


Individually Negotiated Honors Option for Janet Donnelly [REDACTED]

The INHO for Ms. Donnelly in ANTH 107 (Development, Conservation and Indigenous Peoples) for Fall, 2008 is designed to provide an enriched appreciation of the issues covered in the course. Since Janet is a Psychology major, I will use this opportunity to take her deeper into the material in a way that reflects anthropological approaches to the individual, including textual analysis and an expanded "webservation."

I will basically be following the same course format as when I last taught it in 2005 (syllabus enclosed), although I will be changing two of the assigned texts when I remake the syllabus for the fall. The general assignments for the regular course include (in addition to two exams) three short essays (CAJs, each 2-3 pages), and a "webservation" assignment with an oral component, and a reflective essay (ca. 7 pages) on the course material. I will be turning the reflective essay on the syllabus enclosed into a short essay (CAJ) assignment and will be adding a Reading Analysis Guide (RAG) for all the major readings. My course is designed with a significant amount of writing already built in, but I will expand this for the INHO

The INHO for Janet Donnelly will be as follows:

1. For three of the four short essays I will add an extra reading (either an article or book chapter, to expand the issue being covered) and direct Janet to write a longer short essay (CAE, 4-5 pages instead of 2-3 pages) in each case. I will also meet with her after this to discuss the essays with her. This will allow us to probe the issue involved and her writing style in greater depth.
2. For the "webservation," I will add two extra websites for her to analyze. I will meet with her individually to discuss her approach to the websites and also after her oral presentation in class to review that personally with her.



March 26, 2008
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Last available syllabus
will be revised
for fall of
05

Anthro 107

Development, Conservation and Indigenous Peoples in Applied Anthropology

Spring 2005

M-W-F 9:05-10:00 am 205 Breslin

Prof. Daniel M. Varisco
anthdmv@hofstra.edu
Office: 200E Davison ☎ 5590
Office Hours: MW 8:30- 9, 10:10-10:40 am
W 2:00-3:00 pm
or by appt.



class website at: http://people.hofstra.edu/faculty/daniel_m_varisco/hofdan.html

• Purpose of Course:

This course will look at how anthropologists have contributed to understanding the colonization and development of "Third World" societies, especially in Latin America and Asia. The focus will be on "indigenous peoples", those societies in place before contact with Western Civilization or missionaries, and their state in the world today. The main issues to be addressed in the course include:

- preservation of indigenous lifeways, customs and basic human rights of native peoples
- role of non-Western societies in preservation of the environment and biodiversity (such as the Amazon rainforest)
- impact of missionary activities on native peoples
- appropriate forms of sustainable development and technology transfer
- indigenous views of development
- legitimacy of foreign aid and development assistance from The World Bank, the United Nations and the US government.

The professor will draw on his own professional experience in development projects in the Middle East and Central America by examining past and on-going projects he participated on in these regions. These include development of agriculture, education, health, community services and local resource use. Attention will also be given to several ethnographic case studies, particularly in Latin America, the Philippines and Melanesia. In addition to the required reading, there will be slide presentations, films and opportunity for discussion of issues.

2 Required Course Texts:

- Hau'ofa, Epeli (1983) *Tales of the Tikongs*. Honolulu: University of Hawaii Press.
- Katakis, Michael, (1998) *Excavating Voices: Listening to Photographs of Native Americans*. Philadelphia: University of Pennsylvania Museum.
- Schlegel, Stuart A. (1998) *Wisdom from a Rainforest: The Spiritual Journey of an Anthropologist*. Athens: University of Georgia Press.
- Wearne, Philip (1996) *Return of the Indian: Conquest and Revival in the Americas*. Philadelphia: Temple University Press.
- E-Reserve for course

□ **Course Schedule:**

- 1/26 Introduction to Course and review of syllabus
1/28 Lecture: Debating Development: Two Opposing Views

I. INDIGENOUS PEOPLES IN THE AMERICAS

[The first part of the course explores the issues of colonization and exploitation of indigenous peoples, with a focus on Latin America and Hawaii.]

- 1/31 Who Are Indigenous Peoples?
 READ: Wearne (1-31) and look at Wearne (Appendix 1, 204-215)
- 2/2 The New World Columbus Never Knew
 READ: Wearne (32-60)
- 2/4 The World Columbus Left
 READ: Stannard (1992:57-75) [E-Reserve] and Cohen (1992) [E-Reserve]
- 2/7 History's Greatest Genocide
 READ: Maybury-Lewis (2000:1-13) [E-Reserve] and Crosby (1986:195-216) [E-Reserve]
 ☞ CAJ # 1: "What Do You Know about History's Greatest Genocide?"
- 2/9 Human Wrongs in the New World
 READ: Wearne (61-98)
- 2/11 **Case Study: Colonizing Hawaii**
 □ **FILM:** *Then There Were None* (V-3661)
 READ: Wearne (99-121)
- 2/14 **Case Study: Terrorism in Guatemala**
 □ **FILM:** *The Indian Experience in the 20th Century* (V-2252) Excerpt
 READ: Zur (1994:12-17) [E-Reserve]

II. DO MISSIONARIES DESTROY CULTURES?

[This part of the course highlights an ethnographic study of an animist group by a former Episcopal missionary. The main issue is the role missionaries play in destroying native religions and cultures.]

