



# **MONG EDUCATION AT THE CROSSROADS**

*Second Edition*

**PAOZE THAO**

# Mong Education At The Crossroads

**Yer J. Thao**



## **Mong Education At The Crossroads:**

*Mong Education at the Crossroads* Paoze Thao, 2023 This book is intended to help educators to understand the historical and cultural background of the Mong who have migrated from Southeast Asia to the United States since 1976 The Mong as a people have experienced a series of formative episodes up to 2021 This second edition of *Mong Education at the Crossroads* have been updated with new information since 1999 when it was first published As new immigrants in the United States the Mong Americans have encountered tremendous social cultural and educational problems during their transition from Mong to Mong Americans However during their last four decades and a half in the United States the Mong have adjusted amazingly and have made significant contributions to the United States This book has examined their experience through education This book is designed to be used as a textbook for courses in ethnic studies Southeast Asian history and culture Mong history and culture culture and cultural diversity and to be used as a case study in comparative and international education social and cultural foundations of education and in Mong ethnic studies

**Mong Education at the Crossroads** Paoze Thao, 2023-05-04 This book is intended to help educators to understand the historical and cultural background of the Mong who have migrated from Southeast Asia to the United States since 1976 The Mong as a people have experienced a series of formative episodes up to 2021 This second edition of *Mong Education at the Crossroads* have been updated with new information since 1999 when it was first published As new immigrants in the United States the Mong Americans have encountered tremendous social cultural and educational problems during their transition from Mong to Mong Americans However during their last four decades and a half in the United States the Mong have adjusted amazingly and have made significant contributions to the United States This book has examined their experience through education This book is designed to be used as a textbook for courses in ethnic studies Southeast Asian history and culture Mong history and culture culture and cultural diversity and to be used as a case study in comparative and international education social and cultural foundations of education and in Mong ethnic studies

**Resources in Education** , 1999-04 *The Mong Oral Tradition* Yer J. Thao, 2015-03-26 In 1975 after years of struggle Communists seized control of the government of Laos Members of the Mong culture who had helped the U S Central Intelligence Agency in their quest to halt the spread of Communism were forced to move to America as political refugees The Mong with their strong culture of oral traditions and beliefs were plunged into a multicultural society where the written word was prevalent As a result their oral customs are now being slowly eroded and replaced with a written tradition Desperate to hold on to their cultural identity and continue the traditions of their ancestors the Mong still struggle with the dilemma this change in literary perception has caused Compiled from numerous interviews this volume explores the lives of 13 Mong elders With emphasis on their unique oral tradition and cultural practices the book discusses Mong rituals tribal customs religious beliefs and educational experiences The main focus of the work however is the lifestyle the elders maintained while living in the mountains of Laos In their own words they

describe their childhood communities religious rituals and cultural traditions as well as the ongoing struggle of adjustment to their new homeland The work also delves into the Mong perceptions of industrialization and the generational conflict that immersion into a literate society has caused The author himself is a member of the Mong culture and brings a personal perspective to preserving the oral traditions of this unique ethnicity The work is also indexed

**Hmong-Related Works, 1996-2006** Mark Edward Pfeifer, 2007-09-13 The Hmong pronounced mong in English are a mountain dwelling subgroup of the Miao of southwest China In the 18th and 19th centuries the Hmong began migrating southeast to Vietnam Laos and Thailand Then in the second half of the 20th century due mainly to their participation in the Second Indochina War 1954-1975 the Hmong began migrating to the West Today the Hmong are one of the fastest growing ethnic origin populations in the United States growing from about 94 000 in the 1990 census to about 190 000 in the U S census bureau s 2005 American Community Survey With this rapid expansion in the population a substantially increased interest in Hmong related written works multimedia materials and websites among students scholars service professionals and the general public has arisen To help meet that interest author Mark E Pfeifer has compiled Hmong Related Works 1996-2006 An Annotated Bibliography which includes full reference information including internet links to articles where available and descriptive summaries for 610 Hmong related works

