

# **¿Qué es América? – American Ideals and Reality: Immigration and Human Rights for Immigrant Students**

*Kelly McCloskey-Romero*

## **The Academic Setting**

What does America stand for? Many American high school students may not know how to answer this question. Indeed, it is a very personal one, one that those of us who live in America may answer upon reflection and study of the ideals of the United States of America and the issues involved in achieving our ideals. As the face of America changes, immigrants, who come to this country for a variety of reasons, are an increasingly important part of this question and the myriad of answers we may discover. The purpose of this unit ¿Qué es América? is to facilitate this process of inquiry and discovery.

As a teacher of Bilingual Communication Skills at Albuquerque High School, my overall goal is to increase students' abilities to communicate in both English and Spanish. My students are all Spanish speakers, most of whom are Mexican or Cuban immigrants. Whereas some of these students are monolingual and have recently moved to the USA, others were born outside of the country but have lived here for a considerable amount of time. Even those students who are bilingual tend to identify themselves as Mexicans or Cubans first and Americans second. In addition to those students who are strong Spanish speakers, there are also Chicano students who were born here in the U.S. and are often more proficient in English than in Spanish, though they are strongly connected to the Hispanic and Mexican communities of New Mexico. All of these students are straddling at least two cultures as they experience their lives here in the United States from a unique cultural perspective. These immigrant students are members of all three of the possible immigrant categories - undocumented immigrants, permanent residents, and naturalized citizens. They stand to benefit greatly from an exploration of what the United States was founded upon and what it is today and specifically an exploration of where they fit into America.

Because of the complex circumstances, becoming more and more common across the country of these students' lives, the question of what it means to be an American is quite relevant. I would like to expose my Communication Skills students to the ideals and the reality of the American experience, in order that they may negotiate their place within American society. Through the sharing of knowledge and experiences, I would like to encourage and empower my students to feel a part of the changing identity of our nation.

This curriculum unit seeks to explore the following questions:

- \* What does America stand for?

- \* Why are so many people immigrating to the United States?
- \* What role do immigrants play in our society, past and present?
- \* What are immigrants' rights, from undocumented persons to residents to naturalized citizens?
- \* How can immigrants be involved in the American political system?
- \* What is the role of Hispanics, including immigrants, in America today?
- \* What does U. S. citizenship involve?
- \* Are American Constitutional ideals being upheld in the treatment of undocumented and documented immigrants?

## **Narrative**

Through the exploration of the above-mentioned questions, we will work as a class to improve the communication skills of my students. Reading, writing, speaking, and listening will be the focus as we discover the following content. A combination of the strategies of guided, shared, and independent reading, quickwrites, journal writing, and essay writing, group and individual presentations, speeches, and debates, and note-taking and oral comprehension activities will be used all along the course of this unit. These strategies and activities will be detailed in the "Implementation" section of this unit plan.

The Founding Principles of the United States of America - What does America stand for?

Beginning with the foundations of the American political system, we will study the Declaration of Independence, the Constitution, and the Bill of Rights. Through the study of these documents in English and Spanish, we will analyze them as a class, focusing upon the principles of equality, liberty, and democracy. Along with this, we will review basic elements of the American political system as preparation for the New Mexico High School Competency Exam. Our focus, like the focus of this ATI seminar, will be upon the ideals of the U.S.A and the issues which make attaining those ideals a challenge.

Beginning with the Declaration of Independence, we will focus upon the second paragraph of the preamble to the Declaration, discussing the three central political principles embodied in it — equality and human rights, consent of the governed, and limited government. First of all, our discussion of equality and human rights will involve the way that these rights have been granted to more and more Americans (women, African-Americans, immigrants, and others) over the course of our history due to the demands of these groups. Secondly, we will discuss the idea of government by consent and the importance of participation in politics by Americans and residents of the United States. Finally, we will highlight the principle of limited government and the right of the governed to alter or abolish

their own government. We will approach the Declaration of Independence as an expression of the ideals of American government.

In the same vein, we will study the U. S. Constitution and especially the Bill of Rights. The latter is the assertion of certain vital limits upon American federal government and rights of the governed. We will examine these in detail, as well as the "Civil War Amendments" focusing upon controversial issues and debates that have been sparked by their interpretation. Specifically, we will discuss equality for various groups of Americans (women and minorities), democratic freedoms, religious freedom, right of privacy, rights of the accused, voting and participation, and campaigns and elections. In order to consider the application of these rights and freedoms to all those within U. S. borders, we will discuss and debate prayer in the schools, search and seizure laws, abortion as a privacy issue, bilingual education, affirmative action, Miranda rights, and voting and participation among immigrants and minorities.

