This course explores Hmong history, culture and contemporary life. Who are the Hmong people? What caused them to migrate to the United States and how have they adjusted to life in America? In addition to discussing their history in China and Southeast Asia through the end of French colonial rule in the mid-1950s, we will examine U.S. foreign policy in the region during the Vietnam War, with an emphasis on the “Secret War in Laos” from 1961-1975, and the subsequent mass exodus of thousands of Hmong and other Southeast Asian refugees. We will investigate life in refugee camps as well as the social, cultural, economic and political transformations that have been taking place in the U.S. since the mid-1970s. Issues we will explore include identity, religion, acculturation, citizenship, gender, transnational ties, and community building.

GENERAL EDUCATION REQUIREMENTS

This course meets the social sciences requirements as established by the College of Letters and Science. Guided by the learning goals below, the overarching aim of this class is to reflect on the study of human collectivities, institutions, and cultures and their infrastructures and interrelations, as well as examine people’s capacity for behavior acquisitions and change. As we will be focusing primarily on significant historical events that ground the life histories and life prospects of Hmong Americans (Asian Americans), including discussions on the unique perspectives and worldviews that this group uses to evaluate their life experiences over time, this class also satisfies the “minority cultural diversity in America” requirement.

LEARNING GOALS

Students will:

- Understand how Hmong-U.S. relations during the Vietnam War resulted in the creation of a global Hmong diaspora;
- Learn about the global politics, particularly the relationship between the Soviet Union, China and the United States, over the control of Southeast Asia during the Cold War;
- Acquire knowledge of the disruptive changes that accompany the trauma of war, displacement and transitional migration and how these processes have dramatically affected family and community life;
• Increase awareness of ongoing social and cultural issues that affect the Hmong American community in Milwaukee and across the United States;

• Broaden their knowledge of the diversity of immigrant experiences by learning about the life stories of this ethnic group; and

• Be able to use the knowledge gained to assess the similarities and differences between immigrant/refugee experiences and their own family and/or personal life history.

**CLASS FORMAT & POLICIES**

Email is my only contact: hernandk@uwm.edu; I do not have an office phone. Please make sure that your e-mail includes a proper address, such as “Dear Professor Hernandez” or “Dear Dr. Hernandez” and that you sign your name. I will do my best to answer you as soon as possible. Make certain, however, that you put either “Ethnic 265” or “Hmong 265” as your subject header: I get many emails each day, and it is easy to overlook something important. If you would like to meet with me in person, feel free to stop by during my office hours. If my office hours are not convenient for you, I am happy to set up an appointment to meet with you at a different time.

**Format.** Most class meetings will consist of a lecture and discussion of materials assigned for that day. Some lectures will be accompanied by video clips. There will be times when we will watch longer films. Note that everything we do in this class—lectures, readings, discussions, and films—is potential exam material.

**Attendance**
Your attendance and participation are **mandatory**. Absences will reduce your overall grade and excessive absences may result in a failing grade. Attendance will be taken during each class period. Please contact me in cases of verified illness or family emergency. Punctuality is essential; tardiness will accumulate to count toward unexcused absences. Cell phones must be turned off and put away before class begins. Laptops are allowed only for the purpose of taking notes and/or accessing your electronic readings. This privilege will be taken away if it is abused.

**Computer skills and resources.** Most of the course materials will be accessible through the course Desire2Learn (D2L) website. You will upload your research proposals and papers to the D2L dropbox. If you have used a D2L website before, you will find that our website is similar to what you have already experienced. If not, you can access D2L by going to the UWM homepage (http://www4.uwm.edu). Click on the dropdown “Current Students” and then select “D2L”. This takes you to the login screen where you will be asked to provide your Panther ID and password (these are the same as your UWM email username and password). On the login page, many help files for dealing with various aspects of D2L are available. Click on “D2L Made Easy for Students” on the bottom left to access the documents. If you need further assistance, contact the UWM Help Desk. You can visit the Help Desk in person in Bolton 225 and Library Learning Commons, call 414-229-4040 (toll-free at 1-877-381-3459), or send an email to help@uwm.edu. You must have access to a reliable computer and a high-speed internet connection to take this course.

**Course requirements.** Your grade will consist of participation in class discussions, quizzes, a research paper, a mid-term and a final exam. If you feel you are going to miss the deadline for handing in an assignment or taking a quiz/exam, be sure to communicate about this beforehand.
Based on your written explanation, I will determine whether or not extra time will be allowed. As a rule, you will only get extra time in exceptional cases. Due dates for all assignments are outlined in the course schedule below.

