

Course Proposal Summary

Ongoing proposal information

2/26/24 Update course description and update with Arts & Humanities Core and Race, Power, and Justice in the United States Theme LE requirements. - SJC
5/1/23: Course approved by CCC. JKG
12/13/22 Create new 3 credit course for fall 2023. Previously taught as AMES 3720, Hmong Textiles and Identities, Fall 2022. - SJC

Curriculum contact name	Curriculum contact email address
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Basic Course Information

Effective term	PeopleSoft course ID	Effective date
Fall 2024	826628	Sep 3, 2024

Active/inactive status	Appear in course catalog?
Active	Yes

Institution	Campus
UMNTC	Twin Cities

College	Career
TCLA - College of Liberal Arts	Undergraduate

Department
Asian and Middle Eastern Studies (10954)

Is this course split ownership?
No

Course subject code	Course number
AMES	3766

Course name
Hmong Textiles and Identities

Course name for transcript
Hmong Textiles and Identities

Course description

This is a lecture, discussion, and project-based learning course on the multi-faceted Hmong identities throughout regions of different countries, time-periods, and acculturation process of each region. The course analyzes authentic materials, texts, and media about the utilization of Artistic Textiles as well as Functional Textiles (clothing) in everyday Hmong life as well as identity frameworks. Hmong textiles and embroideries are key elements to Hmong identities, and directly reflect the diaspora, culture, location, dialect, and practice of each group and sub-group. International Hmong identities are identified and studied in order to critically analyze the foundations of the Hmong American identity. Students learn how to interpret each region’s textiles and embroideries and how they represent embroidered language and identities. Although there will be a focus on Asia, this class also focuses on an international Hmong identity which includes the United States and other countries of the Hmong diasporic journey. The class analyzes the role textiles play in today’s international Hmong population, Hmong ethnic identity, transformation, advancement, social justice, and commodification. This course is taught in English, there are no prerequisites, and students are not required to have taken any Hmong language classes.

Course Enrollment and Student Planning

Grading basis

OPN - Student Option No Audit

Typically offered term(s)

Periodic Fall & Spring

Typical meeting pattern

two 75-minute meetings

Require consent to enroll

No Special Consent Required

Require consent to drop

No Special Consent Required

Are you proposing changes to prerequisites, corequisites, equivalencies, or cross-listings?

No

Assign existing prerequisite or corequisite

undefined - undefined

Do you need to define a new prerequisite or corequisite?

No

Can students enroll in more than one section of this course in the same term?

No

Prerequisites and Corequisites (Crookston only)

Equivalencies and Cross-listings

Is this course equivalent to any other courses?

No

Is this course cross-listed with any other courses?

No

Credits, Instructional Time, and Repeats

Credits

Minimum credits

3

Maximum credits

3

Instructional time (hours)

Minimum instructional time

3

Academic progress units

Academic progress units

3

Financial aid units

Financial aid units

3

Course count

1

Is this course repeatable?

No

What is the maximum number of times a student could earn credit for taking this course?

1

What is the maximum number of credits a student can earn from this course?

3

Course Characteristics

Course attributes

-

Is this a topics course?

No

Will this course ever be offered online or primarily online?

No

Is any portion of this course taught outside of the United States?

No

Is this an honors course?

No

Is this a freshman seminar?

No

If this course uses community-engaged learning (CEL) instructional strategies, indicate up to 5 CEL values.

-

CIP code

16.0399

HEGIS code

16.0399

Components

Code	Name
LEC	Lecture

Primary and Graded Component Details

Primary component

Lecture

Graded component

Lecture

Student Learning Outcomes (Undergraduate Crookston, Duluth, and Twin Cities only)

Learning outcome

Can locate and critically evaluate information.

How will the instructor assess the students' learning related to this outcome?

I will be evaluating outcomes and comprehension by means of discussions, exams, written assignments, and presentations.

How will this outcome be addressed in the course?

Students will be introduced to a series of different textiles and embroideries from regions of China, Vietnam, Laos, and Thailand. Students will learn about the meaning, significance, and characteristics of each regional textile. Students will also then learn about the groups of Hmong in those regions, the dialects they speak, the patterns and routes of migration, and the advancement or changes of each group. Examples of classwork will be discussions, readings, group analyses, and presentations of these key items on sub-groups of these regions. Students will be able to showcase how textiles are not only artforms and expressions but also representation of language, dialects and communities.

Course Dependencies and Curricular Impacts

Course Proposal Details

Liberal and General Education

Are you proposing this course to meet a general or liberal education requirement?