In each of these discussions, we will look at the different sides of the issue. For example, in discussing school prayer, we will talk about the balance of the free exercise of religion clause and the establishment of religion clause of the First Amendment. Integrated into these discussions of the basic rights of Americans will be a review of the workings of American government, specifically the system of checks and balances among the three branches of government. This basic understanding of the workings of U. S. government is often tested on the New Mexico High School Competency Exam, which these students will be taking in Spanish in February of 2001. Thus, the introduction to this unit, attempting an answer to the question "What does America stand for?" will serve the dual purpose of informing students as to the basic characteristics and values that define American government and provoking discussion of the complexities of these issues, throughout which students will develop their communication skills.

### Immigration: Where Do We Fit In?

Once a base of knowledge about the political system has been established, the focus will turn from the ideals of our society to its reality, specifically as it affects immigrants. Exploring what it means to live in modern America, we will investigate the demographics of a changing America and how important a force Hispanics will become in the course of the next generation, when they become the largest minority. The population of Hispanic Americans, consisting primarily of Mexican Americans, Puerto Ricans, and Cuban Americans, is growing about five times faster than the rest of the U. S. population, due mostly to massive immigration and a high birthrate (Banks 329). In addition, the Hispanic population is young compared to the rest of the country's population; its median age was 25.8 compared to 33.4 for the non-Hispanic population (U. S. Bureau of the Census, 1994) Most of these Hispanic Americans are concentrated in nine states: - California, Texas, New York, Florida, Illinois, New Jersey, New Mexico, Arizona, and Colorado. These states have 193 electoral votes, making up 71% of the number

(270) needed to elect a President (Banks 353) These numbers point to a growing influence of Hispanics upon the American reality. To evaluate the current situation of Hispanics and how they live here in the United States, specifically focusing upon how **their** reality corresponds to U.S. ideals, we will discuss student experiences and case studies. Student input will be the primary source of information examined as we consider the question - Are immigrants successful in their new lives?

Having looked at how important Hispanics are to American culture and politics, we will study an overview of immigration history and where Mexicans and Cubans fit into the current immigration picture. The United States of America has been classified "a nation of immigrants;" through exploring this history, we will consider both American policy and the attitudes of the American people. In general, the United States has been an easy place to which to immigrate — policy has generally been open to immigration throughout our history. Of course, all Americans, except for Native Americans, who were mistreated by the rest of Americans, are descended from immigrants. In addition to the mostly British settlers who first settled the colonies, there were two great waves of immigration to America. The first great wave, from 1840-1860, involved primarily German and Irish immigrants, approximately 4,000,000 of them. The second great wave, that of Ellis Island mythology and fame, brought 26 million immigrants from all over the world, including Asia and America as well as Europe and Africa. During this second wave, Mexicans began to emigrate to the United States in significant numbers. Currently, since 1965, we are experiencing another wave of immigration, with 700,000 - 1,000,000 immigrants arriving each year who become permanent residents and 300,000 undocumented people relocating to the United States. In discovering these facts, we will look at a history put out by the Immigration and Naturalization Service as well as a summary of immigration history in Spanish, using critical thinking to compare the two.

Throughout this immigration history, while policy has generally remained open to immigration and naturalization, public attitudes have fluctuated between the contradictory positions of liking of immigrants and embracing the mythology of an immigrant nation and a backlash against immigrants and increased desire to 'control our borders' (DiSipio & de la Garza 123). We are currently experiencing a backlash that has involved increased enforcement of the U.S./Mexico border, reduction of privileges for permanent residents, and attempts to deny all services, including public education, to undocumented immigrants. Through readings and attention to current events, we will trace these contradictory attitudes of support and rejection of immigration on the part of the American people.

Rights: Tying America's Principles to the Case of Immigration

There are three categories of immigrants here in the United States: naturalized citizens, permanent residents, and undocumented persons. Most of the students in my class will all fall into one of these categories, with a few of them enjoying

birthright citizenship. Although the rights of each of these groups vary, they are all covered under the basic rights guaranteed by the Constitution — specifically, due process and democratic freedoms. There is quite a gap between the rights and privileges afforded to permanent residents and U. S. citizens as opposed to undocumented residents. Permanent residents enjoy most of the privileges of citizens, though they cannot vote and they are denied access to certain jobs, particularly in the public sector. Naturalized citizens may do anything any other U. S. citizen can do, with the exception of becoming President or Vice-President. As students learn about what their rights are and what the rights are of immigrants of varying status - undocumented, residents, political refugees, and U.S. citizens, they will become empowered with knowledge to better understand their situation and perhaps change it.

