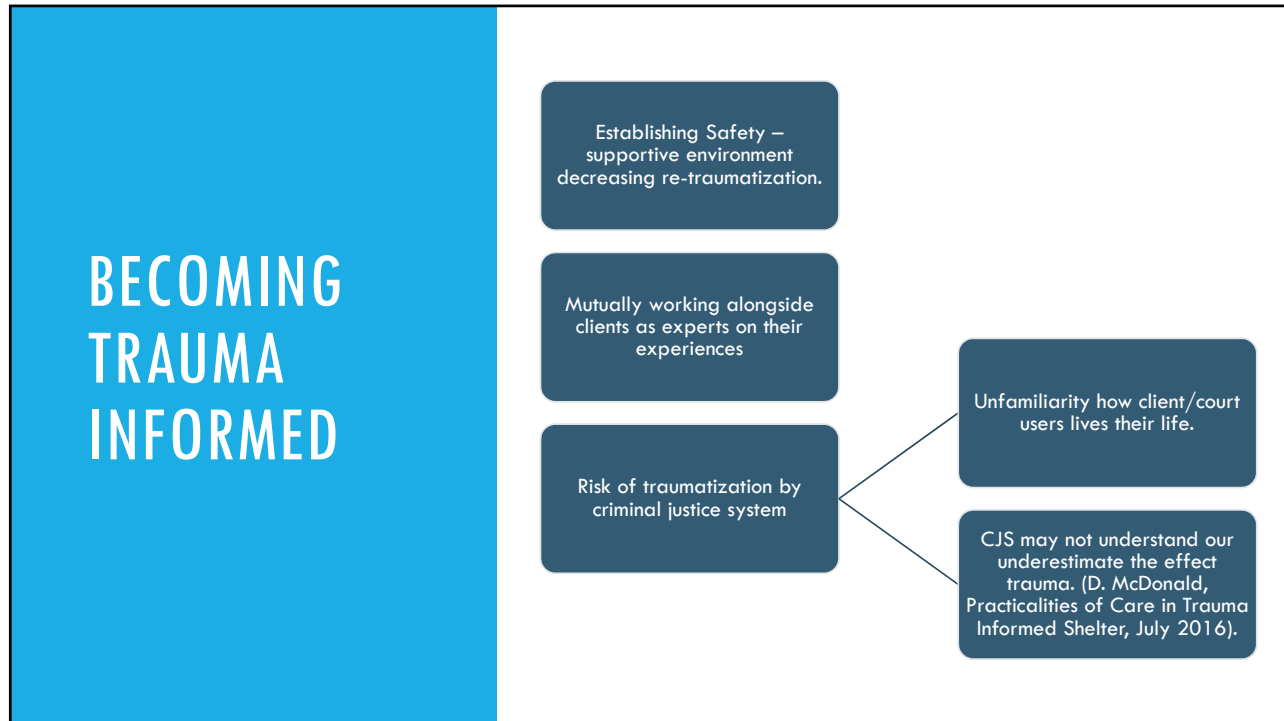
A human services organization or institution whose primary mission is altered by virtue of knowledge about trauma, and the impact it has on the lives of consumers receiving services (NNADV Staff, 2009).

Trauma Informed Organizations and Institutions:

- Recognizes the widespread impact of trauma
- Recognizes the signs and symptoms of trauma

HOW TO BECOME TRAUMA-INFORMED

Promote	Promote Trauma Awareness and Understanding
Recognize	Recognize Trauma-Related Behaviors
See	See Trauma Through the Eyes of the Client
Minimize	Minimize the Risk of Retraumatizing



INTERVENTIONS AND APPROACHES TO TRAUMA

Talk Therapy

- Eye Movement Desensitization and Reprocessing (EDMR) therapy is an interactive psychotherapy technique used to relieve psychological stress. Effective treatment for trauma and post traumatic stress disorder (PTSD).
- Mindfulness (MSC; MBSR etc.)
- Cognitive –Behavioral Therapies (CBT) & other behavior therapies

Seeking Safety

- Somatic Experiencing (SE) Therapy (Peter Levine, PhD).
- Psychopharmacology
- Other Interventions and Approaches

TRAUMA- INFORMED PROFESSIONALS

Professionals working in the CJS should be trauma-informed.