- 2/16 Mission to the Teduray
 READ: Schlegel (1998:ix-xiv, 1-42)
- 2/18 Fieldwork among the Teduray
 READ: Schlegel (1998: 43-106)
- 2/21 No class.
- 2/23 Justice among the Teduray
 READ: Schlegel (1998:107-181)
 ☞ CAJ # 2: "Lessons from Teduray Attitudes about Sex and Gender"
- 2/25 Teduray Spirituality
 READ: Schlegel (1998:182-224)
- 2/28 Remembering the Teduray
 READ: Schlegel (1998:225-256)
- 3/2 □ **FILM:** *At Play in the Fields of the Lord* (1991)
 READ: Matthiessen (11-31) [E-Reserve]
- 3/4 □ **FILM:** *At Play in the Fields of the Lord* (1991) cont
 READ: Pettifer and Bradley (1990) [E-Reserve]
- 3/7 □ **FILM:** *Through Gates of Splendor* and discussion
 READ: Hartzell (1996) Handout
- 3/9 Do Missionaries Destroy Cultures?
 READ: Drown and Drown (1961: 53-62, 175-177, 190-199, 245) [E-Reserve]
- 3/11 □ **MIDTERM EXAM**

III. DEVELOPMENT AND INDIGENOUS PEOPLES

[This part examines the impact of development on indigenous peoples and their response to this process.]

- 3/14 Deforestation, Biodiversity and the Rainforest
 READ: Wearne (121-128)
 and "Virtual Rainforest Tour" [<http://pachamama.org/tour/index.htm>]
- 3/16 Indigenous Video in the Amazon]
 □ **FILM:** *Meeting Ancestors* (1993), 22 minutes
 READ: Laitão (1993:163-177) [E-Reserve]
- 3/18 Sustainable Agriculture and Indigenous Knowledge
 READ: Brascoupé (1992:6-17) [E-Reserve]
- 3/21 The Rights of Indigenous Peoples
 READ: Mead (1998:70-75) [E-Reserve] and "Draft United Nations Declaration on the Rights of Indigenous Peoples" [[http://www.unhcr.ch/huridocda/huridoca.nsf/\(Symbol\)/E.CN.4.SUB.2.RES.1994.45.En?OpenDocument](http://www.unhcr.ch/huridocda/huridoca.nsf/(Symbol)/E.CN.4.SUB.2.RES.1994.45.En?OpenDocument)]
- 3/23-4/1 Spring Vacation. No class.

IV. IDEALIZING THE NATIVE

[This part of the course examines stereotypes about so-called "primitive peoples," especially their depiction in film and on the internet.]

- 4/4 Web Surfing Workshop
 SURF: "Techniques for Evaluating American Indian Web Sites" [<http://www.u.arizona.edu/~ecubbins/webcrit.html>]
- 4/6 Idealizing the Native
 □ **FILM:** *The Macuna of Columbia* in *Millennium: An Ecology of Mind* (V-1866)
 READ: Arhem (1993:3-8) [E-Reserve]
- 4/8 Creating "Indians"
 □ **FILM** excerpts from Hollywood "Indian" movies
 READ: Katakis (1998:1-25)
- 4/11 STUDENT PRESENTATIONS
- 4/13 STUDENT PRESENTATIONS
- 4/15 STUDENT PRESENTATIONS
- 4/18 STUDENT PRESENTATIONS
- 4/20 STUDENT PRESENTATIONS
- 4/22 TBA or STUDENT PRESENTATIONS
 □ Draft of Reflective Essay due by today
- 4/25 No school

V. Development Anthropology

[This part of the course introduces the student to the central people-centered issues in international development and illustrates the role of development anthropology.]

- 4/27 What is Development Anthropology?
 READ: Gwynne (2003:25-51) [E-Reserve]
 □ Written Webservation due today
- 4/29 The World Bank and Development
 READ: "Ten things You Never Knew about the World Bank" [<http://www.worldbank.org/tenthings/>] and Bergeron (2003:157-171) [E-Reserve]
- 5/2 Participatory Research in Development
 □ **FILM:** "*The Poverty Experts*"
 SURF: "Voices of the Poor" [<http://www1.worldbank.org/prem/poverty/voices/index.htm>]
- 5/4 The Dam Development Process
 READ: Wearne (129-163), Carino (1999:53-56) [E-Reserve]
 • slide presentation
- 5/6 A Development Anthropologist in Yemen
 • slide presentation
 SURF: "Indigenous Plant Protection in Yemen" [<http://www.aiys.org/webdate/plant1>].