An important element of this study will be to examine in what practical situations immigrants face questions of human rights. As legal institutions have reflected the ambivalence of society towards immigration (Carliner xi), there is a situation of the good news and the bad news for immigrants. First of all, many of the protections of the Constitution apply to all persons within U. S. borders, be they aliens or citizens: the freedom of religion, speech, press, and the right of assembly; the bars against unreasonable searches and seizures, charges for infamous crimes without an indictment, double jeopardy, and self-incrimination; the assurance of due process of law in preserving life, liberty, and property; the requirement of equal protection of laws; the right in criminal cases to a speedy and public trial, an impartial jury, with notice of charges, confrontation of adverse witnesses, the compulsory attendance of supporting witnesses, and the assistance of counsel, and to a trial by jury in civil cases; the prohibition against excessive bail and fines, cruel and unusual punishment, ex post facto (retroactive punishment), and involuntary servitude or slavery; and the guarantee of habeas corpus (xi). The Supreme Court upheld these rights when it ruled that vehicles may not be stopped because people ‘look’ Spanish-speaking (Carliner 128). Aliens who are deported are entitled to ‘procedural due process’ – a fair hearing of the charges against them (105). INS officers may only enter residences or private places of employment with either a warrant or consent (135). These situations represent the good news, of which students may not be aware. Now for the bad news. Despite all of these rights guaranteed by the U. S. Constitution, there are also cases in which they are not respected. For example, the INS may use illegally obtained evidence in cases of deportation; these people are not protected by the exclusionary rule (135). Government officials are not obliged to warn people that they may refuse consent to search a private home or business without a warrant. Some unconstitutional laws still exist that limit employment to U. S. citizens (185). In addition within these contradictory realities lie many gray areas. For example, one has a right to refuse to answer INS questions; however, doing so may constitute reasonable suspicion (135).

U. S. Citizenship: How and Why

U. S. Citizenship is not an option for many undocumented students. However, awareness of the process of naturalization will help students make the most informed decision possible about their situation when they become adults within the next five years. In order to become citizens, permanent residents must live in the U. S. for five years, pass a citizenship test, and show some proficiency in English. We will look at the test, analyze it, and learn the content. The questions are quite similar to those on the New Mexico High School Competency Exam that relate to American History and our political system. More important than the basics of U. S. Citizenship, we will discuss its benefits, particularly voting rights and participation in government.

#### **APPLICATION: Activism and Case Studies**

After considering the immigration question on a practical level from the perspective of their own circumstances, we will turn to an activist slant, as we will investigate and participate in various ways to influence American politics. Specifically, we will examine case studies of immigrant rights, particularly studies from along the U. S./Mexico border, and think critically about whether or not the "natural rights" of the Declaration of Independence are being respected. Ezequiel Hernandez' death, detainment of children along the border, the case of the Cuban prisoners who were kept in Louisiana without due process, and the horrifying statistics that characterize life in the borderlands will be studied as examples of human rights violations, while César Chavez' victories and the successes of the Chicano movement will provide a more hopeful balance. By learning about and participating in projects with groups that deal with immigrant rights (LULAC, Catholic Social Services, Mexican American Legal Defense Fund, Human Rights Watch and the Mexican Consulate), we will exercise our rights and learn more about them.

#### **Comparative Studies: Mexico and Cuba vs. the United States**

Once we have explored which rights are supported by the U. S. Constitution and applied to the real lives of modern day immigrants, we will add some perspective by considering human rights issues in the countries of origin of these students, Mexico and Cuba. The absence of these guarantees and the presence of corruption in Mexico, particularly in rural areas, and the "machinery of repression" of Cuba's system, demonstrate that human rights are a concern worldwide. Discussion of this sobering fact will perhaps lend some insight into this complicated human issue.

#### **Implementation: Strategies**

Throughout this unit, I will provide a variety of opportunities for students to interact with the content, practicing their reading, writing, speaking, and listening skills. Because literacy is such an important issue for these students, reading of a variety of texts and writing essays as well as journal writing and creative writing will be emphasized. Speeches, debates, interviews and in-class discussions will complement reading and writing as students have the opportunity become better

communicators in general. Simulations, hands-on activities, and art projects are important techniques to involve all students. I believe in creating a combination of interactive, independent, traditional, and innovative strategies for the promotion of learning of any content.

Assessment of this unit will be traditional and alternative. Students will regularly be quizzed and tested on the basic facts and figures that we will learn. They will write persuasive essays on the controversial questions that we will face throughout our study. As a culminating project, students will participate in an activist or volunteer event in which they will become involved in the political process. My hope in writing this unit is to empower these students to be more aware of the opportunities and challenges that they face.

## Weekly Lesson Plans

### *Week 1 – Introduction to the United States through its essential documents*

We will begin the unit with an explanation of its importance. Brainstorming the reasons that people come to live in the United States and what it stands for as a country, we will discuss what prior knowledge students have of this. Tying that back to the beginning of the United States, we will study the Declaration of Independence and introduce the idea of natural rights. As an interactive way to drive home the reality of this idea of natural rights, we will perform a simulation in class. Certain hierarchies will be arbitrarily assigned (e.g. – those with brown hair will enjoy different status than those without, certain privileges, etc.). As the students experience such discrimination (with which, unfortunately, they are all too familiar) we will break down its justifications and each student will consider what he/she believes natural rights are.

