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Exploring the Challenges of Biracial & Multiracial Latino/as in the U.S.

Kaitlin Coyle

Eastern Kentucky University, kaitlin_coyle12@mymail.eku.edu

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Exploring the Challenges of Biracial & Multiracial Latino/as in the U.S.

Don't assimilate, become multicultural



Kaitlin Coyle

SPA 492: CAPSTONE

Dra. Poffenberger

Introduction

The challenges that biracial and multiracial Latino/as face in the U.S.



Why did I choose this topic?

- I identify as a biracial White Latina
- Want to educate people more on the topic of biracial/multiracial Latinidad and how common it is

Important things to note

- Race is a social construction that is very fluid. Not everyone will identify with the terms in this presentation.
- This presentation is intended to inform, not to tell students how to identify
- All the terms in this presentation were terms I encountered through my research

Objectives

1 FIRST OBJECTIVE

Provide a description of the Latino/a population and the biracial and multiracial Latino/a population in the United States.

2 SECOND OBJECTIVE

Explain what it means to be a biracial/multiracial Latino/a and the challenges they face in the U.S.

3 THIRD OBJECTIVE

Provide solutions for biracial and multiracial Latino/as to overcome challenges to their identity.



Meaning of Biracial & Multiracial Latinidad

According to a 2015 Pew Research Center study, biracial/multiracial Latino/as define their "multiracial identity" in two different ways (Parker).

According to the U.S. Census....

- You check Hispanic/Latino as an ethnicity
- You check two other races in the race category
 - Ex: Hispanic/Latino | White | Black or African American

According to a 2015 Pew Research study...

- You check one census race (White, Asian, etc.)
- You check Hispanic/Latino as an ethnicity
 - Ex: Hispanic/Latino | White
- These Latinos view Latinidad as part of their racial identity

Multiracial Latinidad...

- Many Latino/as are multiracial, but might not fill out the census to reflect this
 - Are multiracial because of diverse heritage
 - History of "race-mixing" in Latin America
 - Contributes to Latinos viewing Latinidad as a race

Parker, Kim, et al. "Chapter 7: The Many Dimensions of Hispanic Racial Identity." *Pew Research Center*, 11 June 2015, <https://www.pewresearch.org/social-trends/2015/06/11/chapter-7-the-many-dimensions-of-hispanic-racial-identity/>.

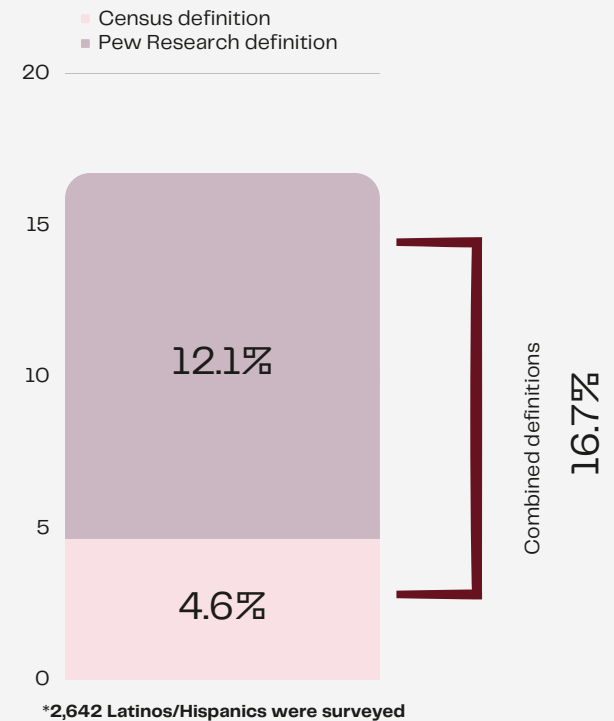
Jones, Nicholas, et al. "Improved Race and Ethnicity Measures Reveal U.S. Population Is Much More Multiracial." *United States Census Bureau*, 12 Aug. 2021, <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>.

Population of Biracial & Multiracial Latino/as

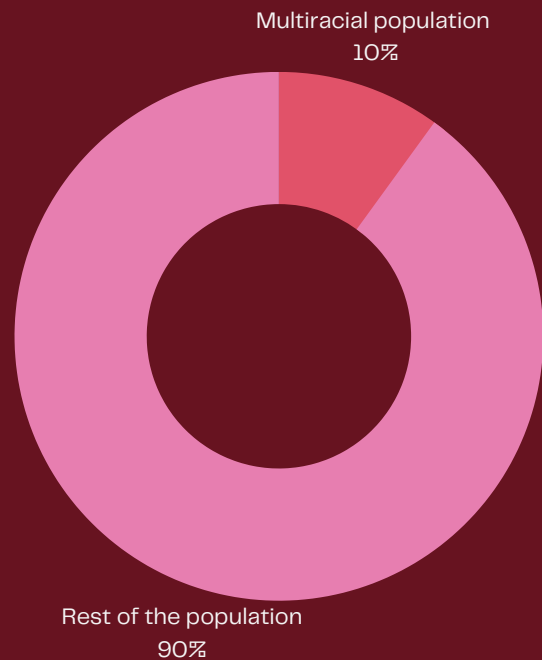
According to the 2015 Pew Research Center study of the two previous definitions (Kim) ...

- The number of Latinos who identified as multiracial rose from 4.6% to 16.7%
 - Census definition: 4.6%
 - Pew Research definition: 12.1%
- **Of the two definitions** in the Pew Research study, **16.7% of Latinos identified as multiracial**
- This suggests that the **true number of multiracial Latinos/Hispanics is underreported**

Latino/as that identify as multiracial



Multiracial Population in the United States



Jones, Nicholas, et al. "Improved Race and Ethnicity Measures Reveal U.S. Population Is Much More Multiracial." *United States Census Bureau*, 12 Aug. 2021, <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>.

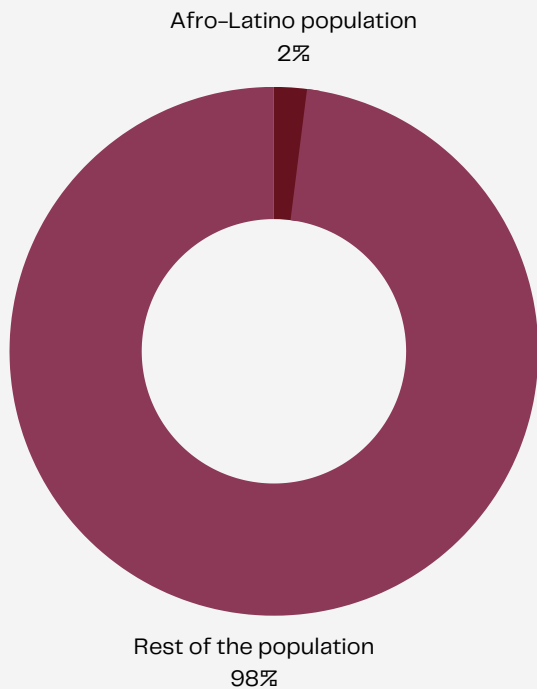
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According to the 2020 census (Jones et al.) ...

Latinos/Hispanics account for **62.1 million** and **18.7%** of the U.S. population.

The multiracial population represents **33.8 million people** (including those who do not identify as Latino/a). This is equivalent to a **276% increase** in the multiracial population since 2010.