- html]
- 5/9 Tales of the Tikongs: An Indigenous Response
 READ: Hau'ofa (all)
 CAJ # 3: "How Would a Tikong React to You?"
- 5/11 Summation: The Future of Development
 READ: Wearne (164-193)
- 5/13 Final deadline for handing in Reflective Essay (1-4 pm in 200E Davison)
- 5/18 □ FINAL EXAM # 3 (held 8-10 am in 205 Breslin)

□ **Course Requirements:**

1. **READING THE ASSIGNMENTS** by the date noted in the course schedule or as directed by the professor. It is important to read the assigned material before class so that you can participate fully in class discussion and bring up questions or explore issues you are not clear about. Bring the assigned text with you to class on the relevant day.

2. **CLASS ATTENDANCE.** Attendance will be taken each day at the start of class. If you are unable to attend class due to any reason (e.g., medical, traffic accident, sports travel, job interview, alarm didn't go off, etc.) you must provide me with a written note about the reason you were absent. You are allowed up to 5 excused absences. For each absence over the limit you may lose 3 points from your final grade points. It is my decision, as a professor, whether an absence is to be excused or not. Please note that an excessive number of absences may cause you to fail this course.

3. **EXAMS:** There will be two exams: each exam containing two essays and 13 short answers. The exam essays will be graded according to the following 6 criteria:

- a. *Demonstration that the information is understood*
- b. *Use of relevant and appropriate information and examples from the course*
- c. *Critical analysis of key concepts and perspectives*
- d. *Understanding of anthropological perspective*
- e. *Synthesis and reformulation in your own words*
- f. *Clarity, completeness and coherence of response*

Exams cannot be made up without advance notice for a legitimate reason.

4. **CLASS ASSIGNMENT JOURNAL (CAJ)**

Each student is required to write a class journal assignment (CAJ) related to the assigned readings and topics. Each assignment must be at least 500 words (ca. 2 pages) in length and preferably no more than 3 pages (750 words). The idea of the assignment is to show how you interact with the material you are reading or seeing. You must relate your ideas and opinions specifically to the assigned reading or topic. You may also use the assignment to raise issues and ask me questions. I will provide written comments to help you improve your writing in an essay format so that you can do well on the two essay exams.

The grading for each CAJ is "outcome based," which means that a particular assignment can be revised or expanded as necessary to meet the established criteria for full credit of 5 points per assignment, assuming the first is handed in on time. I will subtract one point if the assignment is not handed in on the date due. All assignments must be revised no later than the last official day (May 11) of class, but I recommend you do the revision immediately for benefit from my comments. The criteria are:

- a. *Level of effort (appropriate length and degree to which you interact with the material)*
- b. *Appropriate and relevant examples from the course material*
- c. *Critical analysis of key concepts and perspectives*
- d. *Coherent argument and clear presentation of points*
- e. *Synthesis and reformulation in your own words*

The following are the specific class assignments for the CAJ:

CAJ#1 (due 2/7) **What Do You Know about History's Greatest Genocide?** First write down your current knowledge (or lack thereof) about what happened to Native Americans after Columbus discovered America (think of films, television, sports icons, advertising, elementary school, etc.). You are encouraged to probe ideas you know or suspect are stereotypes. Then explain at least three specific examples of new information you learned in the assigned readings that have an impact on your understanding of how indigenous peoples have been treated in the Americas. Do you think information about their exploitation has been suppressed? Why?

CAJ #2 (due 2/23) **Lessons from Teduray Attitudes about Sex and Gender** In chs. 7 and 9 (and also pp. 80-83 on their creation story), Schlegel discusses Teduray attitudes towards sex and gender. At one point he says: "I found gender equality to be one of the Teduray's most endearing characteristics" (p. 112). Based on what he says about Teduray attitudes, what are relevant lessons that might help us in our modern industrial society improve our attitudes about sex (consider pornography and the extent of sexual abuse and rape in America) and gender equality. Be specific and develop an argument for at least three specific points.

CAJ #3 (due 5/9) **How Would a Tikong React to You?** If a Tikong visited you at Hofstra University, what do you think he or she would say at seeing the "modern" conveniences and the bureaucracy of a Western university from his standpoint as an indigenous person. Use examples of how indigenous people cope with their world, based on the course material. Try to write in the style or spirit given by Hau'ofa. The idea is to use satire to see what indigenous peoples see as "our" inconsistencies and strange customs, since we are so good at doing that about them! Bring this to class as I will call on students to share passages in class.

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5. Reflective Essay : What Do We Do With "Savages"?

Purpose: The purpose of this essay is to respond to the statement (made in 1940) of Lord Fitzroy Richard Somerset Raglan [online at class website] regarding the future of "savage races" in the light of inevitable "civilization". Your essay should include a specific response to Lord Raglan using relevant examples from the class readings and lectures about how particular "indigenous" peoples have been and are now being treated by "civilization." You need to make an argument, attacking or agreeing (in part or in whole) with the statement by Raglan; you may write this in first person as though you were writing to him, if you wish.

