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Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Preliminary Material / Jill Brown and Nicola F. Johnson -- Theorizing the Cultural Borderlands / Phiona Stanley -- 'A Picture Tells More than a Thousand Words' / Eva Alerby -- Walking in Two Worlds / Jill Brown -- Being and Seeing Chakma / Raqib Chowdhury -- Komi People through the Eyes of Children / Anna Podorova and Inna Makarova -- Sámi Children's Images of Identity / Gunnar Jonsson and Ida-Maria Svonni -- The Past Is in the Present / Nicola F. Johnson -- I Do Not belong Here / Xuhong Wang -- Imagined Baduy Children / Ahmad Bukhori-Muslim -- Ainu: "Homogenous" Japan's Indigenous People / Sayaka Saito -- What Do Canadian Aboriginal Children in the Northwest Territories Understand about Themselves through Their Drawings? / Megan Blight and Michelle Eady -- Images of Dreams and Hopes / Dat Bao -- Notes on Contributors / Jill Brown.
Sommario/riassunto	"The understandings which children have of Indigenous identity provide means by which to explore the ways in which Indigenous identity is both projected and constructed in society. These understandings play a powerful part in the ways in which Indigenous peoples are positioned in the mainstream society with which they are connected. The research presented in this edited collection uses children's drawings to illuminate and explore the images children, both mainstream and Indigenous, have of Indigenous peoples. The data generated by this

process allows exploration of the ways in which Indigenous identity is understood globally, through a series of locally focussed studies connected by theme and approach. The data serves to illuminate both the space made available by mainstream groups, and aspects of modernity accommodated within the Indigenous sense of self. Our aim within this project has been to analyse and discuss the ways in which children construct identity, both their own and that of others. Children were asked to share their thoughts through drawings which were then used as the basis for conversation with the researchers. In this way the interaction between mainstream modernity and traditional Indigenous identity is made available for discussion and the connection between children's lived experiences of identity and the wider global discussion is both immediately enacted and located within broader international understandings of Indigenous cultures and their place in the world."
