

# Hmong History Of A People

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*The Hmong Journey -- a Children's Book on Hmong History* Ger Thao 2014 Culture is a powerful influence and literature is a powerful medium. Together they form an exciting dual which offers a variety of possibilities in the classroom. The purpose of this project is to develop a picture book depicting the Hmong journey to America and cultural curriculum lessons for first grade teachers which will provide information, ideas, and strategies for the sharing of Hmong cultural literature in the classroom. This curriculum will have an emphasis on one particular culture -- the Hmong. Ever since 1975, the Hmong have found it difficult to remain on their native soil. The Secret War resulted in the largest mass emigration of the Hmong people in recorded history. Today, emigration is still very much a part of Hmong life. It is especially likely in the United States to meet those who claim to be Hmong or to have "Hmong roots." However, despite the presence of thousands of Hmong refugees, the Hmong in the United States receive little known attention as an Asian ethnic group. This is due to the intentional spread of the Hmong around the country. In the 21st century where the differences between groups must be tolerated rather than destroyed and diversity is more common, recognition of all cultures is essential. This curriculum serves as a mirror for establishing more authentic cultural links between the Hmong of Laos/Thailand and those living in the United States. It also opens a window

on teaching K-2 students about a specific culture in our nation/community. This connection will be formed through children's literature. The creation of the picture book *The Hmong Journey* and existing literature by Hmong authors and Hmong American authors will be included so that children in the United States may appreciate the rich Hmong heritage. The purpose of this project is to produce a children's picture book and cultural curriculum lessons that introduces and exposes Hmong American culture in children's literature for first grade teachers. In order to create a picture book and curriculum, a knowledge base had to be established in the literature review. This base consists of Hmong history, Hmong culture, Hmong cultural traditions, oral traditions/storytelling, multicultural literature, and Hmong American children's literature. Each section in Chapter II of this project signifies the need for more children's books to be written about the Hmong American culture and implementation in the school curriculum.

**Educating New Americans** Donald F. Hones 1999-01-01 *Educating New Americans* examines what it means to be an American through the history of a refugee from Laos. Shou Cha is a community liaison for an elementary school, an evangelical preacher, a community leader, a husband, and a father. His lifetime of learning, presented mainly in his own voice, is framed by various historical and sociological contexts that have shaped his life, the lives of other Hmong

refugees, and the lives of other Americans, old and new. These contexts include the history of immigrant education policies in the United States, as seen through the lives of immigrant children; the historical and sociological impact of warfare as well as missionary work in the lives of the Hmong people; and the sociology of generational conflict, especially as it is felt among immigrant groups. Finally, this book suggests that immigrant parents such as Shou Cha can contribute to the process of teaching peace to children, and making peace between diverse groups in America, the land of e pluribus unum.

**History on the Run** Ma Vang 2021-01-22

During its secret war in Laos (1961–1975), the United States recruited proxy soldiers among the Hmong people. Following the war, many of these Hmong soldiers migrated to the United States with refugee status. In *History on the Run* Ma Vang examines the experiences of Hmong refugees in the United States to theorize refugee histories and secrecy, in particular those of the Hmong. Vang conceptualizes these histories as fugitive histories, as they move and are carried by people who move. Charting the incomplete archives of the war made secret through redacted US state documents, ethnography, film, and literature, Vang shows how Hmong refugees tell their stories in ways that exist separately from narratives of U.S. empire and that cannot be traditionally archived. In so doing, Vang outlines a methodology for writing histories that foreground refugee epistemologies despite systematic attempts to silence those histories.

**Hmong Story Cloths** Linda Gerdner 2015-06-28

Hmong story cloths provide a visual documentation of the historical and cultural legacy of the Hmong people from the country of Laos. The Hmong first began making the story cloths during their time in refugee camps, and featured here are 48 vibrant story cloths that provide a comprehensive look at their lives and culture. The creation of a story cloth begins with the selection of fabric and images outlined onto the fabric. Long satin stitches of multi-coloured threads fill in the image, while details are applied with intricate satin stitches and borders pieced together and hand-stitched. Topics include history, traditional life in Laos, Hmong New Year, folk tales, and neighbouring people. The quality

and diversity of content of the story cloths build upon one another to provide a holistic understanding of the Hmong culture and history. Augmented with personal stories and artefacts, this book is perfect for history buffs and textile artisans alike.