You must include the following elements in your essay:

1. Define the concept of "indigenous people," drawing on the range of discussions in the course, and compare this to stereotypes implied in terms like "savage" and "primitive." You must provide a working concept rather than just list the variants you read. Explain how you justify your definition.
2. Use the information in the course readings on indigenous groups as primary examples to use in responding to Raglan. You must include the Guatemalans (Zur reading), Amazon peoples (Leitao reading) and Teduray (Schlegel reading) as well as other relevant examples from Wearne and the other readings. In each case show how contact with "civilization" has been harmful and/or beneficial. You must consider the "indigenous" perspective on how they view their treatment.
3. Present your view of the rights "indigenous people" should have in the modern world. You must explain what you think of the arguments made by indigenous rights organizations. [You do not have to agree, but you need to explain what their positions are and why you do or do not agree with them.]
4. A separate half-page paragraph "abstract" must be included at the beginning of the paper. This abstract should summarize your argument rather than introduce new information. Write this after you have finished your essay.
5. Remember to attach the essay cover sheet handed out by the professor.

Grading: This essay is worth 20 points. The major criteria (each is worth 2 points) I will use to grade the essay are the following:

- a. demonstration that the information presented is understood
- b. use of relevant and appropriate examples from the course
- c. covers an adequate range of issues
- d. ability to synthesize rather than merely repeat or describe
- e. clarity and coherent explanation of points made
- f. effective presentation of indigenous perspective
- g. draws attention to relevance of anthropological views
- h. explores nuance in conceptualization of "indigenous peoples"
- i. level of effort (including length and presence of abstract)
- j. originality and creativity

Length: 6-8 pages or 1500-2000 words (typed, double-spaced)

Due Date:

(1) A draft your essay is due no later than April 22. I will look at this and make comments. You should work on this during the previous two weeks when there is no assigned reading.

(2) The final copy of your essay is due no later than May 13 at 4 pm in 200E Davison. This must be handed to me by hand. Do not simply leave it in my office box. You are encouraged to hand in your essay on

the last day of class. Late papers will have 3 points automatically taken off.

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6. STUDENT WEBSERVATION

Each student will conduct a critical assessment of websites and make a short presentation to the class. [See details at http://people.hofstra.edu/faculty/daniel_m_varisco/a107web.html]

- **BACKGROUND:** This "Webservation" will consist of a search and critical analysis of relevant websites. Each student will give a 5 minute oral presentation in class on either April 11, 13, 15, 18 or 20 and write a short written essay on the webservation. Two students can join together for the oral presentation, but must submit separate written reports.
- **ORAL PRESENTATION:** The purpose of the presentation is to discuss one or two interesting or important findings of your webservation. You may use a brief handout, if you like. You may also engage the class in discussion. Do not just provide a description of what you did, but pick something which shows the way in which indigenous peoples are portrayed and/or portray themselves. Feel free to contact the professor for help or suggestions.
- **WRITTEN WEBSERVATION PAPER:** You must write a report of 3-4 pages (750-1000 words), WHICH IS DUE NO LATER THAN April 27. Do not read this report in your oral presentation, and use the discussion in the class to help better understand your topic. You may hand in or e-mail to me a draft before it is due for comments without a grade. I will try to return my comments by the next class period. Be as clear and concise as you can; the idea is to develop your points and not to list descriptive information.
- **GRADING:** 15 points
 - Oral Presentation (3 points)
 - a. level of effort (including creative participation)
 - b. effective communication of major points
 - c. relates presentation to relevant course material
 - Written Assignment (12 points; each criterion worth 1 (adequate) or 2 (impressive) points):
 - d. demonstration that the information presented is understood
 - e. use of relevant and appropriate examples from the course
 - f. shows an awareness of anthropological views on indigenous peoples
 - g. ability to synthesize rather than merely repeat or describe
 - h. effective critique of websites
 - i. coherent explanation of points made
- **GUIDELINES FOR WEBSITE ANALYSIS:** In doing this critique, keep in mind the following points:
 - What can you learn about the person or group that put the site together? Are the names of the writers or creators indicated and do they solicit feedback? Are you able to tell if it is a reputable person or mainstream organization?
 - Who is the site directed to? Is it trying to convert you to an idea? Do you think it has a commercial interest (trying to get money from you)?
 - What do you find the most useful aspect of the site? How user-friendly is it?
 - From your perspective, do you find any bias, misleading or erroneous information on the site? Do you find information that contradicts or confirms what you have learned in class? If so, what is the response of the site webmasters if you are able to send your comments or criticism?
 - Find something specific on the site that relates to the course material or discussion. Discuss what you find and relate it directly to examples from the course or class discussion.

• GUIDELINES FOR WRITTEN WEBSERVATION

Purpose: To critically examine how you are influenced by presentation of material about indigenous peoples and development on websites. You should first look at the guidelines for website analysis (above) and discuss how the nature of the website and its format influence your reception of the message on the site.