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

Innovations in Educational Ethnography George Spindler, Lorie Hammond, 2012-10-12 This volume focuses on and exemplifies how ethnography a research tool devoted to looking at human interaction as a cultural process rather than individual psychology can shed light on educational processes framed by the complex internationalized societies in which we live today Part I offers theoretical chapters about ethnography and examples of innovative ethnography from particular perspectives In Part II the emphasis is on the application of ethnographic approaches to educational settings Each contribution not only takes the reader on a thoughtful and enlightening journey but raises issues that are important to both educators and ethnographers including the relationship of researcher to subject the meaning of participant in participant observation and ways to give voice to disenfranchised players and on the complex ways in which all parties experience identities such as race in the modern world Innovations in Educational Ethnography Theory Methods and Results is a product of both continuity and change It presents current writings from mentors in the field of ethnography and education as well as the work of their students and of educators engaged in cultural studies of their work In many ways it provides fresh new vistas on the old questions that have always guided ethnographic research and can be used as a survey both of what ethnography has been and what it is becoming This book is the work of many hands and provides excellent examples of trends in both basic and applied ethnography of education These two kinds of work augment and

reinforce each other and also represent important current research directions in depth reflection on the process of ethnography itself and an application of its insights to teaching and learning in schools universities and communities No one philosophy guides the contributions to this volume nor were they chosen as exemplary of a particular approach yet foundational understandings and principles of ethnography shine through the work in both predictable and unexpected ways

**Asian American Education** Clara C. Park,Russell Endo,Stacey J. Lee,Xue Lan Rong,2007-07-01 This research anthology is the fourth volume in a series sponsored by the Special Interest Group Research on the Education of Asian and Pacific Americans SIG REAPA of the American Educational Research Association and National Association for Asian and Pacific American Education This series explores and explains the lived experiences of Asian and Americans as they acculturate to American schools develop literacy and claim their place in U S society and blends the work of well established Asian American scholars with the voices of emerging researchers and examines in close detail important issues in Asian American education and socialization Scholars and educational practitioners will find this book to be an invaluable and enlightening resource

**Roars of Traditional Leaders** Chai Charles Moua,2012-02-16 The aim of this book is to sustain the Mong cultural practices It is based on the roaring views of fifteen Mong traditional leaders about the oral and cultural practices of the Mong people in the U S Maintaining the cultural legacies of a group of indigenous people such as the Mong Americans is imperative since they have more than 5 000 years of cultural traditions The cultural and oral practices of the Mong New Year celebration marriage custom and traditional funeral rituals have been challenged as a result of the Mong migration from China often through other host countries to the United States The Mong traditional leaders have been the vocal voices that are influential in regard to maintaining the Mong traditional culture Roars of Traditional Leaders discusses this leadership role a key component of organization development and transformation played by contemporary leaders in the challenge of sustaining the Mong s rich cultural traditions in America Leaders will have to come together in the discussion of cultural practices and traditions in the century to come

Turning on Learning Carl A. Grant,Christine E. Sleeter,2008-10-28 With a wealth of ready to use lesson plans for grade levels K 12 covering a variety of subject areas Turning on Learning Fifth Edition shows students how to apply the principles of multicultural education in the classroom This practical lesson based companion to Sleeter and Grant s Making Choices for Multicultural Education Five Approaches to Race Class and Gender features additional lesson plans and new resource material along with updates of existing lesson plans

Refugees, Forced Migrants, and Human Tragedies Fonkem Achankeng,2023-12-06 Refugees Forced Migrants and Human Tragedies An Interdisciplinary Critical Perspective focuses on a sustained analysis of the nature of forced displacement with an emphasis on the attendant human tragedies that come with the forced displacement of people It explores the connections in refugee migrant and IDPs themes with a goal to sketching out some ways of thinking about refugees migrants and IDPs through the different chapters The collection aims to answer the following questions What discourses are created around refugees

asylum seekers and internally displaced persons IDPs from different parts of the world What is the relationship between those discourses and foreign policies and national politics in the North and South With chapters from scholars and policy makers from different parts of the world experiencing the refugee and forced migration crises this book will enhance the perceptions we have on these populations and help to make the policies that govern them *Cultural Competence in Applied Psychology* Craig L. Frisby, William T. O'Donohue, 2018-07-25 The first volume of its kind this provocative book evaluates the construct of cultural competence from multiple perspectives At the intersection of diverse disciplines and domains contributors argue for greater clarity in understanding the cultural competence construct a deeper level of analysis as to its multifaceted components and call for concrete practical objectives and science based means of measurement Serious nuanced discussion addresses challenges strengths and limitations of current cultural competence practice in terms of sociocultural concepts e g race ethnicity and practical concepts e g sensitivity in the therapeutic relationship treatment efficacy In addition contributors identify future directions for research training and practice with the potential to spur the further evolution of this clinically important construct This timely book Critiques the cultural competence construct and its evaluation as it is currently disseminated within applied psychology Compares and contrasts how cultural competence is defined within clinical school and counseling psychology Analyzes difficulties and challenges in understanding the cultural competence construct as evaluated through the lens of closely related fields outside of applied psychology Spotlights complexities in cultural competence issues pertaining to specific populations Sets out implications for education and training offering a detailed outline for an ideal college course in cultural competence With this level of reasoning and rigor *Cultural Competence in Applied Psychology* is sure to stimulate long overdue dialogue and debate among professionals across a wide variety of fields such as clinical psychology social work child and social psychology psychotherapy school psychology and counseling **Vietnamese Higher Education at a Crossroads** Duong Van Thanh, Mark Ashwill, Hoang Anh Tuan, 2024-08-07 This edited volume explores key challenges facing Vietnamese universities amidst digital transformation navigating the intersection of technology and cultural values competition and open education Chapters in this book offer insights into the current landscape of Vietnamese higher education outlining strategies for institutional success and preparing students for post graduation careers Covering topics such as new teaching and research trends online learning course development practices and support mechanisms for student success this book provides essential guidance for both public and private universities It emphasizes strategies to enhance student outcomes within degree programs and optimize the effectiveness of online courses **Narrowing the Achievement Gap** Susan J. Paik, Herbert J. Walberg, 2007-06-04 The subject of minority children s learning has long been the concern of civic leaders parents scholars and educators The federal legislation No Child Left Behind emphasizes the concern even more It specifically requires assessing the academic achievement of minority students particularly in economically disadvantaged areas and holding schools accountable for their

