

Southeast Asian Summer Studies Institute (SEASSI)
Language and Culture of Asia: 507-508
THIRD-YEAR HMONG HERITAGE

CONTENT OF THE CURRICUM
Developed and Taught
by Kao-Ly Yang PhD (Linguist & Anthropologist)
For the 3rd Year Hmong- Advanced level
SUMMER 2003

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Learning a language is like penetrating a new garden of knowledge where trees, flowers and birds, and various scents, colors and flavors are organized in a certain way. The general purpose of the Third-Year Hmong is to nurture, to cultivate and to enhance skills and competencies in Hmong language and culture. Otherwise said, each student is expected to become an aware, sensitive and complete reader, writer, speaker and thinker at the end of the eight weeks of intensive training. In this heritage class, students are native speakers: they know the language, but do not know well enough or do not approach yet in an analytical way, the language, the culture and the existing – but invisible – links that tie word to concept, and knowledge to practice. This class will take students to re-discover the specificity and the beauty of Hmong heritage so that they will improve their literal proficiency and enlarge their understanding of Hmong contemporary issues and identity in transition. Learning as gardening is fun and exciting.

PURPOSES AND CONCRET OBJECTIVES

The purpose of the 3rd Year Level of Advanced Hmong language is to teach -- BY TOPIC.

The primary objective is to enhance skills of native speaker

- In oral expression (speaking, reading and singing tones),
- In written expression (standard writing, formal writing) and
- In comprehension (listening, understanding with culturally appropriateness).

The skills and competencies expected from students are:

1. To enlarge writing skills and get into habit of writing for personal purposes (Letter, diary, email, flyer, tales) and for formal reasons (transcription, translation, journal article and academic paper).
2. To perfect speaking skills in using more vocabulary, correct tones and appropriate cultural and social forms of politeness, of sociability and of formal gestures.
3. To enhance reading skills and get into habit of reading for personal purposes such as read newspaper, article, Internet publication, letter, Reading well involves reading faster in silence.
4. To be familiar with Hmong history, culture and languages issues in relation with processes of changes that are impacting Hmong community life in the United States. In addition, a topic chosen by student has to be known in depth.

TOPICS CHOSEN BY STUDENTS in SUMMER 2003

Regarding choice of topics, this class primarily has two means goals: 1.) to study Hmong traditional lifestyle, 2.) to understand Hmong contemporary issues by seeking to highlight the existing links with past events that still have impact on current issues.

WEEK1: Marriages and love issues

WEEK2: Rituals and festivities and, beliefs and religion issues

WEEK3: History, wars and immigration patterns

WEEK4: Family, gender and values issues (socialization and education)

WEEK5: Art and Literature

WEEK6: Economy and farming issues

WEEK7: Social organization and kinship terminology

WEEK8: Leadership, cultural competency and making-decision process

WEEKLY SCHEDULES AND DAYLY ACTIVITIES

(From 16th June to 8th August 2003)

Every week, a topic will be chosen to lead the study of Hmong language. The unfolding of the class follows this below planning. These schedules may change depending on needs and other unexpected activities.

Schedules	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	Student's Morning Reading Session ☺ ☞ "15 nasthis los ncig lub ntiatj teb mus rau neeg lub siab seb ..."				
8:15-10:00	☽ Study of a Weekly Topic			Script & Drama ☹	Newsletter -
10:00-10:30	break ☹ break ☹ break ☹ break ☹ break				
10:30-11:30	☽ Study of a Weekly Topic (Continuation)			Script & Drama (Continuation) ☹	Newsletter (Continuation) -
11:30-12:30	Grammar, Vocabulary and other Activities & Assignment of Homework ☹				Gathering with Hmong level 1 and 2
Afternoon	If requested, individual tutoring for independent study (Depending on needs and wishes of students and availability of teacher) ☺☹				

STUDENT'S ACTIVITIES

1. DIALOG JOURNAL – every day
2. MORNING READING SESSION: student chooses a topic to present– every day
3. HOMEWORK for THE WEEKLY TOPIC: at least 3 hours a week
4. PLAY ROLE – one time a week
5. NEWSLETTER- one time a week
6. INDEPENDENT STUDY – at least 5 hours a week