Yes

Proposed Twin Cities Liberal Education Core	Proposed Twin Cities Liberal Education Designated Theme
Arts/Humanities	Race, Power, and Justice in the United States
This course is approved as a Core, effective -	This course is approved as a Designated Theme, effective -

Approved Twin Cities Liberal Education Requirement(s)

Describe how the course meets Liberal Education Core course criteria

Liberal Education Statement:

A liberal education prepares students to think critically and ethically about the world from a variety of perspectives and approaches. The study of Hmong textiles and the significance surrounding each regional textile offers us concepts and experiences of human conditions while inviting us to be attentive to diverse cultural traditions and histories. These understandings will enrich students' lives, prepare them for their roles beyond college, and help make them more thoughtful and perceptive members of their own communities and when interacting with others. This course focuses on the creative and collaborative art form of textiles and its intersection of culture, history, identity, and ethnicity. The Hmong identity is diverse and multifaceted. This directly impacts the patterns and textiles from different regions of the world where Hmong communities live and tell the history of the context of when they were created. The course offers perspectives into these various identities as well as the social justice aspects surrounding the Hmong identity in the United States.

Arts and Humanities Core Requirement in Humanistic Studies:

Common goals for all core courses

(1) Employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it:

While learning about Hmong history, culture, identity, and the textiles that result from these elements, students will have the unique opportunity to use the techniques learned in class to create their own story cloth using Hmong embroidery practices. Weeks 7 and 8 are dedicated to hand-on experiences where students will practice Hmong embroidery techniques while continuing to learn about these same techniques. Students will also “do the work of the field” by researching and presenting on Hmong textiles and identities within

different regions as part of their midterm and final projects. This opportunity to teach their fellow classmates allows them to reflect on lecture styles as modeled by the instructor for this course and their other courses, and helps students prepare for how they might share the knowledge gained in this course within their communities.

(2) Small group experiences and writing, as appropriate to the discipline, help students learn and reflect on their learning:

As part of their final project, students are pre-assigned into 4 small groups. Each group will research and present on Hmong textiles and identities within a different region: China, Vietnam, Laos, and Thailand. Following the lecture style modeled by the instructor from Weeks 1-8, each group presents on the qualitative information found on the Hmong of each country and region. Tuesdays are Student Group Final presentation days and Thursdays are instructor-led discussion days about the country presented that week and how these identities are present in the Hmong American identity. The instructor provides feedback directly to the group in their evaluation, and expands on the information they presented on Thursdays.

During class meetings, the instructor breaks the students into small groups, which discuss that day's assignments read and watched in advance of the class meeting. Depending on the material, the instructor may apply a framework for the group discussion. The instructor may also encourage a freeform discussion as a form of scaffolding to a whole class discussion. To further support students' learning, there are three site visits around the Twin Cities area that are required as part of the course. Students are able to interact with and view the textiles we will be studying and learn from local community members about their experiences as Hmong American. Students complete written reflections after each site visit with a follow up class discussion during the following class meeting.

(3) The course has no prerequisites.

Specific goals for Humanities Studies courses

(1) Students engage in detailed analysis of and reflection on some humanistic literature or creative product—for example, a philosophical essay, a religious treatise, a work of cultural commentary, or a documentary film.

The course utilizes a number of primary sources in the form of videos and written materials created by the Hmong community to teach others about their textiles and what various patterns and motifs symbolize. The Hmong language is grounded in oral tradition, and still relies today on oral storytelling. Hmong textiles, through the use of each Hmong groups' specific patterns and motifs, tell the stories of the Hmong peoples. Students will analyze the textiles to interpret the stories and histories they represent. Students will first participate in analyzing textiles in the classroom group setting, and will then do so on their own for their midterm project.

(2) Students develop their understanding of the works or cultural practices they consider. Where appropriate (for example, in considering a philosophical work) they engage in critical evaluation of the work.

As part of their midterm project, students are assigned a randomly chosen piece of Hmong cultural art (selected by instructor). Students evaluate the artwork, motifs, designs, regional aspect, and meanings of the art based on the knowledge gained from in-class lectures, reading assignments, videos on Hmong textiles, guest lectures, and site visits. Students present on their findings and interpretations in Week 9.

(3) Students examine how the work under consideration arose out of its cultural or historical context.

This course is based in analyzing and studying Hmong textiles and how the patterns and motifs used reflect and arose from a specific Hmong identity in a particular part of the world. For example, weeks 5, 6, and 7 focus solely on different weaving processes, motifs, patterns, and symbolism in Hmong textiles. Hmong textiles and embroideries are key elements to Hmong identities, and directly reflect the diaspora, culture, location, dialect, and practice of each group and sub-group. Students learn how to interpret each region's textiles and embroideries and how they represent embroidered language and identities through hands on projects, reading assignments, videos, site visits, and guest lecturers.