Trauma nearly always associated with abuse(s) of power.

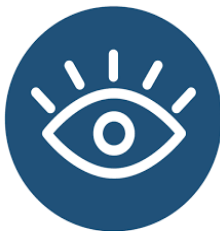
Trauma influences a person's receptivity to engaging in services.

Trauma-informed care includes protecting the vulnerability of those involved in the CJS.

Understand that trauma can look like a Substance Abuse Disorder/Mental Illness but isn't always.

Build alliances with other disciplines (MDs, AOD, CBO's, etc.).

ASSESSING YOUR LENS



What did you learn about communities of color from your family, the media and school?

What do you assume?

Were you taught about real factual California and U.S. history?

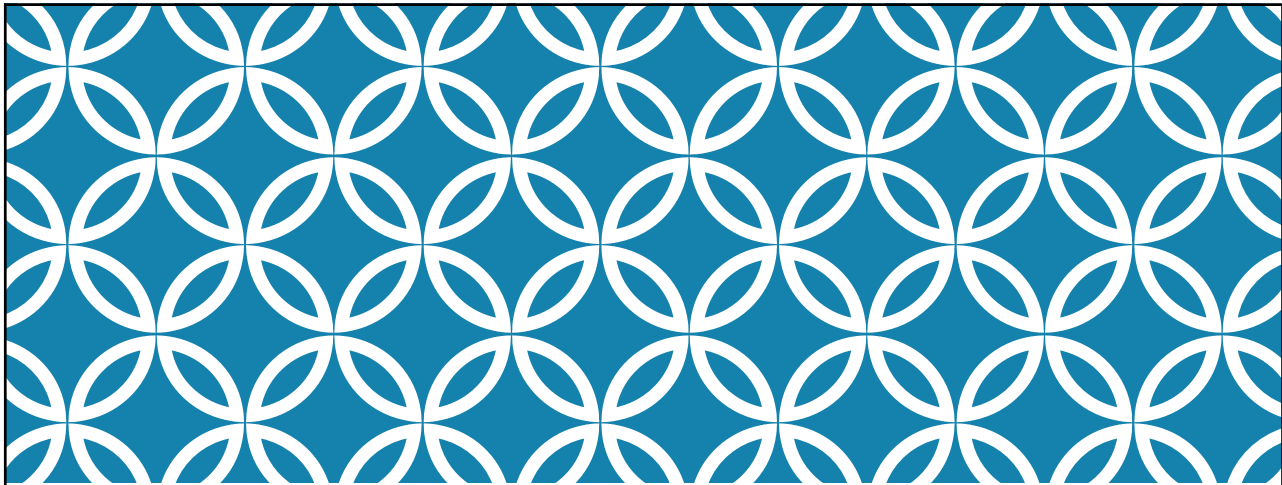
Do you feel prepared to work with communities different than your own? Why or why not?

How would you be able to determine a person's race or cultural community they identify with? By sight or name?



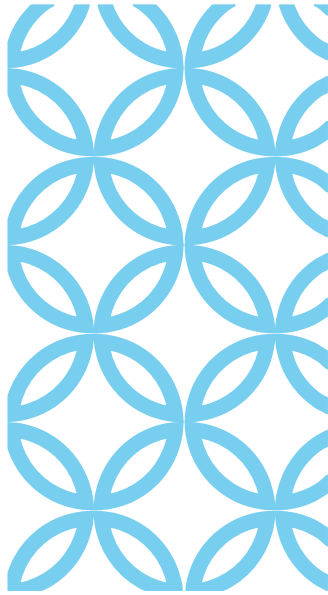
PRE-COLONIZATION

Villages	Government	Child Rearing
Strong Communities	Problem Solving & Justice Systems	Traditional Healers
Spirituality- Ancestors- Deities	Traditional Practices & Ceremony	Economic System