In order to fulfill the criteria for this assignment, I suggest the following:

1. Do not just list content or information about indigenous peoples as presented on the site. This is neither a term paper nor a descriptive summary of the contents. You should only use a quote if you are directly commenting on it.
2. Using three or four examples from the pool of sites assigned to your topic (including one you can add), discuss in detail how you are influenced by the site in terms of who put it out, who it is directed to, its user-friendliness and any perceived bias. For this you need to determine the source of the webpage assigned and try to figure out the starting assumptions and "biases" of those putting out the site.
3. You should act like an anthropologist approaching a "foreign" culture to understand it rather than to judge

Anthro 107 Prof. Varisco
Spring 2005

*This will be
revised for
Fall 2005*

**INDIGENOUS PEOPLES AND
DEVELOPMENT
WEBSERVATION**

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LAST UPDATE 3/17/05

Need Help? E-mail me at Daniel.M.Varisco@hofstra.edu



Check out the site of Schlegel: **Wisdom from a Rainforest: The Spiritual Journey of an Anthropologist Web Site** <http://www.rainforestwisdom.com/index.html>

For general links, see

Index of Native American Resources <http://www.hanksville.org/NAresources/>

Links to Aboriginal Resources <http://www.bloorstreet.com/300block/aborl.htm>

Native American Images <http://www.nativeamericanlinks.com/>

Native Web <http://www.nativeweb.org>

Webservation for A107 Students

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•**GRADING:** 15 points

•**Oral Presentation** (3 points)

a. level of effort (including creative participation)

b. effective communication of major points

c. relates presentation to relevant course material

•**Written Assignment** (12 points; each criterion worth 1 (adequate) or 2 (impressive) points):

d. demonstration that the information presented is understood

e. use of relevant and appropriate examples from the course

f. shows an awareness of anthropological views on indigenous peoples

g. ability to synthesize rather than merely repeat or describe

h. effective critique of websites

i. coherent explanation of points made

•**GUIDELINES FOR WEBSITE ANALYSIS:** In doing this critique, keep in mind the following points:

• *What can you learn about the person or group that put the site together? Are the names of the writers or creators indicated and do they solicit feedback? Are you able to tell if it is a reputable person or mainstream organization?*

•• *Who is the site directed to? Is it trying to convert you to an idea? Do you think it has a commercial interest (trying to get money from you)?*

•• *What do you find the most useful aspect of the site? How user-friendly is it?*

•• *From your perspective, do you find any bias, misleading or erroneous information on the site? Do you find information that contradicts or confirms what you have learned in class? If so, what is the response of the site webmasters if you are able to send your comments or criticism?*

•• *Find something specific on the site that relates to the course material or discussion. Discuss what you find and relate it directly to examples from the course or class discussion.*

• *For more background on how to evaluate websites, see*

<http://www.lib.unc.edu/instruct/evaluateweb/> and

<http://www.u.arizona.edu/~ecubbins/webcrit.html>

•**GUIDELINES FOR WRITTEN WEBSERVATION**

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site.

In order to fulfill the criteria for this assignment, I suggest the following:

1. Do not just list content or information about indigenous peoples as presented on the site. This is neither a term paper nor a descriptive summary of the contents. You should only use a quote if you are directly commenting on it.
2. Using three or four examples from the pool of sites assigned to your topic (including one you can add), discuss in detail how you are influenced by the site in terms of who put it out, who it is directed to, its user-friendliness and any perceived bias. For this you need to determine the source of the webpage assigned and try to figure out the starting assumptions and "biases" of those putting out the site.
3. You should act like an anthropologist approaching a "foreign" culture to understand it rather than to judge it.
4. This is a brief essay (like an op-ed piece) arguing a point. You do not need to reference the websites I assigned, but please do indicate the new website you add.

Shake Rattle and Roll With Julie



**at her Happening Hula
Dance Birthday Party**

Webservation Options

Activism (American Indian) Sites

- **Adopt-A-Native-Elder Program** <http://www.anelder.org/>
- **American Indian College Fund** <http://www.collegefund.org/>
- **American Indian Ritual Object Repatriation Foundation** <http://www.repatriationfoundation.org/>

- Crazy Horse Defense Website <http://crazyhorsedefense.org/>
- National Holiday for Native Americans <http://www.petitiononline.com/indian/petition.html>
- Native American Support Group of New York City <http://graywolf94.tripod.com/index.htm>

Amazon Groups

- Guarani Home Page <http://www.uni-mainz.de/~lustig/hisp/guarani.html>
- Kayapo <http://www.vanderbilt.edu/AnS/Anthro/Anth210/kayapo.htm>
- The Kayapo Indians Struggle in Brazil <http://www.actionbioscience.org/environment/goodale.html>
- Mapuche Inter-regional Council <http://members.aol.com/mapulink/>
- Amazon Tales http://www.ecuadorexplorer.com/html/amazon_peoples.html
- Yanomami Letters http://www.survival-international.org/yanomami_letters.htm