**The History of a People Movement** Timothy T. Vang 2000

Historical Dictionary of the Peoples of the Southeast Asian Massif Jean Michaud 2016-10-14 Dwelling in the highland areas of Northeast India, Bangladesh, Southwest China, Taiwan, Burma (Myanmar), Thailand, Cambodia, Vietnam, Laos, and Peninsular Malaysia are hundreds of “peoples”. Together their population adds up to 100 million, more than most of the countries they live in. Yet in each of these countries, they are regarded as minorities. This second edition of *Historical Dictionary of the Peoples of the Southeast Asian Massif* contains a chronology, an introduction, and an extensive bibliography. The dictionary section has over 700 cross-referenced entries on about 300 groups, the ten countries they live in, their historical figures, and their salient political, economic, social, cultural and religious aspects. This book is an excellent access point for students, researchers, and anyone wanting to know more.

**Hands-On Culture of Southeast Asia** Kate O'Halloran 1998 15 activities build your students' fascination with Southeast Asia. Explore traditional shadow theater, common phrases in Indonesian, Malayan proverbs, as well as Southeast Asian food, literature, and art. Help your learners see the value in a wide range of unfamiliar cultures.

A History of the Hmong Thomas S. Vang 2008 This is the first completely up-to-date Hmong history book ever written by a member of the Hmong people. It describes the earliest civilizations of the Hmong and Miao in China, and why some of the Hmong migrated into Southeast Asia in the early 19th century, particularly to Vietnam, Laos and Thailand; and how the Hmong of Laos were involved with the Lao civil war, especially the secret war from 1962 to 1975 that caused almost a hundred thousand Hmong to flee to Thailand and Western countries as political refugees after the Communists takeover. This book includes the forcible repatriation of the Lao-Hmong asylum seekers at Nam Khao refugee

camp in Thailand back to Laos in late 2009 and the arrest and discharge of former General Vang Pao by the U.S. authorities. "[It] is full of fascinating materials [and] a wonderful book. Congratulations," commented by Dr Nicholas C. T. Tapp, Senior Fellow in the Department of Anthropology, Research School of Pacific and Asian Studies, the Australian National University.

**Dreams of the Hmong Kingdom** Mai Na M. Lee 2015-06-16 Authoritative and original, *Dreams of the Hmong Kingdom* is among the first works of its kind, exploring the influence that French colonialism and Hmong leadership had on the Hmong people's political and social aspirations. *Emerging Voices* Huping Ling 2008 While a growing number of popular and scholarly works focus on Asian Americans, most are devoted to the experiences of larger groups such as Chinese, Japanese, Korean, Filipino, and Indian Americans. This book presents discussion of underrepresented groups, including Burmese, Indonesian, Mong, Hmong, Nepalese, Romani, Tibetan, and Thai Americans.

**Whispering Death "tuag Nco Ntsoov"** Robert Curry 2004 *Whispering Death* is a shattering account of an eighteen-year-old aviator from the streets of America to Vietnam, into the Macomb world of a Secret War run by the CIA, fought with clandestine forces, the Hmong hill people, and a vast and varied air armada. "I highly recommend this book to be read for knowledge of how the Secret War in Laos was fought and why we owe the Hmong so much." Brigadier General Harry C. Aderholt, USAF, Ret. "A superb tale of aviation adventure in the combat skies of Southeast Asia woven with extraordinary skill. This is a gripping, personal story from a new perspective. A must-read for fans of military aviation during the Vietnam War era." Larry Sanborn-Raven FAC-call sign: Sandy "Whispering Death is one of the most comprehensive and fascinating books ever written about America's most covert war. It embodies the desperate fight for freedom these Americans and Hmong faced together, bound as eternal brothers and sisters. And in the end how an American government left my people to die alone." Yang Chee, President, Lao-Hmong American Coalition

*A Story of the People* Chao Vang 2013 The current History/Social Science Framework currently used by social studies educators in