Afro-Latino Population in the United States



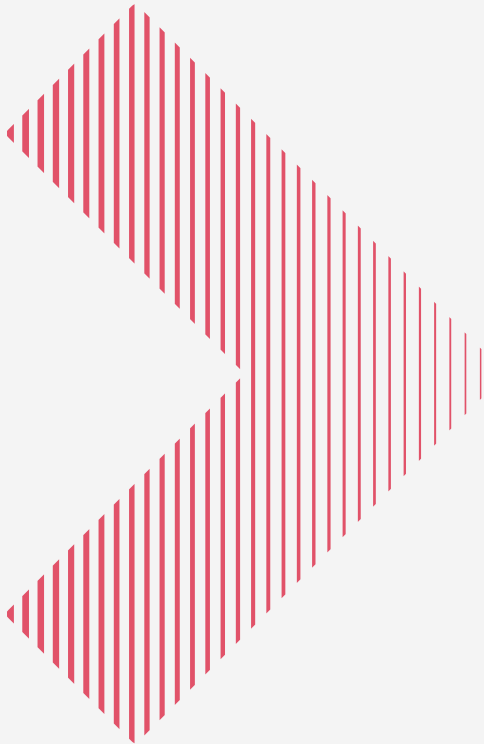
Gonzalez-Barrera, Ana. "About 6 million U.S. adults identify as Afro-Latino." *Pew Research Center*, 2 May 2022, <https://www.pewresearch.org/fact-tank/2022/05/02/about-6-million-u-s-adults-identify-as-afro-latino/>.

Continued

According to a 2020 Pew Research Center (Gonzalez-Barrera) survey...

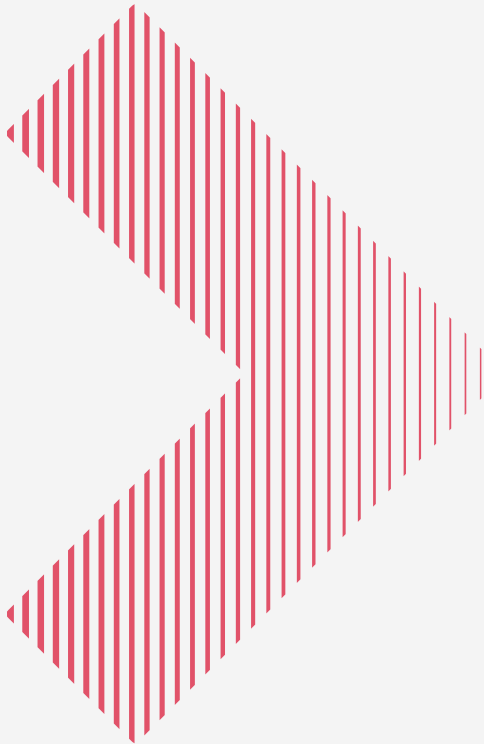
Afro-Latinos represent **6 million** of the U.S. population.

They make up **2% of the U.S. population** and 12% of the Latino population.



Latino/a Identity

- According to a 2015 study by Pew Research Center, 67% of "Hispanic adults described their Hispanic background as part of their racial background" (Parker)
 - It was found that "more than any other group" on the U.S. census, Latino/as identify as "some other race"
- This suggests that a large portion of the Latino/Hispanic population sees being Latino/Hispanic as part of their racial identity

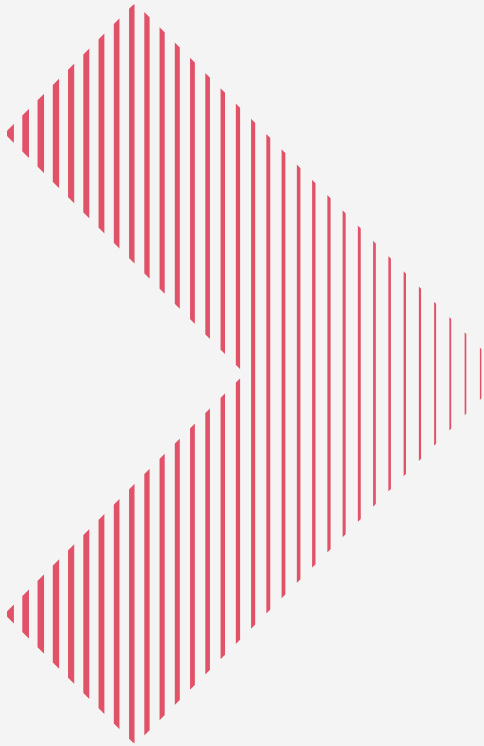


Latino/a Identity Continued

- **Mestizaje** – “a social process of race-mixing...between Spaniards, indigenous people, members of the African diaspora, and the Asian migrants” (Morales 8)
 - **Mestizo** – “used throughout Latin America to describe people of mixed ancestry with a white European and an indigenous background” (Gonzalez-Barrera)
 - **Mulato** – “commonly refers to a mixed-race ancestry that includes white European and black African roots” (Gonzalez-Barrera)

Morales, Ed. "Introduction." *Latinx: The New Force in American Politics and Culture*. Verso, 2018, pp. 1-18.

Gonzalez-Barrera, Ana. "'Mestizo' and 'mulatto': Mixed-race identities among U.S. Hispanics." *Pew Research Center*, 10 July 2015, <https://www.pewresearch.org/fact-tank/2015/07/10/mestizo-and-mulatto-mixed-race-identities-unique-to-hispanics/>.



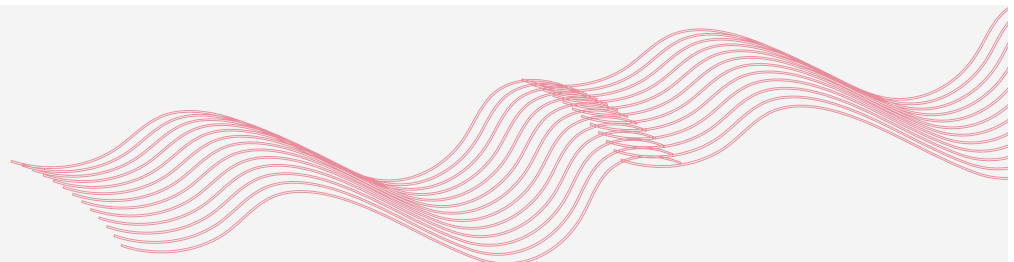
Difficulties for Biracial & Multiracial Latino/as

- In Latin America, being biracial/multiracial is something that people discuss and recognize "openly"
- In the United States, being a biracial/multiracial Latino/a has been "covert, hidden, latent" (Morales 57)
 - It is not talked about often
- Due to this "covertness " biracial/multiracial individuals have been seen by the monoracial society as "inferior" (Morales 50)
 - They face several challenges because of this



Discussion

What are the challenges that biracial & multiracial Latino/as face?



Overview of Challenges

**Monoracism/ Racial
Essentialization**

Acculturation

Microaggressions

Discrimination

Chameleon Effect

**5-Stage Biracial Identity
Development**



Monoracism & Racial Essentialization

Monoracism

Expects biracial/multiracial Latinos “to fit into one racial category that fails to honor their multiple identities” (Stites et al. 23) .

Racial Essentialization

“Refers to situations in which others attempt to reduce a mixed-race student’s identity to a singular racial category” (Museus et al. 688).

Museus, Samuel D., et al. "A Qualitative Analysis of Multiracial Students' Experiences With Prejudice and Discrimination in College." *Journal of College Student Development*, vol. 57 no. 6, 2016, p. 680-697. *Project MUSE*, doi:10.1353/csd.2016.0068.

Stites, Alicia K., et al. "Navigating Involvement Spaces: The Impact of Campus Environment on Multiracial Identity Development." *New Directions for Student Services*, vol. 2021, no. 174, June 2021, pp. 21–27. *EBSCOhost*, <https://doi-org.libproxy.eku.edu/10.1002/ss.20384>.



Examples of Monoracism

"Encounters with blatant racism"

In one study, a White Latina (Mexican) surveyed stated that in high school one of her grandfather's parents would not let her come over because "he didn't like Mexicans" (Miville et al. 510)

Being pressured into choosing one race to fit into

The most common difficulty among biracial/multiracial Latino/as was having to fill out a racial or ethnic form that required them to mark only one racial category (Townsend, et al. 193).

"Reference Group Orientation"

This describes a biracial/multiracial student who identifies with one racial group more than another (Miville et al. 511).