progress Schools that fail to attain Adequate Yearly Progress face the real possibility of being forced to close if they continually fail to perform Unlike the past these are increasingly high stakes consequences for educators parents students and the schools that serve them This book is timely and relevant because it addresses these issues and recommends solutions for Latino Black and Asian students This book also has implications for the problems the nation faces in helping all students to learn well particularly those that lag in academic achievement In considering the broad problems and in recommending solutions the book provides breadth concision and unique organization As the introductory chapter makes clear the book simultaneously considers not only the three most visible minority groups in the U S but draws upon the perspectives of anthropology education ethnic studies psychology and sociology From these several perspectives this book is organized within three broad sections 1 culturally diverse families and schooling 2 issues of immigration and schooling experiences and 3 socio cultural perspectives on teaching learning and development Within each section the authors marshal research literature regarding each ethnic minority group

**Fundamentals of Gifted Education** Carolyn M. Callahan, Holly L. Hertberg-Davis, 2013 The field of gifted education is characterized by a confusing array of perspectives concerning such fundamental issues as definition philosophy curriculum social and emotional development and underserved populations The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs providing appropriate counseling services and evaluating programs for the gifted Most sections are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides historical and theoretical background and organizing questions followed by several point of view chapters written by experts that provide varied perspectives on the topic at hand Distinguishing Features Comprehensive Coverage The book's forty five manageable length chapters cover the full range of topics that must be considered in planning programs and services for gifted students both within and outside of school Coherent Structure Section introductions provide background information and organizing questions to guide chapter authors who provide varying views of the issue at hand The emphasis is not on the right way or the wrong way except when clearly documented bad practice is discussed but on how best practice stems from well informed and logical decision making Decision Making Focus The book's introductory chapter addresses the need for a clearly developed and consistently applied set of values to guide decision making Likewise each section introduction includes a decision making framework regarding some aspect of educating counseling or parenting gifted students This book is appropriate for introductory level courses in gifted education or courses in program development and planning It is also suitable for school personnel responsible for making program planning decisions in the area of gifted education and for academic libraries with holdings in this area

*Global Issues in Education* Greg Wiggan, Charles Hutchison, 2009-08-16 *Global Issues in Education* bridges the discourse on globalization and education with international studies on race class gender ethnicity culture and multiculturalism The contributors to this volume address educational challenges of post colonial

Ghana the United Arab Emirates the Caribbean China and Germany juxtaposed against Western education in the United Kingdom and the United States They synthesize macrosociology with educational research which provides readers with the background core knowledge and global focus that is needed to understand international issues as well as deal with diversity in the classroom Global Issues in Education also addresses the need for additional research that makes the connections between the geopolitical economy and education and it does this with a focus on the link to culture ethnicity and education