- **Participation.** Your participation grade entails not only showing up for class. Everyone is expected to complete assigned readings by the day they are due, bring the reading and/or notes to class, and actively participate in discussions. In addition to coming to class each day prepared to discuss assigned readings and questions I pose, you will lead discussion with one or two colleagues, as described in the Discussion Leadership handout.

- **Quizzes.** You will take four (4) quizzes during the term. Quiz dates are listed in the “Schedule of Readings and Assignments” section. Quizzes will be based on the assigned readings, lectures, films, and discussions. Each quiz covers materials from the following units:
  - Quiz 1 (Weeks 1, 2 and 3)
  - Quiz 2 (Weeks 4, 5, and 6)
  - Quiz 3 (Weeks 7, 9, and 10)
  - Quiz 4 (Weeks 11, 12, and 13)

- **Exams.** You will take two exams during the semester. The exams will include short, interpretive essays, and multiple choice and true/false questions. The mid-term will cover only materials up to the examination date, and the final will include materials from the entire course, with greater emphasis on the second half. Study guides will be provided to help you prepare for the exams.

- **Oral History/Research Paper.** You will choose a topic related to the themes of the course and conduct additional research to explore it further. The research paper consists of four parts: developing a research proposal, conducting secondary and primary research, writing the essay, and presenting your findings in class.

**Graded Components and Weight:**
- Participation (10%-discussion leader) 15%
- Four Quizzes (5% each) 20%
- Midterm Exam 20%
- Final Exam 20%
- Oral History/Research Project 25%

**Grade Guide**
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”
The grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-79%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Anything below 60% is a failing grade.

Required Readings. All assigned readings are either from the book below, which is required for the course, or they are available on our D2L Web site under the unit with which they are associated. The chapters and articles on the website will be marked on the syllabus with (e). You will need to download them and either print a copy or save them on your computer. In order to succeed in this course, you must be prepared to discuss in class the assigned materials and complete related assignments.

- **Required Readings.** The required book is available at Panther Ecampus Bookstore and also available at many online vendors.
  
  
  Additional Readings posted to D2L

- **Films.** Some lectures will be accompanied by video clips. There will be times when we will watch longer films. Note that everything we do in this class—lectures, readings, discussions, and films—is potential exam material.

Academic Honesty

I encourage you to work with your colleagues to get the most out of this course. However, any student discovered plagiarizing materials runs the risk of receiving a failing grade and facing disciplinary action that may lead to academic probation or even expulsion from the university. Plagiarism is the use of someone else’s work as your own. This is in violation of university policy and absolutely unacceptable. When you use someone else’s ideas or language, you **must** cite her/him using appropriate citations. When you quote a source directly, you **must** use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source **must** also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/resource/589/01/

For more on UWM Academic Misconduct policy, please see: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

UWM Writing Center

The Writing Center is an excellent source for help at all stages of your project development: www.writingcenter.uwm.edu; (414) 229-4339

Accessibility Resource Center

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For
more information, see: http://uwm.edu/arc/ or call: (414) 229-6287

Please see the following links for information regarding:
Accommodations for religious observance: http://www4.uwm.edu/secu/docs/other/S1.5.htm
Accommodations for military service: http://www4.uwm.edu/academics/military.cfm
Incomplete policy: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
Discriminatory conduct policies: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm

SCHEDULE OF READINGS AND ASSIGNMENTS

WEEK 1: INTRODUCTION TO COURSE

Jan23: Introductions

WEEK 2: ORIGIN, MYTHS, AND HMONG DIASPORA IN THE WORLD

Jan 28: Historiography and Identity

Jan 30: Global Migration

WEEK 3: CULTURE AND GENDER IN THE VILLAGE CONTEXT

Feb 4: Hmong Cosmology

Feb 6: Birth and Death
- Patricia V. Symonds, Ch. 3: “Birth: The Journey to the Land of Light” (pp. 77-109) and Ch. 4: “Death: The Journey to the Land of Darkness” (pp. 110-162) from Calling in the Soul: Gender and the Cycle of Life in a Hmong Village (Seattle: University of Washington Press) (e)
- Quiz #1
**WEEK 4: CONTEMPORARY HISTORY**