For example, a White Latina who identifies more with her Latino/a side.

Miville, Marie L., et al. "Chameleon Changes: An Exploration of Racial Identity Themes of Multiracial People." *Journal of Counseling Psychology*, vol. 52, no. 4, Oct. 2005, pp. 507–16. EBSCOhost, <https://doi-org.libproxy.eku.edu/10.1037/0022-0167.52.4.507>.

Townsend, Sarah S. M., et al. "My Choice, Your Categories: The Denial of Multiracial Identities." *Journal of Social Issues*, vol. 65, no. 1, Mar. 2009, pp. 185–204. EBSCOhost, <https://doi.org/10.1111/j.1540-4560.2008.01594.x>.



Acculturation

"The process of learning and adapting to a new culture" (Benet-Martínez and Nguyen 123).

Can occur in **four different ways**

Biculturalism (Integration)

"Orientation to both cultures" (Benet-Martínez y Nguyen 123).

Separation

"Orientation to the heritage culture only" (Benet-Martínez y Nguyen 123).

Marginalization

"Orientation to neither culture" (Benet-Martínez y Nguyen 123).

Assimilation

"Orientation to the dominant culture only" (Benet-Martínez y Nguyen 123).

- **Dominant Culture** = White American culture



Types & Effects of Assimilation

Historically, white American culture was defined by people who were **white, spoke English,** and **practiced the Protestant religion** (Acuña 25).

Today, it can be defined through **shared values of individualism, freedom, equality for all** and the **"promise of hard work"** (Schildkraut 846).

Why do biracial and multiracial Latino/as feel pressured to assimilate?

"Being white" is often associated with progress

This suggests that multiracial Latinos have to act more like white Americans in order to progress in their careers, education, etc. (Acuña 39).

Linguistic assimilation

The idea that you have to speak English "to participate in society" (Espinoza 17; Lipski 5; Montoya 438).

Microaggressions

"A statement, action, or incident regarded as an instance of **indirect, subtle, or unintentional discrimination** against members of a marginalized group such as a racial or ethnic minority" (Oxford English Dictionary).

What are you? | Where are you from?

People ask this question because they see that these individuals are different (Milville et al. 510).

Racial jokes among friends, family members

Invalidates a biracial/multiracial person's identity. Can cause anxiety (Museus et al 689).

Misidentification

Assume your race based on what you look like. Can either give/take away certain "privileges" (Stites et al. 23) .

Museus, Samuel D., et al. "A Qualitative Analysis of Multiracial Students' Experiences With Prejudice and Discrimination in College." *Journal of College Student Development*, vol. 57 no. 6, 2016, p. 680-697. *Project MUSE*, doi:10.1353/csd.2016.0068.

Stites, Alicia K., et al. "Navigating Involvement Spaces: The Impact of Campus Environment on Multiracial Identity Development." *New Directions for Student Services*, vol. 2021, no. 174, June 2021, pp. 21–27. *EBSCOhost*, <https://doi-org.libproxy.eku.edu/10.1002/ss.20384>.



Discrimination

"The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex" (Oxford English Dictionary).

Culture Policing

Those biracial/multiracial Latinos that do not know Latino culture or the Spanish language are often "rejected" by other Latinos (Christophe et al. 26).

Stereotypes

"A widely held but fixed and oversimplified image or idea of a particular type of person or thing" (e.g., illegal immigrant or criminal) (Oxford English Dictionary).

Common Stereotypes Among Biracial & Multiracial Latino/as

Biracial Asian/Hispanic

Hispanic	Asian	Asian/Hispanic
"Illegal Immigrant" (38%)	"Bad drivers" (32%)	"Not belonging" (18%)
"Appearance" (25%)	"STEM-oriented" (30%)	"Appearance" (16%)

Biracial White/Hispanic

Hispanic	White	White/Hispanic
"Illegal Immigrant" (39%)	"Privileged" (34%)	"Appearance" (26%)
"Appearance" (18%)	"Racist" (32%)	"Not belonging" (11%)

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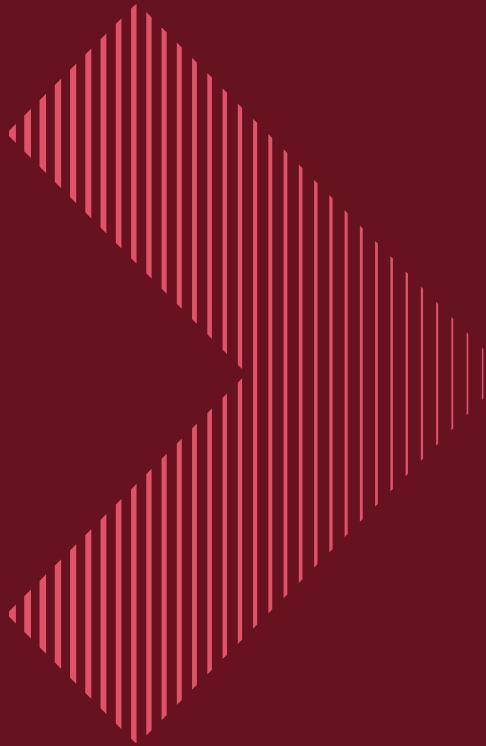
Biracial Black/Hispanic		
Hispanic	Black	Afrolatino or Hispanic/Black
"Illegal Immigrant" (55%)	"Criminal" (49%)	"Appearance" (31%)
"Appearance" (25%)	"Appearance" (30%)	"Not belonging" (10%)

Skinner, Allison L., et al. "Not Quite Monoracial: Biracial Stereotypes Explored." *Personality and Social Psychology Bulletin*, vol. 46, no. 3, Mar. 2020, pp. 377–392. *Sage Journals*, doi:10.1177/0146167219858344.

Percentage of Afrolatinos experiencing certain incidents of discrimination

"Experienced AT LEAST ONE discrimination incident"	61%
"People acted as if you were not smart"	43%
"Experienced discrimination by someone who is non-Hispanic"	39%
"Experienced discrimination by someone who is Hispanic "	35%
"Criticized for speaking Spanish"	32%

Gonzalez-Barrera, Ana. "About 6 million U.S. adults identify as Afro-Latino." *Pew Research Center*, 2 May 2022, <https://www.pewresearch.org/fact-tank/2022/05/02/about-6-million-u-s-adults-identify-as-afro-latino/>.



Chameleon Effect

- Students attempt “to develop strategies to help them fit in with more than one racial or cultural group” (Miville et al. 512)
 - They develop “both/and” thinking rather than “either/or”
- Despite being able to navigate or move between two cultures, they still feel like they “don’t fit in”

Miville, Marie L., et al. “Chameleon Changes: An Exploration of Racial Identity Themes of Multiracial People.” *Journal of Counseling Psychology*, vol. 52, no. 4, Oct. 2005, pp. 507–16. EBSCOhost, <https://doi-org.libproxy.eku.edu/10.1037/0022-0167.52.4.507>.

5-Stage Biracial Identity Development

Poston's model of biracial identity development suggests that biracial/multiracial students may experience identity crises as they form their multiracial identity (Miville et al. 508)

"Personal Identity"	<ul style="list-style-type: none">• Occurs in childhood. Not aware of their biracial/multiracial identity.
"Choice of Group Categorization"	<ul style="list-style-type: none">• Students feel pressured into choosing one racial group to fit into.
"Enmeshment/Denial"	<ul style="list-style-type: none">• Students choose a single racial group and feel guilty about the choice.
"Appreciation"	<ul style="list-style-type: none">• Students begin to explore other racial groups that make up their identities. They experience "increased awareness" of the group they ignored. (Miville et al. 508)
"Integration"	<ul style="list-style-type: none">• Students begin to integrate their second/third racial background and adopt a multiracial identity.



Conclusion

How can biracial and multiracial Latino/as overcome the challenges they face?



