



Hmong Studies Journal

PRESS RELEASE

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THE EDUCATION SPECIAL ISSUE OF THE HMONG STUDIES JOURNAL IS PUBLISHED AT www.hmongstudiesjournal.org

The Saint Paul-based Hmong Studies Journal is pleased to announce the publication of volume 19(1), a special issue focusing on contemporary concerns and issues in Hmong American education. An internet-based journal, the Hmong Studies Journal is the only peer-reviewed academic publication devoted to the scholarly discussion of Hmong history, Hmong culture, Hmong people, and other facets of the Hmong experience in the U.S., Asia and around the world. The Hmong Studies Journal has now published 21 online issues in 19 volumes with a total of 171 scholarly articles since 1996. The scholarly research in this issue is widely disseminated through the Hmong Studies Journal's website, the journal's social media pages and to thousands of academic and public libraries through dissemination agreements with major scholarly database aggregators including EBSCO, ProQuest, Gale/Cengage, the Directory of Open Access Journals (DOAJ) and Asia-Studies Full-Text.

Dr. Mark Pfeifer, Editor of the Hmong Studies Journal stated "The Hmong American Education Special Issue of the journal includes articles on key topics contemporary scholars are grappling with related to Hmong American populations including critical race theory applications to the Hmong experience, the unique experiences of Hmong graduate students and Hmong male secondary students as well as the importance of certain social and emotional skills and supports for Hmong Student Achievement. I am particularly grateful to our guest issue editors: Dr. Soua Xiong and Dr. Song E. Lee of Fresno State University along with a team of expert reviewers in Hmong American education for their hard work on making this important special issue which advances contemporary research in Hmong American education possible."

HMONG STUDIES JOURNAL EDUCATION ISSUE CONTENT

Research Articles

Critical Race Theory and Hmong American Education by Christin DePouw

Navigating Graduate Education as a First-generation, Hmong American Woman: An Autoethnography by Manee Moua

Hmong Male Youth and School Choice in a Neoliberal Era by Kari Smalkoski

The Role of Social and Emotional Skills and Supports for Hmong Student Achievement by Kory Vue and Michael C. Rodriguez

**CONTRIBUTORS TO HMONG STUDIES JOURNAL VOLUME 19(1): EDUCATION
SPECIAL ISSUE**

Guest Editor Soua Xiong is an Assistant Professor in the Student Affairs and College Counseling program at California State University, Fresno. His scholarly interests broadly center on the experiences and outcomes of underserved students in higher education. Specifically, his research focuses on institutional practices that support student success. Currently, he is investigating practices of faculty and student services staff members and their influence on engagement among Southeast Asian American students in community colleges.



Guest Editor Song Lee is an Associate Professor and Department Chair in the Department of Counselor Education and Rehabilitation at California State University, Fresno. Dr. Lee is also a Licensed Marriage and Family Therapist who have provided counseling services to diverse groups of children, family and couples. Dr. Lee's current involvement with the community is included, although not limited to, being a member of the Central California Asian Pacific Women's Domestic Violence Advisory Board and the Southeast Asian Task Force (advocating for educational and health needs of Southeast Asian Americans). Her research and publications focus on educational and mental health concerns of Hmong Americans and diversity issues in counseling.



Dr. Christin DePouw is an Associate Professor of Education at the University of Wisconsin-Green Bay.

Dr. Manee Moua is an Assistant Professor in Psychology at Lewis-Clark State College.

Dr. Michael C. Rodriguez is Professor of Quantitative Methods in Education and Campbell Leadership Chair in Education and Human Development at the University of Minnesota.

Dr. Kari Smalkoski is a researcher in the department of Gender, Women and Sexuality Studies at the University of Minnesota, Twin Cities.

Kory Yi Vue is a graduate student in the Quantitative Methods in Education program at the University of Minnesota.

ABOUT THE HMONG STUDIES JOURNAL

Volume 19(1) and previous volumes of the Hmong Studies Journal may be viewed online at: <http://www.hmongstudiesjournal.org/>

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