**Feb 11: Life under French Colonial Rule**

**Feb 13: Impact of World War II**

**WEEK 5: CONTEMPORARY HISTORY-CONTINUED**

**Feb 18: Entanglement in Global Political Struggles**
- Chia Youyee Vang, “Chapter 1” pp. 17-43
- Film, 10thirty6, “The Secret War: Hmong Soldiers Who Served Alongside Americans in Vietnam”

**Feb 20: Local Ties**
- Sarah A. Larsen and Jennifer M. Miller. 2010. “Chapter 14: Secret War” (pp. 228-244) from *Wisconsin Vietnam War Stories: Our Veterans Remember* (Madison: Wisconsin Historical Society Press) (e)
- Film, “Laos: The Not So Secret War, 1970”

**WEEK 6: ESCAPE AND REFUGE**

**Feb 25: Camp Life**
- Lillian Faderman. 1998. “The Escape” (pp. 43-65) and “The Camp” (pp. 66-80) from *I Begin My Life All Over: The Hmong and the American Immigrant Experience* (Boston: Beacon Press) (e)
- Yer J. Lo. 2013. “Chapter 19: The Journey Begins” (pp. 102-129) from *The Crying River* (Houston: Strategic Book Publishing and Rights Co.) (e)
- *Guest Speaker Dao Vang*

**Feb 27: Coming to America**
- Film, *Becoming American: Odyssey of a Refugee Family*
- Quiz #2

**WEEK 7: SETTLEMENT PATTERNS IN THE U.S.**

**March 4: Internal Migration**
- Chia Youyee Vang, Ch 2: “A New Home in America,” and Ch. 3: “Re-creation of Social Structures,” pp. 44-96

**March 6: Midterm Exam**
**WEEK 8: ORAL HISTORY/RESEARCH TOPICS**

**March 11:** Choosing topics, finding sources, preparing research proposal
- Upload research proposal to dropbox by start of class Wednesday, March 13

**March 13:** Discussing research proposals
- Bring TWO copies of your research proposal to class

**Spring Break, March 17-24**

**WEEK 9: RELIGION**

**March 25: Contested Beliefs**

**March 27: Religious Practices**
- Film, “Split Horn”

**WEEK 10: POLITICAL ACTIVISM**

**April 1: Participation in U.S. Political System**
- Chia Youyee Vang, Ch. 5: “Political Activism,” pp. 122-150
- Film, “The Time is Right for Mee”

**April 3: The Politics of Recognition**
- March 2018 Hmong Veterans Service Recognition Act
  - PRIMARY SOURCE: Hmong Veterans Service Recognition Act
  - News articles about legislation and its impact
  - CrossingsTelevision, *Hmong Report* “Recognition of Secret War Veterans in National Cemeteries (April 1, 2018) (will view in class)
    https://www.youtube.com/watch?v=8LXe7cbx1F4
- Quiz #3
WEEK 11: LITERATURE AND ART

April 8: From Oral to Literate Society

  - “Introduction” by Burlee Vang (pp. xiii-xix)
  - “Mrs. Saichue” by Burlee Vang (pp. 22-36)
  - “Broken Chords” by Yia Lee (pp. 81-91)
  - “Electricity” by Xai Lee (pp. 121-122)
  - “The Art of Fishing” by Ying Thao (pp. 159-166)

April 10: Art and Media

- Film selections: Tou SaiKo Lee and Justin Schell Travel in Spirals

WEEK 12: CULTURE, FAMILY, GENDER, AND SEXUALITY IN THE UNITED STATES

April 15: Evolving Meanings of New Year Celebrations

- Chia Youyee Vang, “Chapter 4: Continuity and Reinvention of Traditions,” pp. 97-121

April 17: Family, Gender, and Sexuality

- Julie Keown-Bomar and Ka Vang, “Hmong Women, Family Assets, and Community Cultural Wealth” and

WEEK 13: IDENTITY AND BELONGING

April 22: Rethinking Crime and Violence

- Journal Sentinel articles on family violence (e)

April 24: Belonging

- Doualy Xaykaothao, “To Be Both Midwestern and Hmong.” The Atlantic. June 3,
2016.
- Quiz #4

**WEEK 14: PROJECT PRESENTATIONS**

*April 29:* Project presentations  
*May 1:* Project presentations

**WEEK 15: PROJECT PRESENTATIONS**

*May 6:* Project presentations  
*May 8:* Project presentations

---

*Final Papers Due in Dropbox by 12:00 noon Saturday, May 11th*

*Final Exam 10:00 am-12:00 noon Friday, May 17th in Curtin 309*

---

***I reserve the right to change the schedule at any time during the semester and will notify the class promptly***