Don't Assimilate, Become Multicultural

Gloria Anzaldúa, Mexican-American, talks about embracing the borderland.

Literally, the "borderlands" represent the border between the U.S. and Mexico. Figuratively, it represents **the place where two cultures, two races can coexist** (Anzaldúa).

The famous author, Ilan Stavans, says that you have to live life "in the hyphen."

The hyphen represents the literal embodiment of his identity. Your identity is not in being Mexican-American, Afro-Latino/a, Asian-Latino/a, but in the hyphen, **which shows that you are more than one thing**. And that **you can be more than one thing** (Stavans).

Telemundo, a television network owned by NBCUniversal, says you have to be a "200%er."

You do not have a fractionalized identity. You are not "half this and part that." **You are 100% of both cultures/races**. "You share values from both cultures, are bilingual and can jump between cultures" (Telemundo).

Delgado, Richard and Jean Stefancic, editors. *The Latino/a Condition: A Critical Reader*. New York University Press, 1998.

Telemundo. "200%ers." *NBCUniversal Together*, 8 June 2020, <https://together.nbcuni.com/article/telemundo-200-percenters/>.



Educate Others About Your Experiences

Create diverse and safe discussion spaces (Museus et al. 340).

You can give formal educational presentations, write columns, or create campus forums that are a safe space to discuss growing up biracial/multiracial.

Respond directly to instances of racism and discrimination (Museus et al. 340).

When you experience racism or discrimination, use it as an opportunity to educate others about your experience. Directly address the problem.

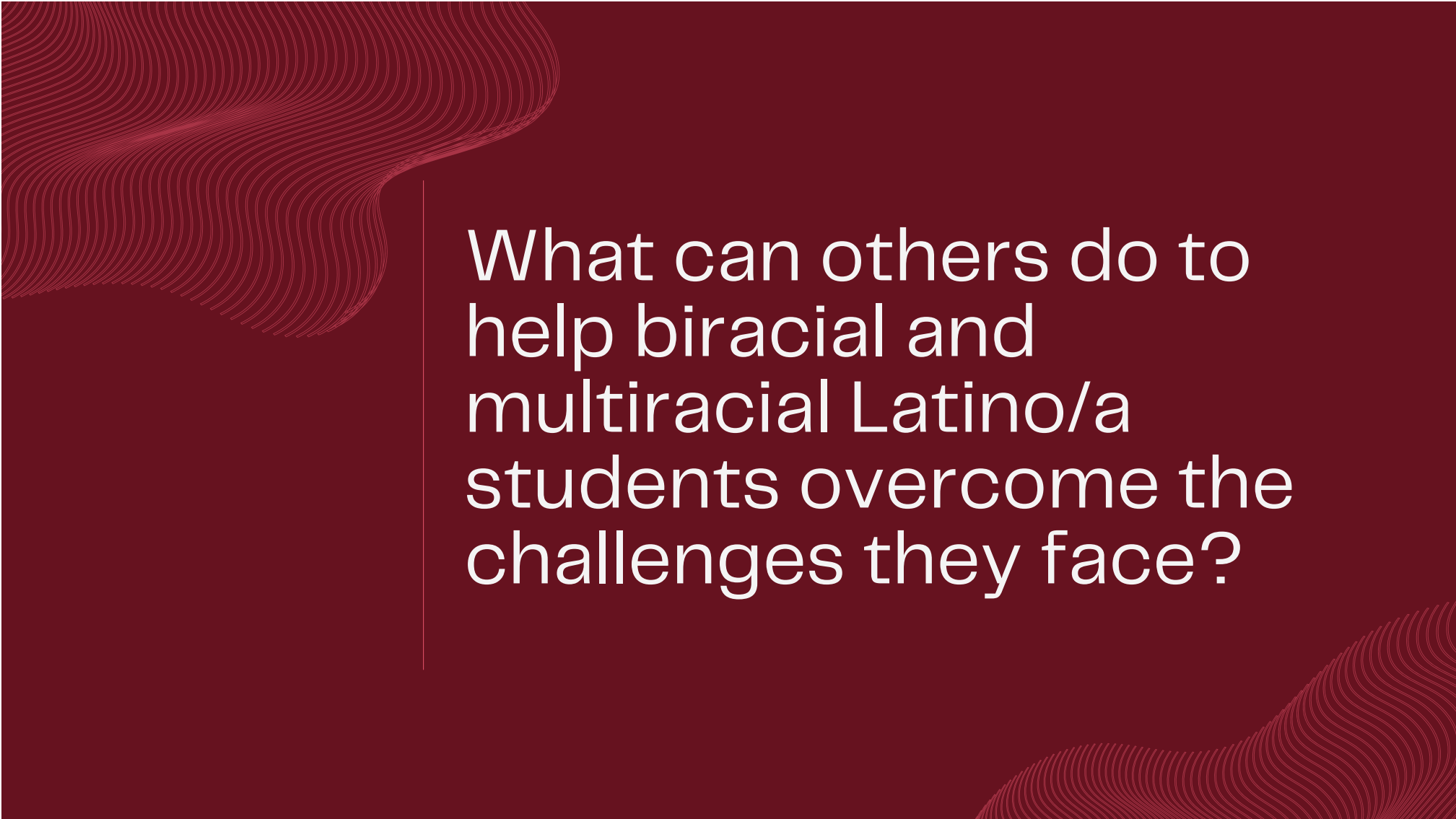
Create Communities of Support

Join multiracial/multicultural student organizations.

Student organizations allow multiracial students to learn more about their multiracial identity and feel comfortable sharing their experiences.

If there are no multiracial/multicultural student organizations, create one.

Multiracial students understand the challenges of growing up multiracial in the U.S. Creating a student organization can be the first step in helping multiracial students overcome their challenges.



What can others do to help biracial and multiracial Latino/a students overcome the challenges they face?



Become an Advocate or Mentor

Engage in personal discussions with students.

Those who had an "advocate" or "mentor" that allowed them to talk about their "racial identity" had a more "positive experience" (Stites et al. 25).

Make sure students know you are a resource on campus.

Let students know your door is open. That your office is a safe space.



Normalize the Existence of Biracial & Multiracial Students

Understand that multiracial students are not an "anomaly."

The U.S. multiracial population is one of the fastest growing.

Multiracial students do not have to choose "sides."

Consider the challenges that multiracial students face. Don't force them into categories.

Be aware of your words, actions, and prejudices.

Do not perpetuate or participate in any of the stereotypes listed in this presentation.

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The slides that follow after this are the Spanish version of the above presentation.



Explorando los retos de los latinos birraciales y multirraciales en los EE.UU.



EASTERN KENTUCKY
UNIVERSITY

No se asimile, vuélvase multicultural

Kaitlin Coyle

SPA 492: CAPSTONE

Dra. Poffenberger

¿Por qué elegí este tema?

Los retos que enfrentan los latinos
birraciales/multirraciales en los Estados Unidos



Experiencia personal

- Me identifico como una latina blanca birracial.
- He experimentado personalmente varios de los retos de esta presentación.

Cosas para considerar

- La raza es una construcción social muy fluida. No todos se identificarán con los términos en esta presentación.
- Esta presentación quiere informar, no decir a los estudiantes cómo identificar
- Los términos utilizados en esta presentación son términos que encontré durante mi investigación

Objetivos

1 EL PRIMER OBJETIVO

Proporcionar una descripción de la población latina y de la población latina birracial y multirracial en los Estados Unidos.

2 EL SEGUNDO OBJETIVO

Explicar qué significa ser un latino/a birracial/multirracial y los retos que ellos enfrentan en los EE.UU.

3 EL TERCER OBJETIVO

Proporcionar soluciones para que los latinos birraciales y multirraciales superen los retos de su identidad.



¿Qué significa ser un latino/a birracial o multirracial?

Según un estudio del Pew Research Center de 2015, los latinos birraciales/multirraciales definen su “identidad multirracial” de dos maneras diferentes (Parker).