(4) The course explores the role that the work plays in the larger society of which it is a part.

The Hmong language is grounded in oral tradition, and still relies today on storytelling. Hmong textiles, through the use of each Hmong groups' specific patterns and motifs are a key element in protecting and maintaining Hmong history, identity, and culture. Hmong textiles and embroideries directly reflect the diaspora, location, dialect, and practice of each group and subgroup. Through learning about each group and subgroup, students will explore the larger societal impacts and importance of textiles and embroidery to the Hmong community. Students will be able to interact with Hmong community members who specialize in textiles during site visits and guest lectures, and learn from them firsthand the role that textiles play in shaping and being shaped by Hmong identity and how traditions are passed on from generation to generation.

Describe how the course meets Liberal Education Designated Theme course criteria
Race, Power, and Justice in the United States Theme Requirement:

Guidelines for all theme courses

(1) Thinking ethically about important challenges facing our society and world.

Hmong Textiles and Identities encourages students to consider questions and topics related to identity, ethnicity, what it means to be a part of a worldwide community, diaspora, appropriation and commodification. Experiences of diaspora and displacement are issues affecting not only that community, but the communities around them, and ultimately, our world. The diaspora of the Hmong is not unique to just one ethnicity, nor country, but an experience that can be applied to many communities of people. Understanding the Hmong's experience in diaspora through studying textiles that reflect the Hmong language, culture, and history can help students understand about others and the world around them.

A great example of this is the booming immigrant communities in Minnesota. Learning about the Hmong experience will not only enrich students' understanding of how all human experiences are linked, but will also teach them to understand about other communities in diaspora as well. The course provides ample opportunities for students to read articles, research through on-site excursions, and watch videos on the Hmong experience and the creation of Hmong textiles.

Additionally, this class looks at how Hmong culture and textiles have become commodified and appropriated, first by the fashion industry and then by the Hmong themselves. Students will analyze textiles, videos, and texts to reflect on the impacts, ethics, and consequences or appropriation, commodification, globalism, and racial inequality for Hmong communities both abroad and in the United States.

(2) Reflecting on the shared sense of responsibility required to build and maintain community.

Hmong culture is centered in family and community, which is reflected in the textiles and textile creation practices observed in this class. Students learn about various communities of Hmong throughout the world and the unique aspects of each as well as overarching characteristics that connect the Hmong identity. They will research how Hmong culture is not singular and how it has changed over time and location. The textiles studied in this course teach the history of the Hmong. Students will be asked to reflect on this history and how the Hmong experience has changed overtime, particularly in the United States. Questions of maintaining community and maintaining culture, even through diaspora and across nations, will be discussed and reflected on. Students learn best from peers and the methodologies of class discussions, group projects, site visits, and writing assignments aim to give that space for them to be accountable to each other's learning growth, guiding them to understand that they must work together in order to maintain a strong community.

(3) Connecting knowledge and practice.

This course connects knowledge and practice through teaching students about Hmong textiles and how they represent Hmong identities and then utilizing hands on project based learning techniques. For example, instead of a written final exam, once the midterm exam is completed, students in groups research Hmong identities in different countries and present on their research findings. Presentation skills are learned throughout the semester as the instructor models various ways of presenting through her own lectures. These presentations take place on Tuesdays. On Thursdays the instructor follows up with a guided lecture, highlighting any additional cultural, identity, and artistic points that were missed. The instructor finishes by grounding the lecture in the United States and showcases how these various identities interact in the U.S.

(4) Fostering a stronger sense of our roles as historical agents.

This course guides students through discussions of how do we maintain respect and pass on authentic identities that will greatly impact future generations and communities. Students reflect on their own experiences in their communities and how they interact with other communities. The course also delves into the phenomenon of how Hmong culture and textiles have become commodified and appropriated, first by the fashion industry and then by the Hmong themselves. It reflects on how individuals are responsible for their own roles in the hurt and harm that comes from commodification and appropriation of identities and cultural traditions, and what they can do in their lives to responsibly share these identities and traditions to not hurt others in their own hurt. This course engages students in discussing and reflecting on the implications of their actions and responsibility toward diverse communities. Students can then use this knowledge to reflect on their own roles as historical and cultural agents, how their actions and interactions can have long lasting implications in the cycle of appropriation and commodification, and how to maintain respect and cultivate authentic identities.

