

Multiracial and multiethnic experiences: What does art education need to know?

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Background

- With the U.S. and other countries becoming more racially and ethnically diverse and more empathetic toward cultural minorities (Bai et al., 2020), the multiracial or multiethnic population has increasingly been gaining attention as it continues to grow (Aspinall, 2018).
- For instance, the U.S. multiracial population has increased from nine million people in 2010 to 33.8 million people in 2020 (Jones et al., 2021). In other words, it is the fastest growing demographic proportionally.
- However, monoracial people and society demand an oversimplification of mixed identities. This partial erasure is harmful for multiracial and multiethnic student's self-esteem and detracts from forming a healthy ethnic identity (Beckett & Taylor, 2019; Wardle, 2000).

Research Questions

Main Question: What perspectives and insights can I learn about multiracial or multiethnic identity by researching the lives of three multiracial U.S. artists from across U.S. history?

Sub Question: How can these perspectives and insights impact art education regarding how students are taught about multiracial identities and artists?

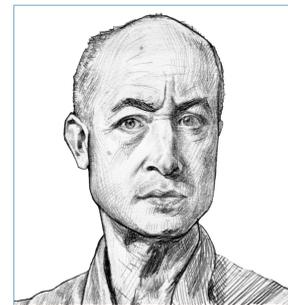
Methods and Materials

- Historical research methods (Schrag, 2021) were used to study three multiracial American artists from across U.S. history. Afterward, short biographies were written.
- Next, thematic analysis (Braun & Clarke, 2006) was used to code and create overarching themes, or insights, from the biographies. A report was written to explain the themes/insights. Lastly, a website was made with Google sites that houses the biographies, insights, and project references.

Selected Artists



George J. Herriman
Newspaper Comic Artist
Creole
 1880 - 1944



Isamu Noguchi
Sculptor
Japanese & Irish
 1904 - 1988



Wendy Red Star
Mixed Media Artist
Crow & Irish
 b. 1981

Conclusion

- By researching three multiracial American artists from across U.S. history, a clear timeline of multiracial and multiethnic experiences was established.
- By analyzing the biographies, I found that multiracial and multiethnic experiences have changed throughout time due to shifts and advances in culture, technology, travel, and awareness.
- While the multiracial and multiethnic identity cannot be generalized into one experience, similar to other racial or identity groups, there are several common hardships and assets that they face. While these assets and the individual personalities of multiracial and multiethnic people can deter these hardships, the hardships can make the formation of a healthy ethnic identity difficult to achieve.
- Art teachers, and teachers in general, should be informed about multiracial and multiethnic experiences so that they might have the ability to tailor their individual classrooms to be safe and affirming places for their specific multiracial and multiethnic students.

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Multiracial Identity in the Art Classroom



Project Info

Welcome to my capstone project!

Spring 2023

This May, I will graduate with my Master of Arts in Art Education and (hopefully) become an official art teacher this summer or fall. How exciting!

For my program capstone project, I decided to make a website that focused on multiracial artists and student experiences. During my studies, I, a Korean Mexican American woman, noticed a gap in the art education literature about multiracial students and their experiences. While there are a few multiracial artist lists or resources available online, there are no webpages or websites that offer both artist examples and literature that art educators can study to understand multiracial students, related theories, and relevant history more deeply.

However, before making the website, I needed to do some research. Using historical research methods, I wrote short biographies for three selected multiracial American artists from across

Above: The Project Info page of my website.
 To the right: A QR code to my website, Multiracial Identity in the Art Classroom.



References

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