Según el censo EE.UU...

- Se marca Hispano/Latino como etnicidad
- Se marca **dos otras razas** en la categoría de raza
 - Ejm: Hispano/Latino | Blanco | Negro o afroamericano

Según el Pew Research estudio de 2015...

- Se marca Hispano/Latino como etnicidad
- Se marca una raza del censo (blanco, asiático, etc.)
 - Ejm: Hispano/Latino | Blanco

La latinidad multirracial...

- Muchos latinos son multirraciales, pero no rellenan el censo reflejando esta herencia
 - Son multirraciales debido a su diversa herencia
 - Hay una historia de mestizaje en Latinoamérica
 - Esto contribuye a la idea de que los latino/as consideran ser latino/a como una raza.

Parker, Kim, et al. "Chapter 7: The Many Dimensions of Hispanic Racial Identity." *Pew Research Center*, 11 June 2015, <https://www.pewresearch.org/social-trends/2015/06/11/chapter-7-the-many-dimensions-of-hispanic-racial-identity/>.

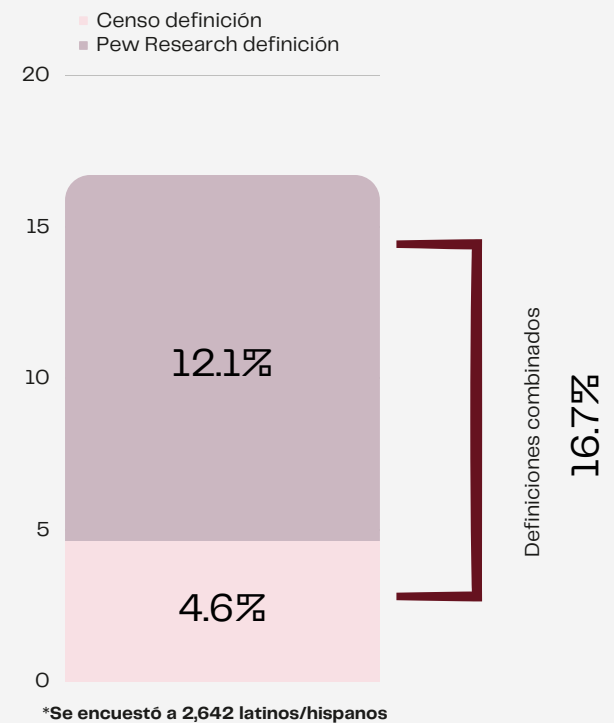
Jones, Nicholas, et al. "Improved Race and Ethnicity Measures Reveal U.S. Population Is Much More Multiracial." *United States Census Bureau*, 12 Aug. 2021, <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>.

Población de los latino/as birraciales y multirraciales

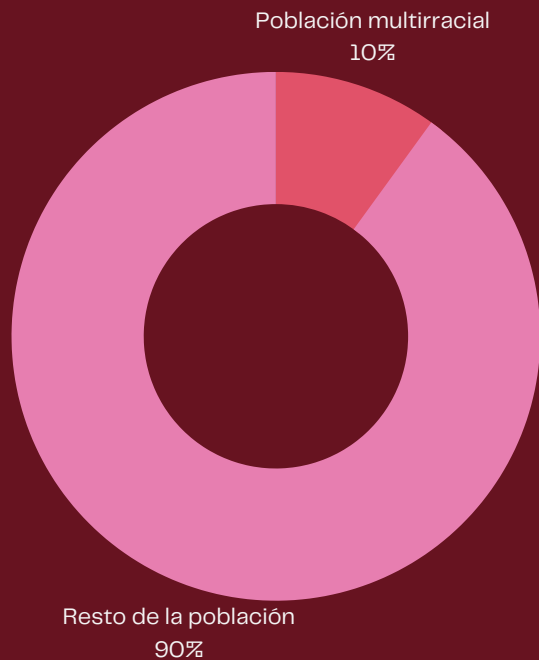
Según el estudio de Pew Research Center de 2015 de las dos definiciones anteriores (Kim) ...

- El número de latinos que se identificaban como multirraciales pasó del 4.6% al 16.7%
 - Censo definición: 4.6%
 - Pew Research definición: 12.1%
- **De las dos definiciones** en el estudio de Pew Research **16.7% de los Latinos se identificaron como multirraciales**
- Esto sugiere que el **verdadero número de latinos/hispanos multirraciales** es muy **subestimado**

Latinos que se identifican como multirraciales



Población multirracial en los Estados Unidos



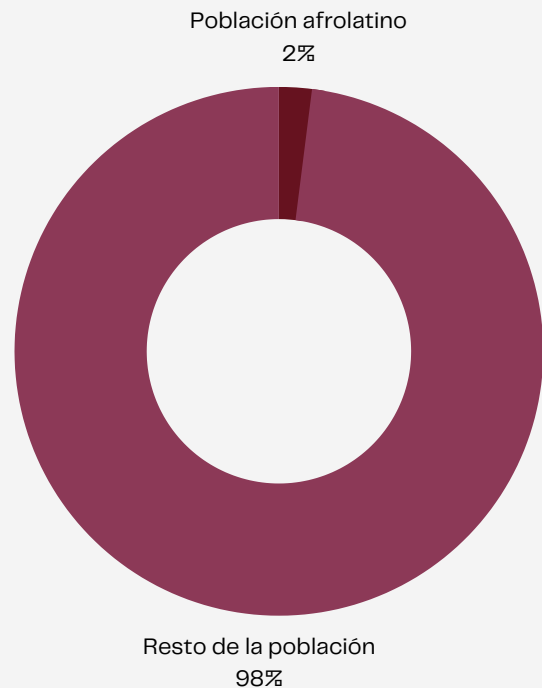
Continuación

Según la data del censo estadounidense del 2020 (Jones et al.) ...

Los **latinos/hispanos** representan **62.1 millones** y **18.7%** de la población de los EE.UU.

La población multirracial representa **33.8 millones** de personas (incluyendo los que no son latinos). Esto equivale a un **276%** **aumento** en la población de multirraciales desde el 2010.

Población afrolatino en los Estados Unidos



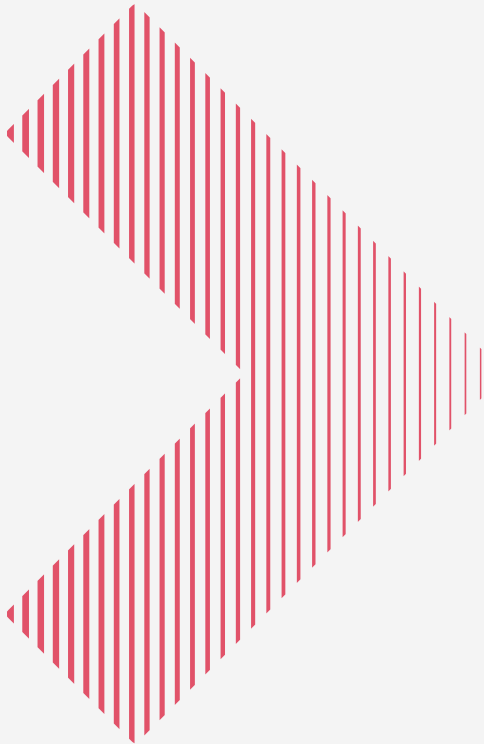
Gonzalez-Barrera, Ana. "About 6 million U.S. adults identify as Afro-Latino." *Pew Research Center*, 2 May 2022, <https://www.pewresearch.org/fact-tank/2022/05/02/about-6-million-u-s-adults-identify-as-afro-latino/>.

Continuación

Según una encuesta del Pew Research Center de 2020 (Gonzalez-Barrera) ...