THE ORIGINS OF COLONIALISM & TRAUMATIC HISTORICAL EVENTS

Forcible Removals, Family Separations, Genocidal Practices, Violence, Laws, Policies, Treaties & the Destruction of Communities



**“Not everything that is faced
can be changed,
but nothing can be changed
until it is faced.”**

— James Baldwin

Genocide

The deliberate and systematic
destruction of a racial, political, or
cultural group

<http://www.merriam-webster.com/dictionary/genocide>

Western Colonialism

A political-economic phenomenon
whereby various European nations
explored, conquered, settled, and
exploited large areas of the world.

<https://www.britannica.com/topic/Western-colonialism>

THE DOCTRINE OF DISCOVERY

- 1452-1493, Pope Alexander VI issued a series of “Papal Bulls” indicating colonizers on behalf of the Spanish Empire had the right to “discover” land to possess, convert those already on the land into Christians and to overthrow already existing tribal nations.
- The doctrine became the colonizing strategy for European nations and U.S. Government and was cited in the U.S. Supreme Court decision

Johnson v. McIntosh in 1823.

Source: Pope Alexander VI's Demarcation Bull, May 4, 1493. (Gilder Lehrman Collection) <https://www.gilderlehrman.org/content/doctrine-discovery-1493>



THE MISSION ERA

Father Junipero Serra & the Spanish Crown

To “convert” Indians to Christianity

Claim and control the land for the Spanish Crown

July 16, 1769-The first mission was established....here in San Diego

The Mexican government ended Mission systems in the 1830's

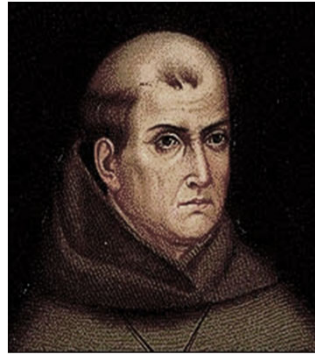


Photo courtesy of the California State Library

THE ANZA & RIVERA EXPEDITIONS 1775 & 1780

- ❑ **Who:** Families of African, Spanish, Indigenous descent from Mexico from ports located in Mexico that were established by the Spanish military and leaders
- ❑ **Where:** From Mexico into the California coastline up to Sonoma
- ❑ **Why:** Taking of lands and families in honor of the Spanish Crown to establish:
 - ❑ Presidios
 - ❑ Pueblos
 - ❑ Missions

<http://www.scsgenealogy.com/free/media/los-angeles-under-the-spanish-flag-wmason.pdf>

MANIFEST DESTINY

The American societal belief that the U.S. had the “right” to take land heading west to prosper and colonize.



American Progress, chromolithograph print, c. 1873
 American Progress, chromolithograph print, c. 1873, after an 1872 painting of the same title by John Gast.
 Library of Congress, Washington, D.C. (digital id: ppsmca 09855)
<https://www.britannica.com/topic/ideology-society/The-context-of-international-relations>



The Gold Rush

- January 24, 1848-James Marshall discovered gold at John Sutter's Mill in Coloma, California
- White slave owners brought enslaved African families into California
- Mercury used to extract gold that created toxic water sources & sacred lands disturbed
- Disease
- Murder
- Trafficking
- Extreme sexual and physical violence
- Violent forced removals
- Mexican families were removed forcibly for white gold rushers who often stole their gold
- From 1848 and 1860, at least 163 Mexicans were lynched in California
- Attacks common towards Chinese and Chilean gold seekers

TREATY OF GUADALUPE HIDALGO

This treaty signed in the town of Guadalupe Hidalgo between Mexico & The U.S. ended the war on-February 2, 1848