today's classroom is substantially out of date as it was written in 1986. The primary authors of this document were European American senior scholars working within a European American perspective who in return must have been educated in the early 1970s. As a result, the "History/Social Science is structured largely as a story of European immigration and the construction of a nation around Judeo-Christian values and European political institutions" (Sleeter & Stillman, 2005, p. 43) due to the political and ethnic makeup of the people commissioned to draft the 1986 framework. Since the initial adoption in 1987, the History/Social Science Framework is supposed to be updated every seven years but has been "readopted three times with only minor updates" (Sleeter & Stillman, 2005 p. 33). According to Campbell (2000), "the classical, Eurocentric curriculum inaccurately represents history and the humanities, discounting or ignoring the contributions of people of color" (p. 305) Because of this, the present History/Social Science curriculum is divorced from the realities and experiences of the youth, particularly, students of color many of who cannot relate to History/Social Science curriculum. The historical content, facts and figures printed in textbooks and taught by educators is predetermined. Due to the framework, most schools fail to teach an accurate or omits, the complete history of minorities, such as the recruitment and contribution of the Hmong by the CIA during the conflict in Vietnam. This is a problem created in part by the failure to revise the History/Social Science Framework and Standards. Thus, with this lack of an inclusive and equitable curriculum, the responsibility is placed on teachers to develop the multicultural and Hmong focused lessons for California's students. The absence of Hmong American history from the standard curriculum in today's public schools has created a disconnection with Hmong American's identity, culture and heritage. Hmong American students feel alienated because they are group labeled and lumped as the model minority and their culture and history is excluded as a larger part of American history. For this reason, proponents of teaching and incorporating history of minorities history into the curricula suggest a student learning about his or her culture not only

improves individual self-esteem and provides a sense of identity, but raises their grades and increases interest in school (Asante, 1991; Banks, 1993; King 1992; Ladson-Billing, 1999). The same can be said for Hmong American students who feel alienated because the history and contribution of the Hmong is underrepresented in school curriculum. Thus, the teaching of this supplemental unit on Hmong American history in a school setting intention is to provide an equitable and need to empower Hmong American students, who are one of the lowest academically performing minorities in California underrepresented and overtly omitted in school curriculum. For this supplemental unit on Hmong and their contribution to American in Laos during the conflict in Southeast Asia to be successful, the author identify that the incorporation and implementing culturally responsive and critical pedagogical teaching strategies in essential.

**Long Road to Freedom** Linda Barr 2004-01-01 Discusses the history of Hmong people before, during, and after the Vietnam War, and the adaptation and transition for those who moved for a life in the United States.

*Teaching History with Film* Alan S. Marcus 2010-02-25 Offers a fresh overview of teaching with film to effectively enhance social studies instruction.

**An Introduction to Hmong Culture** Ya Po Cha 2014-01-10 Presenting a holistic perspective of the Hmong way of life, this book touches on every aspect of the Hmong culture, including an overview of their history and traditions, relationships between Hmong parents and their children, the rites and traditions of Hmong wedding and funeral ceremonies, the celebration of the Hmong New Year, home restrictions and other superstitious taboos, arts and politics. The book features and explains many Hmong words, phrases and proverbs. Instructors considering this book for use in a course may request an examination copy here.

**A Free People** Dave Moore 2003 A FREE PEOPLE chronicles the Hmong culture, history, folktales, customs such as Hmong New Year as well as the their journey to America. Based on interviews with elders and parents by Hmong youth in Minnesota, it helps the Hmong learn about their heritage and to introduce others to the Hmong culture, history and their place in American

history.

**Hmong, History of a People** Keith Quincy 1995 Most Hmong today live in China, Laos, northern Vietnam, Thailand, and Burma, and are all descendants (it is speculated) of Hmong who originally migrated from central Siberia.

**Asian-American Education** Meyer Weinberg 1997 Asian-American Education: Historical Background and Current Realities fills a gap in the study of the social and historical experiences of Asians in U.S. schools. It is the first historical work to provide American readers with information about highly individual ethnic groups rather than viewing distinctly different groups as one vague, global entity such as "Asians." The people who populate each chapter are portrayed as active participants in their history rather than as passive victims of their culture. Each of the twelve country-specific chapters begins with a description of the kind of education received in the home country, including how widely available it was, how equal or unequal the society was, and what were the circumstances under which the emigration of children from the country occurred. The latter part of each of these chapters deals with the education these children have received in the United States. Throughout the book, instead of dwelling on a relatively narrow range of children who perform spectacularly well, the author tries to discover the educational situation typical among average students. The order of chapters is roughly chronological in terms of when the first sizable numbers of immigrants came from a specific country.

*Picturing Milwaukee: Washington Park* 2015 Arijit Sen 2015 The 2015 Buildings-Landscapes-Cultures field school examines a complex urban edge where a bucolic Olmstedian park meets the residential neighborhood of Martin Drive and 19th century industrial corridor housing Harley Davidson Motor Company and Miller Brewery intersects a once vibrant Vliet Street.