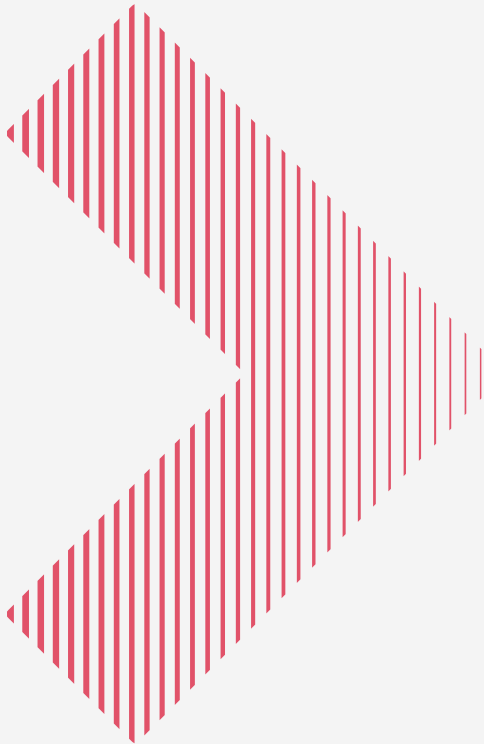
Los **afrolatinos** representan **6 millones** de personas de la población de los EE.UU.

Ellos constituyen **2% de la población estadounidense** y 12% de la población latina.



Identidad latino/a

- Según un estudio del 2015 realizado por Pew Research Center, 67% de los **“adultos hispanos describieron su origen hispano como parte de su origen racial”** (Parker)
 - Se encontró que “más que cualquier otro grupo” en el censo de los EE.UU, los latinos se identifican como “alguna otra raza”
- Esto sugiere que una gran parte de la población latina/hispana considera que ser latino/hispano es parte de su identidad racial

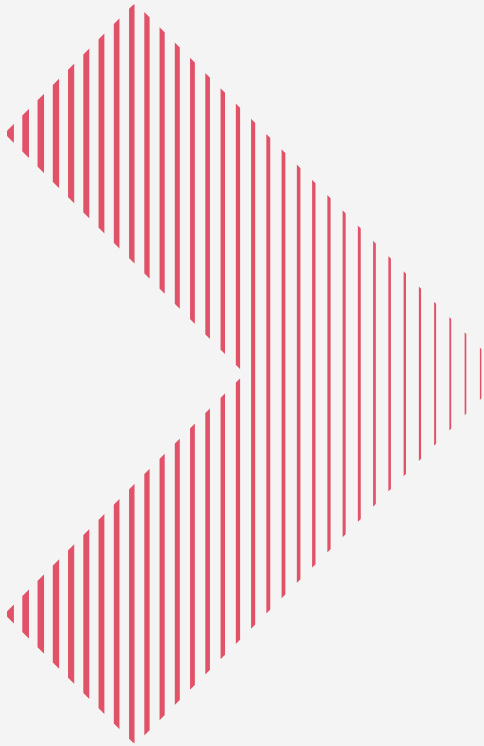


Identidad latino/a continuación

- **Mestizaje** – “un proceso social de mestizaje... entre españoles, indígenas, miembros de la diáspora africana y los migrantes asiáticos” (Morales 8)
 - **Mestizo** – “se utiliza en toda Latinoamérica para referirse a las personas de ascendencia mixta con un blanco europeo y un origen indígena” (Gonzalez-Barrera)
 - **Mulato** – “se refiere comúnmente a una ascendencia mestiza que incluye raíces blancas europeas y negras africanas” (Gonzalez-Barrera)

Morales, Ed. "Introduction." *Latinx: The New Force in American Politics and Culture*. Verso, 2018, pp. 1-18.

Gonzalez-Barrera, Ana. "'Mestizo' and 'mulatto': Mixed-race identities among U.S. Hispanics." *Pew Research Center*, 10 July 2015. <https://www.pewresearch.org/fact-tank/2015/07/10/mestizo-and-mulatto-mixed-race-identities-unique-to-hispanics/>.



Dificultad para los latino/as birraciales y multirraciales

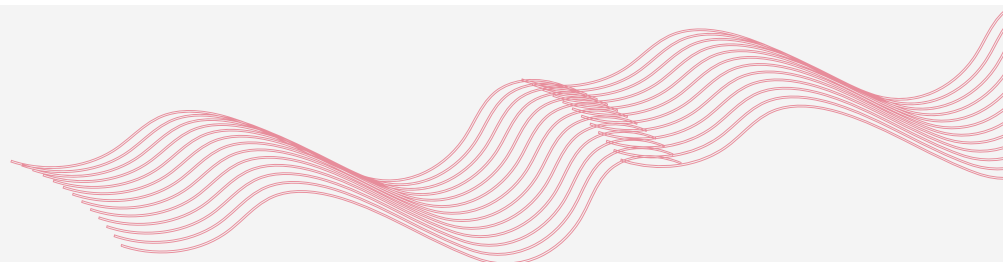
- En Latinoamérica, ser birracial/multirracial es algo que la gente discute y reconoce "abiertamente"
- En los Estados Unidos, ser un Latino/a birracial o multirracial ha sido "encubierto, oculto, latente" (Morales 57)
 - No se habla con frecuencia
- Debido a este "encubrimiento," los individuos birraciales/multirraciales han sido vistos por la sociedad monorracial como "inferiores" (Morales 50)
 - Se enfrentan a varios retos debido a esto



Discusión

Retos a los que se enfrentan los latino/as birraciales y multirraciales

[BACK TO OVERVIEW](#)



Resumen de los retos

**Monoracismo /
Esencialización racial**

Aculturación

Las microagresiones

Discriminación

Efecto camaleón

**Las cinco etapas del
desarrollo de la identidad
birracial**



Monoracismo y esencialización racial

Monoracismo

“Espera que los latinos birraciales/multirraciales encajen en una categoría racial que no honra sus múltiples identidades” (Stites et al. 23).

Esencialización racial

“Se refiere a situaciones en las que otros intentan reducir la identidad de un estudiante multirracial a una categoría racial singular” (Museus et al. 688).

Museus, Samuel D., et al. "A Qualitative Analysis of Multiracial Students' Experiences With Prejudice and Discrimination in College." *Journal of College Student Development*, vol. 57 no. 6, 2016, p. 680-697. *Project MUSE*, doi:10.1353/csd.2016.0068.

Stites, Alicia K., et al. "Navigating Involvement Spaces: The Impact of Campus Environment on Multiracial Identity Development." *New Directions for Student Services*, vol. 2021, no. 174, June 2021, pp. 21–27. *EBSCOhost*, <https://doi-org.libproxy.eku.edu/10.1002/ss.20384>.



Ejemplos de monoracismo

Encuentros con el racismo flagrante

En un estudio, una blanca/latina birracial describió una experiencia en la que el abuelo de su amiga no la dejó venir a su casa porque "no le gustaban los mexicanos" (Miville et al. 510).

Ser presionado para elegir una raza para encajarse

La dificultad más común entre los latinos birraciales/multirraciales fue tener que rellenar un formulario racial o étnico que les obligaba a marcar sólo una categoría racial (Townsend, et al. 193).

Grupo de referencia de orientación

Esto describe a un estudiante birracial/multirracial que se identifica con un grupo racial más que con otro (Miville et al. 511).

Por ejemplo, una blanca/latina que se identifica más con su lado latino.

Miville, Marie L., et al. "Chameleon Changes: An Exploration of Racial Identity Themes of Multiracial People." *Journal of Counseling Psychology*, vol. 52, no. 4, Oct. 2005, pp. 507–16. EBSCOhost, <https://doi-org.libproxy.eku.edu/10.1037/0022-0167.52.4.507>.

Townsend, Sarah S. M., et al. "My Choice, Your Categories: The Denial of Multiracial Identities." *Journal of Social Issues*, vol. 65, no. 1, Mar. 2009, pp. 185–204. EBSCOhost, <https://doi.org/10.1111/j.1540-4560.2008.01594.x>.



Aculturación

“El proceso de aprender y adaptarse a una nueva cultura” (Benet-Martínez y Nguyen 123).