American Indian Movement

- AIM <http://www.aimovement.org/>
- First Nations <http://www.dickshovel.com/>
- Russell Means Homepage <http://www.russellmeans.com>
- "We Hold the Rock" <http://www.nps.gov/alcatraz/indian.html>
- The Decline and Fall of AIM http://siouxme.com/lodge/aim_2002.html

Bible Translation Groups

- Evangel Bible Translators http://evangelbible.org/michael_and_lori_johnson.html
- JAARS: Partners in Bible Translation <http://www.jaars.org/>
- Summer Institute of Linguistics <http://www.sil.org>
- Wycliffe Bible Translators <http://www.wycliffe.org>
- Desana <http://www.socioambiental.org/pib/english/indiandus/desanai.shtm>

Caribbean Tribes

- Caribbean Indigenous People http://www.kwabs.com/tainos_caribs.html
- Caribs http://trinidad_tobagocarib.tripod.com/index.html
- Government of the Jatibonicu Taino People <http://www.taino-tribe.org/jatiboni.html>
- Taino Cyber Culture Center <http://www.indio.net/taino/index.htm>
- Tobago <http://www.tobago.hm/gen-hist-pre.htm>

Casinos and Gaming

- Gambling and Spirituality <http://kathryngabriel.com/articles/professional/myths.html>
- Ho-Chunk Casino <http://www.ho-chunk.com/index.htm>
- National Indian Gaming Commission <http://www.nigc.gov/nigc/index2.jsp>
- Native Americans are Cashing-In With Gambling Casinos on the Reservation <http://www.sims.berkeley.edu/courses/lis190/s96/abaurrea/assign5.htm>
- Turning Stone Resort and Casino <http://turning-stone.com/>
- A Modern Smallpox <http://www.stanford.edu/group/Thinker/v2/v2n2/Akiwenzie.html>

Christopher Columbus

- Christopher Columbus <http://mrsalphabet.com/themes/columbustheme.html>
- Christopher Columbus <http://www.newadvent.org/cathen/04140a.htm>
- Columbus Day Proclamation <http://www.italian-american.com/columproc.htm>
- The Crimes of Christopher Columbus <http://www.firstthings.com/ftissues/ft9511/articles/dsouza.html>
- Transform Columbus Day <http://www.transformcolumbusday.org/>

Development Organizations

- The World Bank <http://www.worldbank.org>
- 50 Years is Enough <http://www.50years.org/>
- Anarchist Briefing Center on the World Bank and IMF <http://www.infoshop.org/octo/worldbank.html>
- USAID <http://www.usaid.gov>
- IDEX <http://www.idex.org/>

Environment

- 5th World Productions The Earth Charter http://www.earthcharterusa.org/ec_document.html
- Honor the Earth <http://honorearth.com/>
- Indigenous Tribal Network <http://www.ienearth.org/>
- Intertribal Bison Cooperative <http://www.intertribalbison.org/>
- Quest of the Ring Leaders (online game) <http://www.hi-cone.com/ringleader/quest/welcome.asp>

Gender

- Beijing Declaration of Indigenous Women http://www.ipcb.org/resolutions/htmls/dec_beijing.html
- The Girl Born a No Heart <http://kissmyfrybread.blogspot.com/>
- Indian Women as Sex Objects <http://www.bluecorncomics.com/princess.htm>
- Reproductive Rights and Pro-Choice Page <http://www.nativeshop.org/pro-choice.html>
- Sisters in Spirit <http://www.sistersinspirit.ca/engmissing.htm>

Guatemala

- A People Damned <http://www.w4peace.org/apd.html>
- "The Chixoy Dam Destroyed Our Lives"
<http://www.carnegiecouncil.org/viewMedia.php/prmTemplateID/8/prmID/4456>
- Chixoy Dam Reparations Campaign <http://econjustice.net/wbbb/links/casestudy/chixoy.htm>
- Making Guatemala a Killing Field
<http://free.freespeech.org/americanstateterrorism/centralamerica/Guatemala.html>
- The Mayan Connection <http://www.livezone.com/maya/index.html>

Hawaii

- Hawaii: Independent and Sovereign <http://www.hawaii-nation.org/>
- Hawaii's Forgotten hawaiians <http://www.hawaiian-roots.com/furTrade.htm>
- Human Rights in Hawaii: Utopia and Reality of Peace in Paradise
<http://www.eip-cifedhop.org/english/publications/joshua.html>
- Perspectives on Hawaiian Sovereignty <http://www.opihi.com/sovereignty/>
- POLITICAL CARICATURES OF THE HAWAIIAN KINGDOM
<http://library.kcc.hawaii.edu/~soma/cartoons/>

