Historical Trauma: An Argument Against Crisis

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November 14, 2018
Key questions

How do we understand true history?

How does Crisis differ from an Historical Blueprint?

How does a place get designed?

How does colonization turn into internalized colonization?

What are steps we can take to challenge the cycle?
“History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.”
# New Mexico KIDS COUNT Profile

National Rank (2018): 50th

## Indicators of child well-being

<table>
<thead>
<tr>
<th>Domains</th>
<th>Children at or below the poverty level</th>
<th>Children whose parents lack secure employment</th>
<th>Children living in households with a high housing cost burden</th>
<th>Teens (16-19) not in school and not working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Well-Being</td>
<td>30% 145,000 children (2016)</td>
<td>36% 175,000 children (2016)</td>
<td>32% 155,000 children (2016)</td>
<td>9% 11,000 teens (2016)</td>
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<tr>
<td>National Rank: 49th</td>
<td>Worse than 2015 (29%)</td>
<td>Improved since 2015 (34%)</td>
<td>Worse than US average (28%)</td>
<td>Unchanged since 2015 (9%)</td>
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<td>Education</td>
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<td>National Rank: 50th</td>
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<td>Young children not in school</td>
<td>57% 30,000 children (2014-16)</td>
<td>75% (2017)</td>
<td>80% (2017)</td>
<td>29% (2015-16)</td>
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<td>Fourth graders not proficient in reading</td>
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<td>Eighth graders not proficient in math</td>
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<td>High school students not graduating on time</td>
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<td>Low-birthweight babies</td>
<td>9% 2,227 babies (2016)</td>
<td>5% 26,000 children (2016)</td>
<td>33 173 deaths (2016)</td>
<td>7% 12,000 teens (2015-16)</td>
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<tr>
<td>Health</td>
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<td>National Rank: 48th</td>
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<td>Children without health insurance</td>
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<td>Child (1-14) and teen (15-19) death rates (per 100,000)</td>
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<td>Teens (12-17) who abuse alcohol or drugs</td>
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<td>Children in single-parent families</td>
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<td>Children in families where household head lacks high school diploma</td>
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<td>Children living in high-poverty areas</td>
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<tr>
<td>Teen (15-19) birth rate (per 1,000)</td>
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<td>National Rank: 49th</td>
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</table>
ECONOMIC WELL-BEING

(1492 – Present)

-Crisis v. Blueprint

-Colonization designs communities and regions

-Exploitation of labor and devaluation of people
EDUCATION

(the vote of 1856)

-5,016 “against” v. 37 “for” – 99.3% opposed

-Compulsory ed. implemented despite vote

-Education taught Hispanics/Mexicanos they were “backwards,” “primitive,” “sub-human”

-Indian boarding schools: high death rates, malnourishment, “backwards,” “savage”
HEALTH

(1492 – Present)

- Genocide/Epistemicide
- Eradicate ways of knowing and ways of healing
- Alter diet, alter access to food and water ways
- Accessible health care tied to economic wellness
FAMILY AND COMMUNITY

(1492 – Present)

-Made stronger or weaker by access to resources

-Made stronger or weaker by quality education

-Made stronger or weakened by level of health

-Made stronger or weakened by systemic violence
Levels of Analysis

G/H
NATION
STATE
COMMUNITY
FAMILY
INDIVIDUAL
There is *only* room for improvement

- De-colonization does not mean going backward
- Be courageous, radical, faithful in ancestral ways
- Break with current political and bureaucratic patterns
- Support endeavors that tend to get marginalized
- Trust the uniquely local and query the “standard”
"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing."
Thank you