Mexico surrendered: Arizona, California, New Mexico, Texas, Colorado, Nevada, and Utah, to the United States

Former Mexican citizens in those territories were to be granted citizenship and property rights per the treaty

**“THAT A WAR OF EXTERMINATION
WILL CONTINUE TO BE WAGED
BETWEEN THE RACES UNTIL THE
INDIAN RACE BECOMES EXTINCT
MUST BE EXPECTED.”**

STATE OF THE STATE ADDRESS, DELIVERED:
JANUARY 6, 1851

California Governor Peter Burnett, 1849-1851



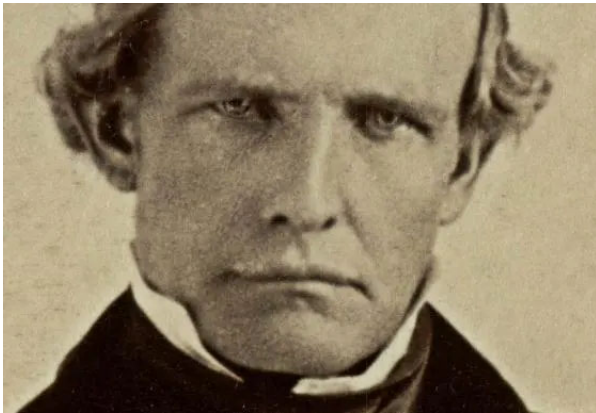
LAND LOSS, RIGHTS ISSUES & FORCIBLE REMOVALS

18 Treaties-1851-1852

Treaty negotiations with California Tribes

U.S. Senate would not ratify the treaties and were hidden...for 50 years

Land loss, forcible removals, water and mineral rights issues



**CALIFORNIA COURTS &
GOVERNMENTAL PRACTICES
1850'S +**

- Authorized "indenture" of Indians long after slavery was outlawed;
- 1852-Fugitive Slave Law was passed that enabled former slave owners to claim escaped enslaved individuals;
- Civil rights, testifying against a white person and voting rights did not apply to Native Americans or African Americans;
- Condoned kidnapping & sale of Indian children;
- Non-Indians were paid for the scalps, heads, body parts and bodies of Indians

INDIAN BOARDING SCHOOL

"Kill the Indian, Save the Man"

-Captain Richard H. Pratt-



IMPACT OF BOARDING SCHOOLS

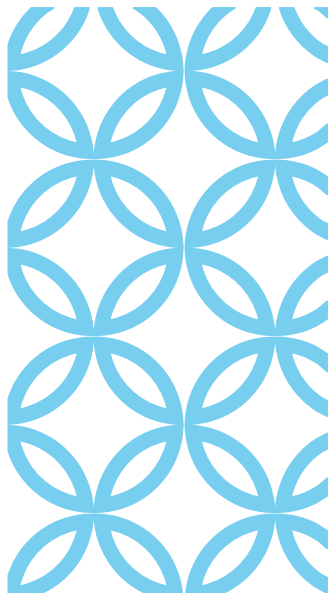
Assimilation Stories:



COLONIALISM FORCIBLY SUBJECTED FAMILIES TO:



Kidnapping
Slavery
**Physical/Sexual/Emotional &
 Verbal Abuse**
Removals from Ancestral Lands
Denial of Opportunities
Trafficking
Disease
Death
Genocide
Family Separations
Destruction of Sacred Sites
Poverty
Sterilization
Incarcerations
Mental Health Facilities



Definition: A cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma experiences (Dr. Maria Yellow Horse Brave Heart, 1985-88)

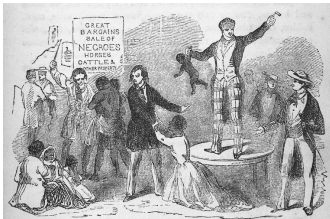
Historical unresolved grief: accompanies that trauma (Brave Heart, 1998, 1999, 2000)

HISTORICAL TRAUMA



**POST-TRAUMATIC SLAVE SYNDROME
-DR. JOY DEGRUY-**

Post Traumatic Slave Syndrome describes a set of behaviors, beliefs and actions associated with or, related to multi-generational *trauma* experienced by African Americans



Husbands, Wives, and Families sold indiscriminately to different purchasers, are violently separated—probably never to meet again.