**Who are the Hmong People?** Kha Yang Xiong 2019-11-11 This nonfiction children's book teaches about the Hmong people. It gives a brief history of the Hmong people and it also gives information about their culture, traditions, religion, food, and clothing.

**Hmong Refugees in the New World**

Christopher Thao Vang 2016-01-20 Almost no one in the West had heard of the Hmong before

National Geographic ran a cover story on the Southeast Asian ethnic group that had allied with the United States in the Vietnam War, and few knew of them before their arrival in the U.S. and other Western nations in 1975. Originating in China centuries ago, they have been known by various names--Miao, Meo, Miaozi, Meng or San Miao--some of them derogatory. The Hmong in the West are war-displaced refugees from China and Laos, though they have been misidentified as belonging to other ethnic groups. This mislabeling has caused confusion about the Hmong and their history. This book details the history of the Hmong and their journey from Eastern to Western countries, providing a clear understanding of an immigrant culture little understood by the American public. Instructors considering this book for use in a course may request an examination copy here.

*Fight the Tower* Kieu Linh Caroline Valverde 2019-10-11 Asian American women scholars experience shockingly low rates of tenure and promotion because of the ways they are marginalized by intersectionalities of race and gender in academia. *Fight the Tower* shows that Asian American women stand up for their rights and work for positive change for all within academic institutions. The essays provide powerful portraits, reflections, and analyses of a population often rendered invisible by the lies sustaining intersectional injustices to operate an oppressive system.

**Language, Culture, and Community in Teacher Education** Maria Estela Brisk 2013-09-13 Published by Routledge for the American Association of Colleges for Teacher Education This volume addresses the pressing reality in teacher education that all teachers need to be prepared to work effectively with linguistically and culturally diverse student populations. Every classroom in the country is already, or will soon be, deeply affected by the changing demographics of America's students. Marilyn Cochran-Smith's Foreword and Donaldo Macedo's Introductory Essay set the context with respect to teacher education and student demographics, followed by a series of chapters presented in three sections: knowledge, practice, and policy. The literature on language education has typically been discussed in relation to preparing ESL or bilingual teachers. Typically,

needs of culturally and linguistically diverse students, including immigrants, refugees, language minority populations, African Americans, and deaf students, have been addressed separately. This volume emphasizes that these children have both common educational needs and needs that are culturally and linguistically specific. It is directed to the preparation of ALL teachers who work with culturally and linguistically diverse students. It not only focuses on how teachers need to change but how faculty and curriculum need to be transformed, and how to better train teacher education candidates to understand and work efficaciously with the communities in which culturally and linguistically diverse students tend to be predominant. The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and related organizations. Our mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. For more information on our publications, visit our website at: [www.aacte.org](http://www.aacte.org). **Teaching with Folk Stories of the Hmong** Dia Cha 2000 Teach students about Hmong culture, build appreciation of diversity, and extend learning across the curriculum with engaging activities based on Hmong folktales and traditions. Themes covered include farming, storytelling, folk arts, and customs. Students will enjoy learning about Hmong musical instruments, the beautiful Pa Ndau story cloths, and more. A wonderful companion to *Folk Stories of the Hmong*.

**Diaspora** Tou Her 2021-01-30 A collection of stories and illustrations based on the Hmong culture and experience. From the folklore told around the campfires to their involvement during the Secret War and how they came to America. These stories are told to preserve and inspire the people to learn more about this rich culture.

**Almost All Aliens** Paul Spickard 2009-05-07 *Almost All Aliens* offers a unique reinterpretation of immigration in the history of the United States. Leaving behind the traditional melting-pot model of immigrant assimilation, Paul Spickard puts forward a fresh and provocative reconceptualization that embraces the multicultural reality of immigration that has

always existed in the United States. His astute study illustrates the complex relationship between ethnic identity and race, slavery, and colonial expansion. Examining not only the lives of those who crossed the Atlantic, but also those who crossed the Pacific, the Caribbean, and the North American Borderlands, *Almost All Aliens* provides a distinct, inclusive analysis of immigration and identity in the United States from 1600 until the present. For additional information and classroom resources please visit the *Almost All Aliens* companion website at [www.routledge.com/textbooks/almostallaliens](http://www.routledge.com/textbooks/almostallaliens).