Specific objectives and criteria for Race, Power, and Justice in the United States:

(1) The course promotes historical and contemporary understandings of how systemic structural inequalities that sustain social, political, economic, and/or environmental inequities, particularly for Black, Indigenous, and other communities of color, have been constructed and perpetuated in the United States.

This course analyzes Hmong identities around the world and the rich differences between Hmong communities through the lens of textile observations. The course brings these observations back to the United States and how these nuances and differences are erased through cultural assimilation and stigma of the perceived "other." Historically, the Hmong people come from complex identities and backgrounds from all across the world, and yet in the United States, they are consistently labeled with words and names that do not pertain to

the Hmong community and lump them into one monolithic category. In the 1960s, they were labeled as refugees and Vietnamese. Today, they are continuously labeled as Chinese or the singular concept of “Asian.” Through readings and lectures, students will learn the context revolving around the systemic structural inequalities that the Hmong have faced in the United States since the 1960s to present day, and how Hmong communities have been impacted and changed over generations.

(2) The course may focus entirely on racial justice or may focus on the structural inequalities facing other marginalized groups in the United States. However, all courses must substantively integrate issues of racial justice, whether the course focuses centrally on issues of race, or focuses on other forms of difference (e.g., ethnicity, class, gender, religion, sexual orientation, citizenship status, disability).

This course is centered in the complex identity and ethnicity of Hmong around the world and the erasure of those diverse cultures and identities in the United States. The course teaches about when the Hmong first arrived in the United States, there was a stigma around their status of refugees and being labeled as Vietnamese. There was also a societal disregard of why the Hmong were in the United States due to their roles in supporting the U.S. and the CIA during the Cold War. As the decades have passed, Hmong identities are still labeled as Chinese or lumped together as one monolithic “Asian” identity. The course also reflects on how Hmong in the United States have a much larger role and impact on the international Hmong community than they realize, and at times impose their own identities and power on Hmong around the world and other marginalized groups. The course delves into studying the history of Hmong in the United States, internalized prejudices and stereotypes within the Hmong community, ethnic identities of Hmong in the US, and the complex issue of imposing certain identities back onto other communities. Conversations on how to recognize these patterns and systems in both the Hmong and other communities and how to move forward ties the course together.

(3) The course amplifies voices and scholarship from Black, Indigenous, and other communities of color.

This course studies Hmong textiles and identities from the United States and around the world and relies heavily on scholarship from Hmong scholars and creators. Students visit local museums and collections that are curated by the Hmong community to further enhance their learning and understanding of Hmong textiles, history, and community. For example, one video students will watch is “Hmong Textiles and Clothing with Pachia Vang and Lu Lee,” where Vang and Lee introduce Hmong needlepoint used on textiles and the techniques that have been used for generations. They explain stories and history behind different patterns. They also share their personal history with the textiles and the research they’ve completed to teach others about Hmong textiles and embroidery patterns. Other

examples of scholarship from communities of color that the course relies on includes, but is not limited to, the article *Flower Cloth: A Story Telling Textile*, by May Lee-Yang and the TED Talk *The 3 P's of Cultural Appropriation* presented by Kayne Kawasake. Additionally, students partake in three site visits around the Twin Cities area to local Hmong communities. They will learn from the community directly and interact with Hmong community members while continuing to learn about textiles and the role Hmong textiles play in Hmong culture and identity. Scholarship from the Hmong community and other communities of color are a vital part of this course and are utilized throughout the course.

(4) The course promotes agency to address disparities in institutionalized systems by helping students identify specific actions to address power hierarchies and promote social justice.

One topic that is explored in this course is the appropriation and commodification of Hmong textiles. Students watch and discuss Kayne Kawasaki's TED talk on "the 3 P's of cultural appropriation." The three P's are property, privilege and profit. Students reflect on cultural appropriation within the context of fashion and the three P's and how the three P's play a role in their own lives. While identifying the commodification and appropriation of Hmong textiles, and in a larger context, other marginalized cultures in the United States and abroad, students learn about and discuss their own roles in this process. They will build skills to recognize appropriation of cultures in fashion and other contexts, beyond the more obvious instances, and actions they can take to not perpetuate these harmful systems.

Are you proposing this course to meet the Writing Intensive requirement?

No

This course is approved as Writing Intensive **This course is approved as Writing Intensive, effective**

No

Syllabus (All Rochester and Twin Cities Careers, Duluth 8xxx-Level)

Upload a syllabus from within the past 2 years

[AMES 3766 - 2024.docx](#)