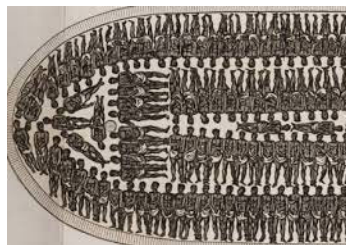
**PUBLIC SALE
OF
VALUABLE
SLAVES!**

As Agent for the Owners I will sell at Public Sale to the highest Bidder, on Tuesday the 5th day of January, 1855, being County Court day, at the Courthouse door in the City of Mayville, Ky.,

**Five likely & valuable
SLAVES.**

Viz One Negro Woman and a Mulatto Boy and Girl, and a Minstrel Woman and her Child.
They will be sold on a credit of Six Months, the purchaser to give Bond with good security, bearing interest from the day of sale, for the price.

ABNER HORD.
December 29th, 1855.



POST-TRAUMATIC INVASION SYNDROME -DR. ANDREW JOLIVETTE-

“Post-Traumatic Invasion Syndrome....PTIS is defined as the unnatural, genocidal disruption of entire Indigenous systems of cultural knowledge, practice, and self-determination through military, political, and religious exploitation and oppression, and the subconscious transference of invasion sickness and Indigenous nihilism as practiced and perpetrated against Native peoples to their own descendants from the early colonial period of the 15th century until the present settler colonial movement of the 21st century.”

-Indian Blood: HIV and Colonial Trauma in San Francisco's Two Spirit Community



HISTORICAL TRAUMA → STATISTICS TODAY

AI/AN women are 2.5 times more likely to be raped

86% of reported rapes and sexual assaults on AI/AN women had Non-Native perpetrators

The homicide rate for African Americans in all 50 states is, on average, eight times higher than that of Whites (CDC, 2017)

Homicide is the leading cause of death among African American youth ages 15 to 24

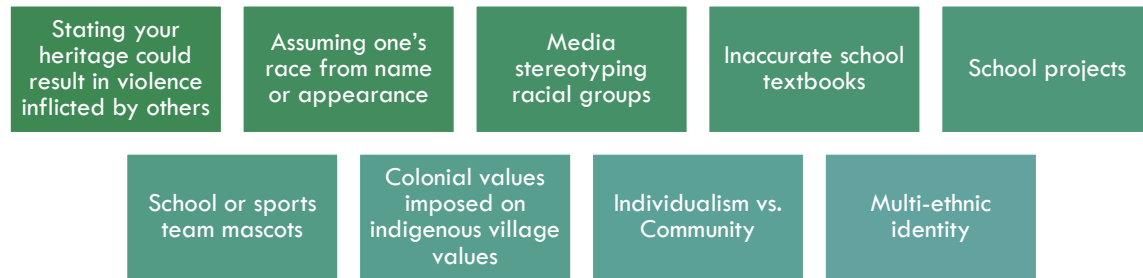
The homicide victimization rate for Latinx populations is twice as high as homicide victimization rates for Whites

American Indians experienced a per capita rate of violence twice that of the U.S. resident population. On average, American Indians experienced an estimated 1 violent crime for every 10 AI/AN residents age 12 or older