Puede ocurrir en **cuatro formas diferentes**

Biculturalismo (Integración)

“Orientación a las dos culturas” (Benet-Martínez y Nguyen 123).

Separación

“Orientación sólo a la cultura patrimonial” (Benet-Martínez y Nguyen 123).

Marginalización

“Orientación a ninguna cultura” (Benet-Martínez y Nguyen 123).

Asimilación

“Orientación a la cultura dominante” (Benet-Martínez y Nguyen 123).

- **Cultura dominante = Cultura estadounidense blanco**



Tipos/ efectos de asimilación

Históricamente, la **cultura estadounidense blanca** fue definida por personas que fueron **blancos, hablaban inglés, y practicaban la religión protestante** (Acuña 25).

Hoy, se puede definir más por **valores compartidos del individualismo, la libertad, la igualdad para todos** y la **“promesa del trabajo duro”** (Schildkraut 846).

¿Por qué los latino/as birraciales y multirraciales se sienten obligados a asimilarse?

“Ser blanco” se asocia frecuentemente con el progreso

Esto sugiere que los latinos multirraciales tienen que actuar más como americanos blancos para poder progresar en sus carreras, educación, etc. (Acuña 39).

Asimilación lingüística

La idea de que tienes que hablar inglés “para participar en la sociedad” (Espinoza 17; Lipski 5; Montoya 438).

Microagresiones

“Una declaración, acción o incidente que se considera un caso de **discriminación indirecta, sutil o no intencional** contra los miembros de un grupo marginado, como una minoría racial o étnica” (Oxford English Dictionary).

¿Qué eres? | ¿De dónde eres?

La gente preguntan esto porque ven que los latino/as multirraciales son diferentes (Milville et al. 510).

Bromas racistas entre amigos y familiares

Invalida la identidad de una persona birracial/multirracial. Puede provocar ansiedad (Museus et al 689).

Identificación errónea

Asume tu raza en función de tu apariencia. Puede dar/quitar ciertos “privilegios” (Stites et al. 23).

Museus, Samuel D., et al. “A Qualitative Analysis of Multiracial Students’ Experiences With Prejudice and Discrimination in College.” *Journal of College Student Development*, vol. 57 no. 6, 2016, p. 680-697. *Project MUSE*, doi:10.1353/csd.2016.0068.

Stites, Alicia K., et al. “Navigating Involvement Spaces: The Impact of Campus Environment on Multiracial Identity Development.” *New Directions for Student Services*, vol. 2021, no. 174, June 2021, pp. 21–27. *EBSCOhost*, <https://doi-org.libproxy.eku.edu/10.1002/ss.20384>.



Discriminación

“El tratamiento injusto o perjudicial de diferentes categorías de personas o cosas, especialmente por motivos de raza, edad o sexo” (Oxford English Dictionary).

Vigilancia de la cultura

Los latino/as birraciales/multirraciales que no conocen la cultura latina ni el idioma español suelen ser 'rechazados' por otros latino/as (Christophe et al. 26).

Estereotipos

“Una imagen o idea muy extendida, pero fija y excesivamente simplificada de un tipo particular de persona o cosa” (Oxford English Dictionary).

Estereotipos comunes entre los latino/as birraciales/multirraciales

Birracial Asiático/hispano

Hispano	Asiático	Asiático/hispano
"Inmigrante ilegal" (38%)	"Malos conductores" (32%)	"No pertenecer" (18%)
"Apariencia" (25%)	"Orientado al STEM" (30%)	"Apariencia" (16%)

Birracial Blanco/hispano

Hispano	Blanco	Blanco/hispano
"Inmigrante ilegal" (39%)	"Privilegiados" (34%)	"Apariencia" (26%)
"Apariencia" (18%)	"Racistas" (32%)	"No pertenecer" (11%)

Continuación

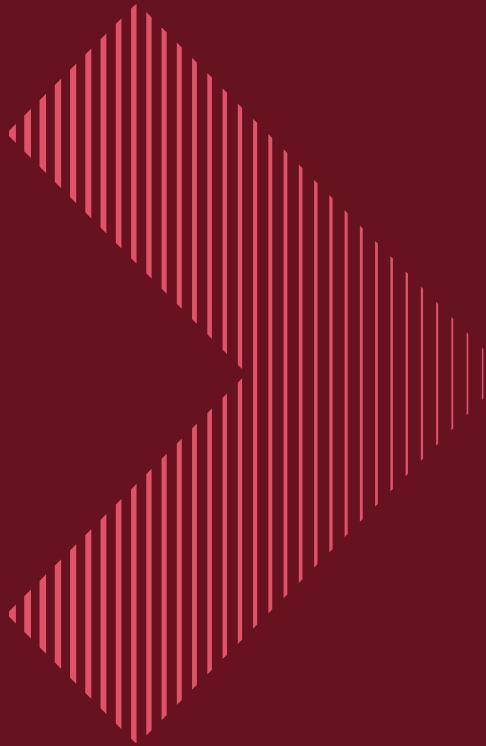
Birracial Negro/Hispano		
Hispano	Negro	Afrolatino o Hispano/Negro
"Inmigrante ilegal" (55%)	"Criminal / Delincuente" (49%)	"Apariencia" (31%)
"Apariencia" (25%)	"Apariencia" (30%)	"No pertenecer" (10%)

Skinner, Allison L., et al. "Not Quite Monoracial: Biracial Stereotypes Explored." *Personality and Social Psychology Bulletin*, vol. 46, no. 3, Mar. 2020, pp. 377–392. *Sage Journals*, doi:10.1177/0146167219858344.

Porcentaje de afrolatinos que experimentan ciertos incidentes de discriminación

"Ha sufrido AL MENOS UN incidente de discriminación"	61%
"La gente actuó como si no fueran inteligentes"	43%
"Ha sufrido discriminación por parte de una persona que no es hispano/a"	39%
"Ha sufrido discriminación por parte de alguien que es hispano/a"	35%
"Criticado por hablar en español"	32%

Gonzalez-Barrera, Ana. "About 6 million U.S. adults identify as Afro-Latino." *Pew Research Center*, 2 May 2022, <https://www.pewresearch.org/fact-tank/2022/05/02/about-6-million-u-s-adults-identify-as-afro-latino/>.



Efecto camaleón

- Los estudiantes intentan “desarrollar estrategias que les ayuden a integrarse a más de un grupo racial o cultural” (Miville et al. 512)
 - Desarrollan el pensamiento “ambos/y” en lugar de “uno/otro”
- A pesar de que son capaces de navegar o moverse entre dos culturas, siguen sintiendo que “no encajan”

Las cinco etapas del desarrollo de la identidad birracial

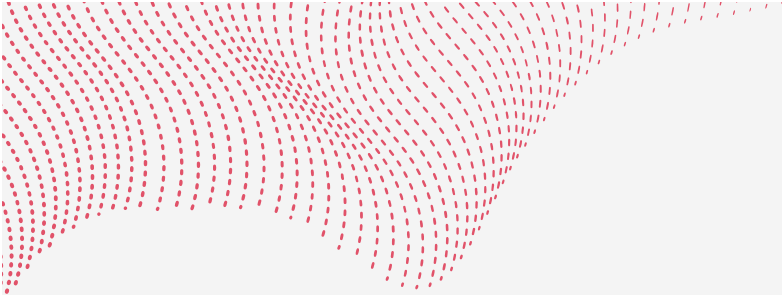
El modelo de Poston sobre el desarrollo de la identidad birracial sugiere que algunos estudiantes birraciales y multirraciales pueden experimentar crisis de identidad mientras forman su identidad multirracial (Miville et al. 508)

"Identidad personal"	<ul style="list-style-type: none">• Ocurre en la infancia. No son conscientes de su identidad birracial/multirracial.
"Elección de la categorización del grupo"	<ul style="list-style-type: none">• Estudiantes se sienten presionados para elegir un grupo racial en el que encajen.
"La negación"	<ul style="list-style-type: none">• Estudiantes eligen un solo grupo racial y se sienten culpables por la elección.
"Agradecimiento"	<ul style="list-style-type: none">• Estudiantes comienzan a explorar otros grupos raciales que constituyen sus identidades. Experimentan una "mayor conciencia" del grupo que ignoraban (Miville et al. 508)
"Integración"	<ul style="list-style-type: none">• Estudiantes comienzan a integrar su segundo/tercer origen racial y adoptan una identidad multirracial.