Healing and Disease

- Indigenous Peoples Task Force <http://www.indigenouspeoplestf.org/programs.cfm>
- Wind Wolf Woman <http://www.windwolfwoman.com/author.htm>
- Peyote: the divine Cactus <http://peyote.com/>
- Plains Indian Smallpox Genocide http://www.thefurtrapper.com/indian_smallpox.htm
- Traditional Medicine <http://www.who.int/mediacentre/factsheets/fs134/en/>

"Indian" News and Commentary

- American Indian Radio on Satellite <http://www.airos.org/>
- Angry Indian <http://www.geocities.com/angryindian/>
- Indianz.com <http://www.indianz.com/>
- NA Daily Headlines <http://www.owlstar.com/dailyheadlines.htm>

Indigenous Rights Organizations

- Cultural Survival <http://www.cs.org>
- Declaration for the Rights of Indigenous Peoples http://www.treatycouncil.org/new_page_51.htm
- World Intellectual Property Organization <http://www.wipo.org/>
- Manila Declaration http://www.tebtebba.org/tebtebba_files/conflict/conflict.htm
- Survival International <http://www.survival-international.org/>

Indonesia Indigenous Peoples

- THE ANTHROPOLOGY OF THE MENTAWAI ISLANDS <http://www.mentawai.org/>
- East Timor Action Network <http://www.etan.org/>
- East Timor International Religious Freedom Report 2003

<http://www.state.gov/g/drl/rls/irf/2003/23827.htm>

- **The Borneo Project** <http://www.earthisland.org/borneo/>
- **Bruno-Manser-Fonds** <http://www.bmf.ch/>

Language and Culture

- **Ethnologue** <http://www.ethnologue.com/>
- **Family Literacy Initiatives** <http://www.minnesotahumanities.org/Literacy/bilingual.htm>
- **Lakhota Language** <http://www.lakhota.com/>
- **Quechua** <http://www.quechuanetwork.org/framed.cfm?kuya=yachaykuna&lang=s> [in Spanish]
- **Teaching Indigenous Languages** <http://jan.ucc.nau.edu/%7Ejar/TIL.html>

Leonard Peltier Case

- **Leonard Peltier Defense committee** <http://www.leonardpeltier.org/>
- **Leonard Peltier: Undaunted Native Warrior**
<http://www.socialism.com/fsarticles/vol21no4/peltier.html>
- **The Leonard Peltier case and the campaign for clemency**
http://www.nupge.ca/Peltier/peltier_overview.htm
- **Native Rights** <http://www.iacenter.org/peltier.htm>
- **Sundancer in Bonds** <http://www.spiritisup.com/sundancerinbondsbl.html>

Missionaries to the Philippines

- **Chris B. McKinney (missionary in Philippines)** <http://chris.mckinney.net/>
- **Omega Phillipines Outreach** <http://members.aol.com/brogene/OPO.html>
- **Case Study: Kidnapped Missionary** <http://home.snu.edu/~hculbert.fs/kidnap.htm>
- **Philippines** <http://www.acts.edu/oldmissions/philhist1.html>
- **San Ignacio** <http://www.jesuits.ph/ignaciana/>

Missionaries to the "Auca" (Ecuador)

- **Billy Graham Center Archives on Auca Missionaries**
<http://www.wheaton.edu/bgc/archives/faq/6.htm>
- **Waorani: The Contexts of Violence and War**
<http://webs.wichita.edu/anthropology/faculty/robarchek/>
- **Waorani "The Saga of Ecuador's secret People" : A Historical Perspective**
http://www.lastrefuge.co.uk/data/articles/waorani/waorani_articles_main.html
- **Beyond the Gates of Splendor** <http://www.beyondthegatesthemovie.com/>
- **The Hoffmann Family** <http://www.thehoffmanfamily.com/features.html>
- **Joshua Project** <http://www.joshuaproject.net/peopctry.php?rop3=110681&rog3=EC>
- **Steven Curtis Chapman Live DVD**
http://www.almenconi.com/topics/chr_music/music_reviews/dvdsc.html

Missionary Organizations (Evangelical)

- **Adventures in Missions** <http://www.adventures.org/>
- **Global 12 Project** <http://www.global12project.com>
- **New Tribes Mission** <http://www.ntm.org>
- **Serving in Mission** <http://www.sim.org/default.asp>
- **The State of World Evangelism** <http://www.missionfrontiers.org/newslinks/statewe.htm>

Music of Indigenous Peoples

- **Aboriginal Music** <http://aboriginalart.com.au/didgeridoo/>
- **American Indian Musicians** <http://www.geocities.com/aimasheville/indianmusic.html>
- **Douglas Spotted Eagle** <http://www.spottedeagle.com/audiopag.htm>
- **Gathering of Nations Internet Radio** <http://www.gatheringofnations.com/gonradio/>
- **Omaha Indian Music** <http://memory.loc.gov/ammem/omhtml/omhhome.html>