**Culturally Engaging Service-Learning With Diverse Communities** Delano-Oriaran, Omobolade O. 2017-09-13 Evaluating the experiences of racially marginalized and underrepresented groups is vital to creating equality in society. Such actions have the potential to provoke an interest in universities to adopt high-impact pedagogical practices that attempt to eliminate institutional injustices. *Culturally Engaging Service-Learning With Diverse Communities* is a pivotal reference source for the latest scholarly research on service-learning models that recognize how systemic social injustices continue to pervade society. Featuring extensive coverage on a broad range of topics and perspectives such as cultural humility, oral histories, and social ecology, this book is ideally designed for scholars, practitioners, and students interested in engaging in thoughtful and authentic partnerships with diverse groups.

**Research Anthology on Service Learning and Community Engagement Teaching Practices** Management Association, Information Resources 2021-12-30 The need for more empathetic and community-focused students must begin with educators, as service-learning has begun to grow in popularity throughout the years. By implementing service and community aspects into the classroom at an early age, educators have a greater chance of influencing students and creating a new generation of service-minded individuals who care about their communities. Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula. The *Research Anthology on Service Learning and*

*Community Engagement Teaching Practices* provides a thorough investigation of the current trends, best practices, and challenges of teaching practices for service learning and community engagement. Using innovative research, it outlines the struggles, frameworks, and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning. Covering topics such as lesson planning, teacher education, and cultural humility, it is a crucial reference for educators, administrators, universities, lesson planners, researchers, academicians, and students.

*Chico* Debra Moon 2003 In what has emerged as one of the most desirable places to live at the turn of this new century, the journey of Chico since its inception is one of growth as well as remembrance. A rich cultural heritage is as responsible for development of this diverse community as its fertile soils were in creating an economic stronghold. From the traditions and teachings of the Mechoopda Indians to its present day reputation as an educational bastion, Chico serves as a backbone of the budding Central Valley.

*Roots and Routes* Craig Moran 2009 Provides a brief history of the Hmong people and provides the back story to *The Latehomecomer* by Kao Kalia Yang.

*Hmong in Minnesota* Chia Youyee Vang 2009-06-25 Minnesota has always been a land of immigrants. Successive waves have each made their own way, found their place, and made it their home. The Hmong are one of the most recent immigrant groups, and their remarkable and moving story is told in "Hmong in Minnesota." Chia Youyee Vang reveals the colorful, intricate history of Hmong Minnesotans, many of whom were forced to flee their homeland of Laos when the communists seized power during the Vietnam War. Having assisted U.S. troops in the "Secret War," Hmong soldiers and civilians were eligible to settle in the United States. Vang offers a unique window into the lives of the Minnesota Hmong through the stories of individuals who represent the experiences of many. One voice is that of Mao Heu Thao, one of the first refugees to come to Minnesota, sponsored by Catholic Charities in 1976. She tells of the unexpectedly cold weather, the strange

food, and the kindness of her hosts. By introducing readers to the immigrants themselves, "Hmong in Minnesota" conveys a population's struggle to adjust to new environments, build communities, maintain cultural practices, and make its mark on government policies and programs. Chia Youyee Vang was born in Laos and as a child escaped with her family to the United States. An assistant professor of history at the University of Wisconsin-Milwaukee, she specializes in the study of Hmong community-building efforts. Culture and Customs of the Hmong Gary Y. Lee 2010 This book is the first to balance an account of the traditional life and history of the Hmong as a global people, with a full account of their modern, urban lives. \* A chronology from the earliest history of the Hmong to the present day \* Numerous photographs depicting Hmong culture and artifacts \* Glossaries of English, Hmong, Latin, and Chinese terms

**A People's History of the Hmong** Paul Hillmer 2015-01-02 Based on more than 200 interviews during 2002-2009 under the auspices of the Hmong Oral History Project. Several full-text interviews are available on the project's website. Writing from These Roots John Duffy 2007-01-01 Writing from These Roots documents the historical development of literacy in a Midwestern American community of Laotian Hmong, a people who came to the United States as refugees from the Vietnam War and whose language had no widely accepted written form until one created by missionary-linguists was adopted in the late twentieth century by Hmong in Laos and, later, the U.S. and other Western nations. For this reason, the Hmong provide a unique opportunity to study the forces that influence the development of reading and writing abilities in cultures in which writing is not widespread and to do so within the context of the political, economic, religious, military, and migratory upheavals classified broadly as globalization. Drawing on life-history interviews collected from Hmong refugees in a Wisconsin community, this book examines the disparate political and institutional forces that shaped Hmong literacy development in the twentieth century, including, in Laos, French colonialism, Laotian nationalism, missionary Christianity, and the CIA during the Vietnam War. It further

examines the influences on Hmong literacy in the U.S., including public schooling, evangelical Christianity

**The Hmong** Chris Nou Her Xiong 1995  
*Hmong American Concepts of Health, Healing, and Conventional Medicine* Dia Cha 2003 Examines Hmong American concepts of health, illness and healing, and looks at the Hmong American experience with conventional medicine. In this, it identifies factors that either obstruct or enable healthcare delivery to the Hmong.