Conclusión

¿Cómo los latino/as birraciales y multirraciales pueden superar los retos a los que se enfrentan?



No se asimile, vuélvase multicultural

Gloria Anzaldúa, mexicana-americana, dice que hay que abrazar la frontera.

Literalmente, la "frontera" representa la frontera entre los EE.UU y México. En sentido figurado, representa **el lugar donde pueden coexistir dos culturas, dos razas** (Anzaldúa).

El famoso autor, Ilan Stavans, dice que hay que vivir la vida "en el guion."

El guion representa la encarnación literal de su identidad. Su identidad no está en ser mexicano-americano, afro-latino/a, asiático-latino/a, sino en el guion, **que señala que eres más de una cosa**. Y que **puedes ser más de una cosa** (Stavans).

Telemundo, una red de televisión que pertenece a NBCUniversal, dice que hay que ser un "200%er."

No tienes una identidad fraccionada: no eres "mitad esto y parte esto." **Eres 100% de ambas culturas/razas**. "Compartes valores de ambas culturas, eres bilingüe y estás entre culturas" (Telemundo).

Delgado, Richard and Jean Stefancic, editors. *The Latino/a Condition: A Critical Reader*. New York University Press, 1998.

Telemundo. "200%ers." *NBCUniversal Together*, 8 June 2020, <https://together.nbcuni.com/article/telemundo-200-percenters/>.



Educa a otros sobre sus experiencias

Participe en una discusión formal (Museus et al. 340)

Puedes dar presentaciones educativas formales, escribir columnas o crear foros en el campus que sean un espacio seguro para discutir el tema de crecer siendo birracial/multirracial.

Responde directamente a los casos de racismo (Museus et al. 340).

En los momentos que experimentes el racismo o la discriminación, utilízalo para educar a los demás sobre tu experiencia. Aborda directamente el problema.

Cree comunidades de apoyo

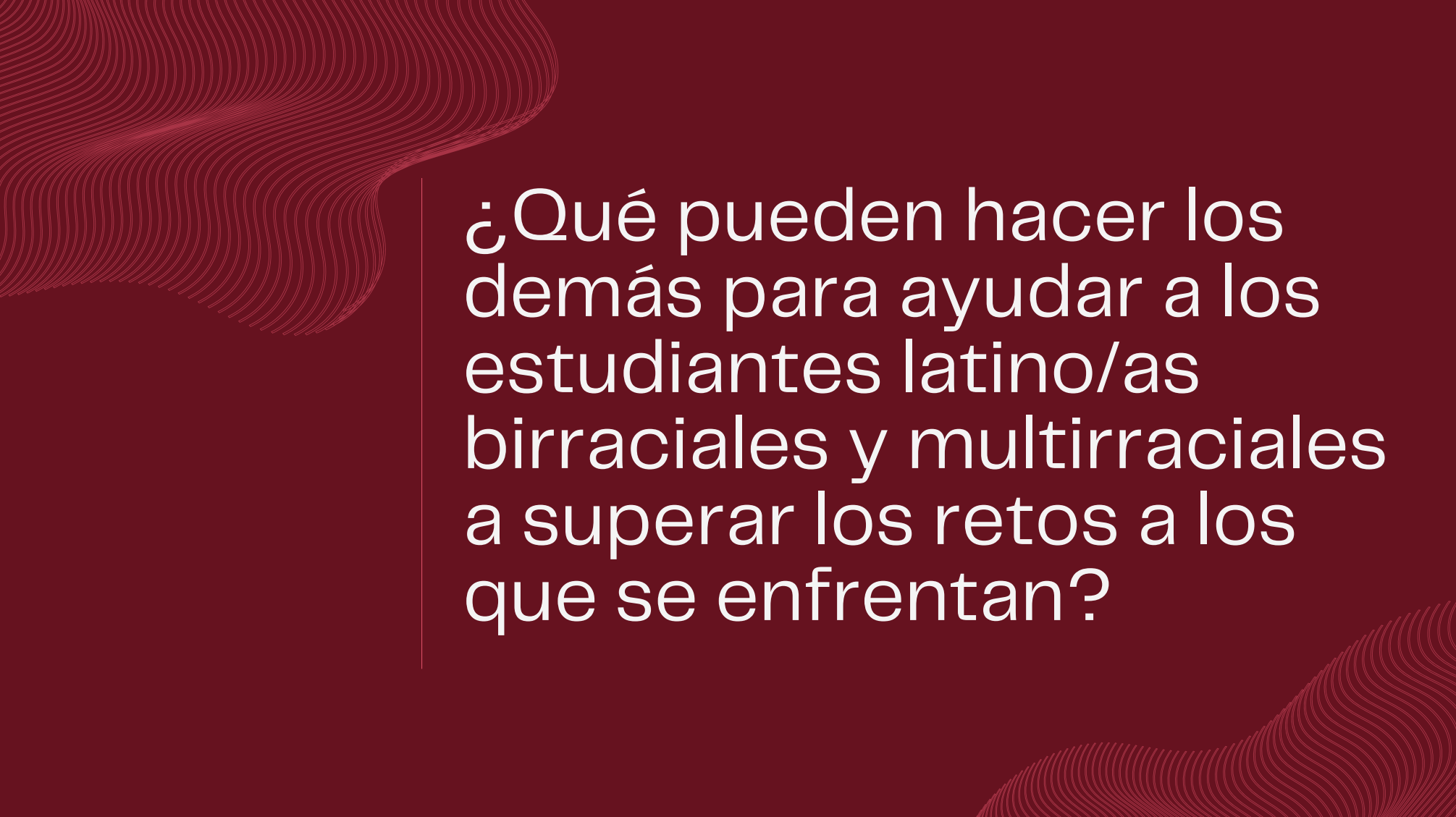
Únase a organizaciones estudiantiles multirraciales/multiculturales.

Las organizaciones estudiantiles permiten a los estudiantes multirraciales aprender más sobre su identidad multirracial y sentirse cómodos compartiendo sus experiencias.

Si no hay organizaciones estudiantiles multirraciales/multiculturales, crea una.

Los estudiantes multirraciales conocen los retos de crecer siendo multirraciales en los EE.UU. Creando una organización estudiantil puede ser el primer paso para ayudar a los estudiantes multirraciales a superar sus retos.





¿Qué pueden hacer los demás para ayudar a los estudiantes latino/as birraciales y multirraciales a superar los retos a los que se enfrentan?



Conviértase en un mentor/defensor

Dedicase a tener conversaciones personales con los estudiantes.

Los que tuvieron un "defensor" o "mentor" que les permitió hablar de su "identidad racial" tuvieron una experiencia más "positiva" (Stites et al. 25).

Asegúrese de que los estudiantes sepan que usted es un recurso en el campus.

Haga saber a los estudiantes que su puerta está abierta. Su oficina es un espacio seguro.



Normalizar la existencia de estudiantes birraciales y multirraciales

Comprenda que los estudiantes multirraciales no son una "anomalía."

La población multirracial de los EE.UU. es una de las que está creciendo más rápido.

Los estudiantes multirraciales no tienen que elegir "lados."

Ten en cuenta los retos de los estudiantes multirraciales. No les obligue a entrar en categorías.

Sea consciente de sus palabras, acciones y prejuicios inconscientes.

No perpetúe ni participe en ninguno de los estereotipos enumerados en esta presentación.

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