Murder is the 3rd leading cause of death for AI/AN women

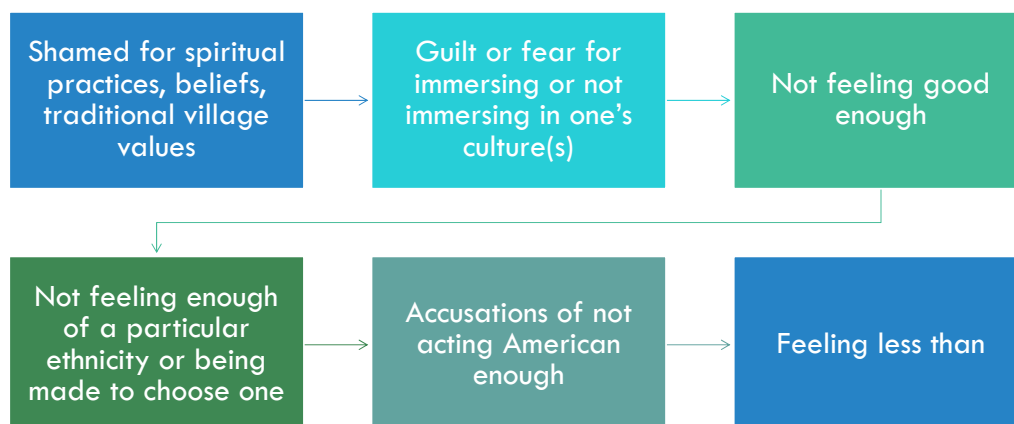
A study of 2,000 Latinas found that 63.1% of women who identified being victimized in their lifetime (i.e., interpersonal victimization such as stalking, physical assaults, weapon assaults, physical assaults in childhood, threats, sexual assault, attempted sexual assault, etc.) reported having experienced more than one victimization, with an average of 2.56 victimizations

Hate crimes have increased in the last few years in comparison to previous years

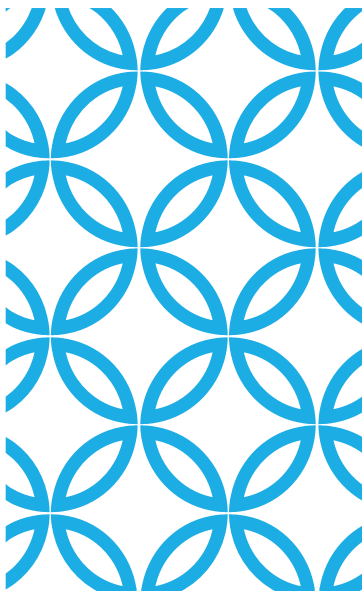
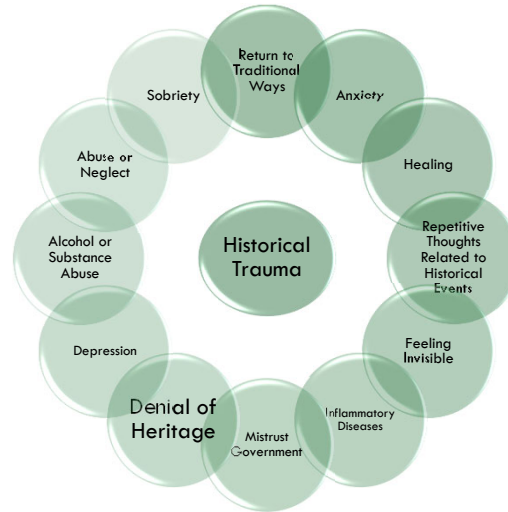


ADDITIONAL IMPACTS FROM COLONIALISM

CULTURAL SHAMING & CARRIED EMOTIONS



HISTORICAL TRAUMA RESPONSES MAY INCLUDE ANY OR SOME COMBINATION OF THE FOLLOWING:



GOVERNOR GAVIN NEWSOM APOLOGY TO NATIVE AMERICANS IN CALIFORNIA

<https://www.sacbee.com/news/politics-government/article231704103.html>

HEARING ON REPARATIONS

A HISTORICAL TIMELINE OF REPARATIONS

General T. Sherman proposed Special Order No. 15, which provided for the return of land to the freed slaves. The order also granted the freed slaves the right to sue for damages.

