Individually Negotiated Honors Option for Janet Donnelly

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
Daniel Martin Varisco
Anthropology
Davison 200E
Daniel.M.Varisco@hofstra.edu
**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:**

- 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: Ware (1-31) and look at Ware (Appendix 1, 204-215)
2/2   The New World Columbus Never Knew  
       READ: Ware (32-60)
2/4   The World Columbus Left  
2/7   History’s Greatest Genocide  

   CAJ # 1: "What Do You Know about History’s Greatest Genocide?"
2/9   Human Wrongs in the New World  
       READ: Ware (61-98)
2/11  Case Study: Colonizing Hawaii  
       FILM: When There Were None (V-3661)
       READ: Ware (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  
2/18  Fieldwork among the Teduray  
2/21  No class.
2/23  Justice among the Teduray  

   CAJ # 2: "Lessons from Teduray Attitudes about Sex and Gender"
2/25  Teduray Spirituality  
2/28  Remembering the Teduray  
3/2   FILM: At Play in the Fields of the Lord (1991)  
       READ: Matthiessen (11-31) [E-Reserve]
       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
       [E-Res.: Wearne (121-128) and "Virtual Rainforest Tour" [http://pachamama.org/tour/index.htm

3/16  Indigenous Video in the Amazon]
       [E-Res.:] FILM: Meeting Ancestors (1993), 22 minutes

3/18  Sustainable Agriculture and Indigenous Knowledge

3/21  The Rights of Indigenous Peoples
       the Rights of Indigenous Peoples" [http://www.unhchr.ch/huridoca/huridoca.nsf/(Symbol)/

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
       edu/~ecubbins/webcrit.html]

4/6  Idealizing the Native
       [E-Res.:] FILM: The Macuna of Columbia in Millennium: An Ecology of Mind (V-1866)

4/8  Creating "Indians"
       [E-Res.:] FILM excerpts from Hollywood "Indian" movies

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

4/25  No school

[Draft of Reflective Essay due today]

V. Development Anthropology

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

4/27  What is Development Anthropology?
       [E-Res.:] Written Webobservation due today

4/29  The World Bank and Development

5/2  Participatory Research in Development
       [E-Res.:] FILM: "The Poverty Experts"

5/4  The Dam Development Process
       * slide presentation

5/6  A Development Anthropologist in Yemen
       * slide presentation
       p. 3

       …
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’o’a. 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.

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 Weaver 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.

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
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.

8. Extra Credit
You can earn extra credit points in this course in two ways. First, I will give up to 3 points extra credit for your concept guide notes on each of the first two exams (thus a possible 6 points), as explained in the handout. Second, you may choose one of the following options for 3 points and write a 2-page (this can be handwritten) reaction paper to what you did. This is due no later than the day of the final exam.

- Tour the American Museum of Natural History. Examine galleries dealing with Native American and/or Pacific Peoples. The museum is located at Central Park West and 79th Street. Or, tour the National Museum of the American Indian in Lower Manhattan. Write a 2-page report on your experience, relating this to the course material.
- Any video listed in the A107 Bibliography and not shown in class. These can be viewed anytime in the Media Center during normal operation hours. Write 2-page report on your experience, relating this to the course material.
- Any option announced or approved by the professor. Write 2-page report on your experience, relating this to the course material.

9. Grading:

Grading in this course is based on a 100 point scale (although the student has the opportunity to earn 109 points in the course). In general, the “A” range will extend from 90-100, the “B” range from 80-89, the “C” range from 70-79, the D-range starting at 64. The point accumulation breaks down as follows:

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<thead>
<tr>
<th>ITEM</th>
<th>TOTAL POINTS</th>
<th>YOUR POINTS</th>
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<tr>
<td>Exam #1</td>
<td>25</td>
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<tr>
<td>Exam #2</td>
<td>25</td>
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<tr>
<td>Class Assignment Journal (CAJ)</td>
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<td>Essay</td>
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<td>Web Critique</td>
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<td>TOTAL</td>
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INDIGENOUS PEOPLES AND DEVELOPMENT

WEBSERVATION

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

• 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)
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  c. relates presentation to relevant course material
- **Written Assignment** (12 points: each criterion worth 1 (adequate) or 2 (impressive) points):
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  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**

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
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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.