Philippines Indigenous Groups

- **BIBAK Northeast Homepage** <http://www.geocities.com/Tokyo/Towers/9374/>

- **The Ifugao: A Native people** http://mtmt.essortment.com/ifugaoculturep_rdqk.htm
- **Iraya Journal** <http://www.geocities.com/rzmartinez/custom.html>
- **The Teduray Tribe** <http://www.ncca.gov.ph/culture&arts/cularts/ccta/southern/southern-teduray.htm>
- **"We Will Not Be a Party to Our Own Death"** <http://www.irn.org/programs/sanroque/wrr.html>

Religion and Spirituality

- **Caney Indian Spritual Center** <http://hometown.aol.com/sobaokokoromo1/caneyfrontpage.html>
- **Native American Spirituality** <http://www.religioustolerance.org/nataspir.htm>
- **Revoking the Papal Bull** <http://www.uctp.org/papalbull.htm>
- **Shamanism** <http://www.deoxy.org/shaman.htm>
- **Turtle Island Worm Band** <http://www.geocities.com/Yosemite/6332/>

Rigoberta Menchu, Guatemalan Activist

- **The Nobel Peace Prize 1992** <http://www.nobel.se/peace/laureates/1992/>
- **Fundacion Rigoberto Menchu Tum** <http://www.frmt.org/> [In Spanish]
- **Homage to/Homenaje a Rigoberta Menchú Tum, Quiche Mayan**
<http://www.indians.org/welker/menchu.htm>
- **Fraudulent Storyteller Still Praised [Dinesh D'Souza]**
<http://www.boundless.org/1999/departments/isms/a0000074.html>
- **Rigoberta Menchu's Truth** <http://www.pacificnews.org/jinn/stories/5.07/990407-menchu.html>

Sports Mascots

- **Chief Wahoo Stereotypes**
http://www.chgs.umn.edu/Visual_Artistic_Resources/Oscar_Arredondo/oscar_arredondo.html
- **Indian Mascots and Logos** <http://people.ku.edu/~tyeeme/mascots.html>
- **METHODIST CHURCH DECLARES CHIEF WAHOO WILL CONTINUE THEIR MISSION TO THE INDIANS** <http://www.iwchildren.org/methwaho.htm>
- **The United States Commission on Civil Rights** <http://www.iwchildren.org/resolution/usccr.htm>
- **The Sports Illustrated Poll on Mascots** <http://www.bluecorncomics.com/sipoll.htm>
- **Chief Wahoo: A Modest Proposal** <http://www.shipbrook.com/jeff/ChiefWahoo/>

Stereotypes

- **Native Stereotypes : On Television and in Film 1990-1995**
<http://cobalt.lang.osaka-u.ac.jp/~krkvl/s/MovieChooser2.html>
- **Stereotype of the Month Contest** <http://www.bluecorncomics.com/stertype.htm>
- **Learning from the Racism of the Lynching Era?** <http://www.iwchildren.org/shonuffcookin.htm>
[Note: this is an offensive website.]
- **The Only Good Indian is a Dead Indian** <http://www.dickshovel.com/ind.html>
- **Tonto and the "Good Indian"** <http://www.bluecorncomics.com/tonto.htm>

Tourism

- **Alliance of Tribal Tourism Advocates** <http://www.attatribal.com/attatribal2/>
- **The Mudmen of Papua New Guinea** http://ga.essortment.com/mudmenpaupanew_rtsh.htm
- **Nancy Sullian Ltd.** <http://www.nancysullivan.org/>
- **Statement of the Indigenous Peoples Interfaith Dialogue on Globalisation and Tourism**
http://www.tebtebba.org/tebtebba_files/susdev/ik/tourism.html
- **Yandup (Kuna Tribe)** http://yandup.tripod.com/yeng/index_eng.htm

Trade and Native Products

- **Alaska Native Arts Resource directory** <http://alaskanativearts.net/craft.htm>
- **Equal Exchange (for buying indigenous coffee)** <http://www.equalexchange.com/>
- **Kayapo.com** <http://www.kayapo.net/>
- **Ten Thousand Villages** <http://www.villages.ca/>
- **Yachana Gourmet** <http://www.yachanagourmet.com/>

"Tribal" Cultures

- **The Dogan Tribe** <http://www4.tpgi.com.au/users/dvarvel/>
- **Maori.com** <http://www.maori.org.nz/>
- **Stone Age Cultures Survive Tsunami Waves** <http://www.msnbc.msn.com/id/6786476/>
- **Tribalsite.com** <http://www.tribalsite.com/index.html>
- **Western Samoa** <http://www.merriewood.com/pacific/wsamoal.html>

Wounded Knee and Sioux Nation

- **1851 Fort Laramie Treaty** <http://www.1851treaty.com/>
- **Massacre at Wounded Knee** <http://www.eyewitnesstohistory.com/knee.htm>
- **Pine Ridge Occupation Peoples** <http://members.tripod.com/GrassRootsOyate/chronology.htm>
- **Support Page** <http://www.longsoldier-international.com/pineridge.htm>
- **Wounded Knee Home Page** <http://www.dickshovel.com/WKmasscre.html>