**Encyclopedia of Asian American Folklore and Folklife** Jonathan H. X. Lee 2011 This comprehensive compilation of entries documents the origins, transmissions, and transformations of Asian American folklore and folklife. \* More than 600 entries \* Contributions from more than 170 expert contributors \* Introductory essays covering disciplinary theories and methods in the study of folklore and folklife \* An appendix of Asian American folktales

**Hmong Americans in Michigan** Martha Aladjem Bloomfield 2014-09-01 The Hmong people, originating from the mountainous regions of China, Vietnam, Thailand, and Laos, are unique among American immigrants because of their extraordinary history of migration; loyalty to one another; prolonged abuse, trauma, and suffering at the hands of those who dominated them; profound loss; and independence, as well as their amazing capacity to adapt and remain resilient over centuries. This introduction to their experience in Michigan discusses Hmong American history, culture, and more specifically how they left homelands filled with brutality and warfare to come to the United States since the mid-1970s. More than five thousand Hmong Americans live in Michigan, and many of them have faced numerous challenges as they have settled in the Midwest. How did these brave and innovative people adapt to strange new lives thousands of miles away from their homelands? How have they preserved their past through time and place, advanced their goals, and cultivated plans for their children and education? What are their lives like in the diaspora? As this book documents via personal interviews and extensive research, despite the tremendous losses they have suffered for many years, the Hmong people in Michigan continue to demonstrate courage and profound resilience.

### **New Mountain, New River, New Home?**

Margaret Eldridge 2019-10-17 When the Tasmanian Hmong "gifted" the author with the task of placing their story on record she set about interviewing this small refugee community in Tasmania, Australia's island state. But she did more than that. She traced the history of the Hmong people from the first references in Chinese literature through their chequered history in China until some of them moved into northern Laos. The book describes, largely in their own words, their exodus from hill-tribe homes as a result of the Secret War and the conflict in Vietnam. She follows them to refugee camps in Thailand and eventually to Australia where they build a new life. The story is set amidst the context of migration, both primary and secondary, globalisation and diaspora. The book offers a comprehensive look at resettlement of this refugee community and tells a fascinating story of a resilient people.

### **Hmong Ethnohistory** Jack Davidson 1995

Today over 115,000 Laotian Hmong reside in the United States. They are descendants of an ancient Asian people who originally lived in China but who have during the past several hundred years migrated into Indochina. This dissertation addresses the cultural history of these people. The author gathered his data through participant observation, interviews (utilizing interpreters when necessary), and library research. The goal of the project was to allow the Hmong to tell their own story. This was accomplished to some

degree by quoting Hmong interviewees and utilizing Hmong sources. A major innovation in Hmong society in Laos was the introduction and acceptance of Christianity by large numbers beginning in 1950. Families and entire villages gave up the spirit cult and embraced Christianity. Al an Tippet's Triangle of Personal Relationships model is used to explore the various dimensions of this spiritual awakening. Fully acknowledging that the people movement was a supernatural work of the Spirit of God, the model aids in highlighting the fact that conversion is a process involving many persons and forces. The approximately 20,000 Hmong Christians in the United States associated with the Christian and Missionary Alliance are the spiritual fruit of the 1950 people movement. The technique of 'upstreaming' was employed, working from the present back against the flow of history. The time periods were 1975-1990: migration to the United States; 1950-1975: Christian era in Laos, and pre-Christian Laos and China. Not surprisingly the first two of these proved to be the richest in oral history data. Within the fairly recent history, the Hmong have lost two homelands: China and Laos. A territory once occupied and lost has not eroded the Hmong's sense of identity. The author concluded that for the Hmong, who they are is more important than where they are. To be a Hmong is not to reside in a particular location, but to speak the Hmong language and to be near one's family and clan. The author's recommendations and conclusions are found in chapter 9.