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**Shake Rattle and Roll With Julie**

at her Happening Hula Dance Birthday Party

Webversation Options

**Activism (American Indian) Sites**

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

Amazon Groups
• Guaraní Home Page http://www.uni-mainz.de/-justig/hisp/guaraní.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.ecuadoreplorer.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_carib.html
• Caribs http://trinidad_tobagogaribia.tripod.com/index.html
• Government of the Jatibonico Taino People http://www.taino-tribe.org/jatiboni.html
• Taino Cyber Culture Center http://www.indino.net/taino/index.htm
• Tobago http://www.tobago.hm/gen-hist-pre.htm

Casinos and Gaming
• Gambling and Spirituality http://kathryنغabriel.com/articles/professional/myths.html
• Ho-Chunk Casino http://www.ho-chunk.com/index.htm
• National Indian Gamin 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/lsis190/s96/abaurrea/assign5.htm
• Turning Stone Resort and Casino http://turning-stone.com/
• A Modern Smallpox http://www.stanford.edu/group/Thinker/v2/v2p2/Akwinkenzie.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/tissues/ft9511/articles/dsuza.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
- 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
- Chixoy Dam Reparations Campaign http://econjustice.net/wbbb/links/casestudy/chixoy.htm

Hawaii
- 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.indigenouspeoplesft.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
- 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/
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
• Lakȟota Language http://www.lakota.com/
• Quechua http://www.quechuanetwork.org/framed.cfm?kuya=yachaykuna&lang=s [in Spanish]
• Teaching Indigenous Languages http://jan.ucc.nau.edu/%Ejar/TIL.html

Leonard Peltier Case
• Leonard Peltier Defense committee http://www.leonardpeltier.org/
• 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 Philippines 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/philist1.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/people.php?op=110681&rog=6
• Steven Curtis Chapman Live DVD http://www.almenconi.com/topics/chr_music/music_reviews/dvdscc.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
• 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/omhhtml/omhhome.html

Philippines Indigenous Groups
• BIBAK Northeast Homepage http://www.geocities.com/Tokyo/Towers/9374/
Religion and Spirituality
- Caney Indian Spiritual Center http://hometown.aol.com/sobaokokoromo1/caneyfrontpage.html
- Native American Spirituality http://www.religioustolerance.org/nataspir.htm
- Shamanism http://www.deoxy.org/shaman.htm
- Turtle Island Worm Band http://www.geocities.com/Yosemite/6332/

Rigoberta Menchu, Guatemalan Activist
- 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
- Rigoberta Menchu’s Truth http://www.pacificnews.org/jimm/stories/5.07/990407-menchu.html

Sports Mascots
- Chief Wahoo Stereotypes http://www.chhs.umn.edu/Visual_Artistic_Resources/Oscar_Arredondo/oscar_arredondo.html
- Indian Mascots and Logos http://people.ku.edu/~tweeme/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/~krkvls/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/
- 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 indigenouss 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
- Maori.com [http://www.maori.org.nz/]
- Stone Age Cultures Survive Tsunami Waves [http://www.msnbc.msn.com/id/6786476/]
- Western Samoa [http://www.merriewood.com/pacific/wsamo1.html]

**Wounded Knee and Sioux Nation**

- 1851 Fort Laramie Treaty [http://www.1851treaty.com/]
- Massacre at Wounded Knee [http://www.eyewitnesshistory.com/knee.htm]
- Pine Ridge Occupation Peoples [http://members.tripod.com/GrassRootsOyate/chronology.htm]