SPECIAL ORDER NO. 15

1866

1866
SOUTHERN HOMESTEAD ACT

"If a slave man given 6 months to purchase land of moderate size without competition from white southerners and northern investors, he, being in their destination, has no means were able to take advantage of the program. The largest number that did were located in Florida, numbering little more than 2,000. — The program failed."

The Black Manifesto was one of the first calls for reparations in the United States and was published in 1969. It was signed by the Rev. James Bevel, the Rev. Jesse Jackson, and the Rev. Jesse Jackson. The manifesto called for \$10 billion in reparations for the 100 million African Americans who were the descendants of slaves.

THE BLACK MANIFESTO

1969

1988
CIVIL LIBERTIES ACT

President Ronald Reagan signed the Civil Liberties Act of 1988, which provided \$1 billion in reparations to the 100,000 Japanese-Americans who were interned during World War II. The act also provided for the establishment of the Civil Liberties Inclusion Project (CLIP) to help Japanese-Americans who were interned during World War II.

Florida provided \$2.5 million for the study of a local program for the distribution of land to the freed slaves.

ROSEWOOD MASSACRE

1994

2014
NORTH CAROLINA EUGENICS COMPENSATION

North Carolina approved \$10 million for reparations payments to living survivors of a state-wide eugenics program that sterilized more than 7,000 people.

Chicago signed a \$5.5 million reparations package, which included the creation of a reparations fund and a range of social services to help the community.

CHICAGO ORDINANCE

2015

2019
COMMISSION TO STUDY AND DEVELOP REPARATION PROPOSALS FOR AFRICAN-AMERICANS ACT

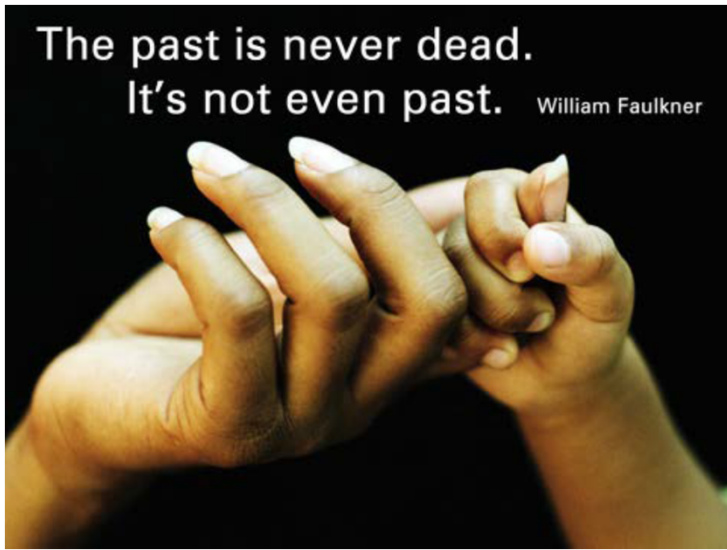
Sen. Cory Booker introduced Senate bill S. 1083, which aimed to provide a commission to study the impact of slavery and discrimination against African Americans in order to determine a path forward on reparations proposals. Sen. Booker said the bill "is a way of addressing the pain and the possibility of action, while recognizing that the path forward in our country is to bring together the best minds to study the issue and propose solutions that will truly begin to right the economic and social wrongs that have led to the current state of our country."

Georgetown University students voted for reparations which would benefit the descendants of the 272 enslaved Africans who were sold by the owners of Georgetown to St. Vincent. The reparations would be used to support education and healthcare in Guyana and Maryland, where many of the descendants of the 272 enslaved Africans reside. The vote, however, is non-binding and needs approval from the Board of Directors before it can go into effect.

GEORGETOWN STUDENTS

2019

Source: An Historical Timeline of Reparations Payments Made From 1866 through 2018 by the United States Government, States, Cities, and Universities.



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