*Writing from These Roots* John M. Duffy, 2007-05-31 Outstanding Book Award Conference on College Composition and Communication We are only beginning to recognize the global forces that have long shaped literacy in the United States What we need now is a book that demonstrates how to theorize U S literacy with regard to globalization s complex legacy *Writing from These Roots* satisfies this need and then some Duffy s careful representation of Hmong literacy narratives is a remarkable accomplishment in its own right not least for the respect he shows the women and men whose stories enable him to delineate personal cultural and national pathways to literacy In also documenting Hmong people s transnational pathway to literacy in the United States Duffy expertly details the rhetorical means by which literacy can make legible the self fashioning of distinct identities against a historical backdrop bleached by generations of assimilationist public policy and racist discourse Duffy s insistence that we think rhetorically about literacy is a call that will resonate in literacy scholarship for years to come Peter Mortensen University of Illinois at Urbana Champaign *Writing from These Roots* is without doubt a major original and important work Fittingly for a book that conceptualizes its topics and themes globally and comparatively it will attract an international audience Harvey J Graff The Ohio State University This is a fascinating and important study that is rich in theoretical insight about literacy and has an informed and detailed account of the Hmong experience in Laos and the United States Franklin Ng California State University Fresno *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 As such the Hmong have often been described as preliterate nonliterate or members of an oral culture Although such terms are problematic it is nevertheless true that the majority of Hmong did not read or write in any language when they arrived in the U S 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 *In Defense of Asian American Studies* Sucheng Chan, 2005 *In Defense of Asian American Studies* offers fascinating tales from the trenches on the origins and evolution of the field of Asian American studies as told by one of its founders and most highly regarded scholars Wielding intellectual energy critical acumen and a sly sense of humor Sucheng Chan discusses her experiences on three campuses



within the University of California system as Asian American studies was first developed in response to vehement student demand under the rubric of ethnic studies Chan speaks by turns as an advocate and an administrator striving to secure a place for Asian American studies as a teacher working to give Asian American students a voice and white students a perspective on race and racism and as a scholar and researcher still asking her own questions The essays span three decades and close with a piece on the new challenges facing Asian American studies Eloquently documenting a field of endeavor in which scholarship and identity define and strengthen each other In Defense of Asian American Studies combines analysis personal experience and indispensable practical advice for those engaged in building and sustaining Asian American studies programs

**Journeys of Asian Diaspora** Sam George, 2021-10-19 Asians make up the largest and most dispersed people of the world and Christians make up a sizable proportion of this demographic Asian Christians are more likely to emigrate and many have continued to embrace Christian faith at their diasporic places of settlement They are quick to establish distinctively Asian churches all over the world and infuse diversity revival and missionary consciousness into their adopted communities They preserve the ties and cultures of their ancestral homelands while assimilating and adapting into the new setting They have become a recognizable force in the transformation and advancement of Christianity itself at the beginning of the twenty first century The dozen essays in this volume are written by leading scholars of Asian backgrounds situated in various diasporic locations The authors trace the contours of their dispersion and highlight diverse missiological themes including the scattering diaspora and the gathering ekklesia of Asian Christians around the world This volume traces the origins and destinations of major Asian migration and diaspora communities from a variety of perspectives and geographical locations It is pan Asian in scope and multidisciplinary in nature It also provides the latest data and infographics on Asian diasporas worldwide

*Unraveling the "Model Minority" Stereotype* Stacy J. Lee, 2015-04-18 The second edition of *Unraveling the Model Minority Stereotype: Listening to Asian American Youth* extends Stacey Lee's groundbreaking research on the educational experiences and achievement of Asian American youth Lee provides a comprehensive update of social science research to reveal the ways in which the larger structures of race and class play out in the lives of Asian American high school students especially regarding presumptions that the educational experiences of Koreans Chinese and Hmong youth are all largely the same In her detailed and probing ethnography Lee presents the experiences of these students in their own words providing an authentic insider perspective on identity and interethnic relations in an often misunderstood American community This second edition is essential reading for anyone interested in Asian American youth and their experiences in U S schools Stacey J Lee is Professor of Educational Policy Studies at the University of Wisconsin Madison She is the author of *Up Against Whiteness: Race School and Immigrant Youth* Stacey Lee is one of the most powerful and influential scholarly voices to challenge the model minority stereotype Here in its second edition Lee's book offers an additional paradigm to explain the barriers to educating young Asian Americans in the 21st century xenoracism i.e. racial

discrimination against immigrant minorities intersecting with issues of social class Xue Lan Rong University of North Carolina at Chapel Hill Breaking important new theoretical and empirical ground this revised edition is a must read for anyone interested in Asian American youth race ethnicity and processes of transnational migration in the 21st century Lois Weis State University of New York Distinguished Professor Clear accessible and significantly updated The book s core lesson is as relevant today as it was when the first edition was published presenting an urgent call to dismantle the dangerous stereotypes that continue to structure inequality in 21st century America Teresa L McCarty Alice Wiley Snell Professor of Education Policy Studies Arizona State University Praise for the First Edition Sure to stimulate further research in this area and will be of interest to teachers teacher educators researchers and students alike Teachers College Record A must read for those interested in a different approach in understanding our racial experience beyond the stale and repetitious polemics that so often dominate the public debate The Journal of Asian Studies Well written and jargon free this book documents genuinely candid views from Asian American students often laden with their own prejudices and ethnocentrism MultiCultural Review

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