When we turn to the Bill of Rights, students will write their own. This will be their independent project for the week. Study of all of these documents will be done through a bilingual approach, looking at them in both English and Spanish. Finally, we will review the basics of American government as they are tested on the New Mexico High School Competency Exam. Students will be quizzed on the most basic information about the documents and their principles without going into too much depth.

### *Week 2: Equality*

We will start out this week by revisiting the wording of the second paragraph of the Declaration of Independence. We will then brainstorm situations in which the ideal did NOT match the reality. Specifically, we will go over the situations of minorities, slaves, and women. The Civil War amendments will be introduced and the current controversy over affirmative action discussed. For the weekly project, students will conduct interviews about affirmative action and do a debate in class on the issue. Finally, we will have our second quiz on the basics of the documents of the Declaration and the Bill of Rights as well as the challenges of equality

issues.

### Week 3: Liberty

This week's focus is the liberties guaranteed by the Bill of Rights and their application to the world of these students. Each day, we will address a different right and discuss it through a Socratic seminar (fish bowl style) format. These rights include: The right to privacy/search and seizure; rights of the accused - Miranda rights; freedom of religion – prayer in the schools; right to privacy – abortion. For this week's project, students will write a personal essay on the topic of their choice. We will also review the documents themselves and the controversies related to them and take our first test.

### *Week 4: Immigration*

Now that students have a grasp on the basic rights guaranteed by the Declaration and the Bill of Rights, we will move into discussions of immigration. First of all, we will do a visualization about the Statue of Liberty and what she represents. Considering quotes from immigrants in a variety of situations, we will discuss the schizophrenic nature of American attitudes on immigration. A brief overview of American history will document this movement between positive and negative views on immigration, as well as the importance of the changing attitudes to U. S. history.

In a critical thinking exercise, we will compare two portrayals of immigration today – that of Elizabeth Martínez "The Terrorist War on Immigration" and that of the INS itself "Our Immigration History." Students will do presentations on these two readings. We will also learn important vocabulary words related to immigration (alien, permanent resident, undocumented, etc.) This week's project will be the personal depiction of each student's own journey from their home to the U.S, in whatever form they choose (artwork, essay, presentation). Our weekly quiz will focus on the basics of immigration history and vocabulary.

### *Week 5 - Immigrant Rights*

During this week, we will explore the distinctions and stratifications among various immigrants (citizens, permanent residents, undocumented) and their rights under the law. We will discuss specific situations in which immigration rights are expressed every day, dealing with due process, search and seizure, etc. We will then begin to apply the basic rights to immigrant contexts, such as the way that search and seizure laws affect the searching of vehicles for undocumented aliens. The process by which we will do this will be through problem solving: Students will work in groups to apply the principles of the Bill of Rights to these situations. The project of the week will be a role play/public service announcement that students will do before the class, illustrating the immigrant right which they have been assigned. Our quiz will deal with the history of immigration and immigration rights.

### *Week 6: Case Studies: Ideals vs. Reality*

During this week, we will read important texts that deal with the ideals and the reality of immigrant life. Considering the case of Ezequiel Hernández, Cuban immigrants in Louisiana who were illegally detained, and the reality of the U.S./Mexico border, and the writings of Tomás Rivera (*y no se lo tragó la tierra*) they we will discuss immigrant life with a focus upon student experiences. Literacy will be emphasized as we do guided and shared reading on these issues. We will also learn about human rights issues in student's home countries. There will be no student project this week, only review for our immigration test.

### *Week 7: Citizenship: How and Why*

This week of the unit will be spent reviewing the material we have learned and applying it to the U. S. citizenship test itself. We will go over examples of the test, use study techniques and games to learn the material and then take the test. This week's project will be to interview someone who went through the citizenship process and then share learned information with the class. We will discuss the advantages of citizenship and the details of dual citizenship, which is also a possible option for these students.

### *Week 8: Intro to Activism and Empowerment*

This week will be devoted to the exploration of resources available to U. S. immigrants. I hope that speakers from the Mexican Consulate, LULAC, MALDEF, and other community organizations will share information about their programs. We will then participate in a mandatory service project with one of these groups, helping them in their goals and learning along the way. This service learning project and a reflection will represent the final project grade for this unit. We will prepare for this participation by learning about the organizations and then we will reflect upon our experiences in discussions, journal writing, and portfolio reflections. We will also evaluate the unit as a whole.

## **Documentation**

Unit Outline:

Day 1 - Introduction - definitions and notions of America - the Declaration of Independence

Day 2 - The Declaration of Independence, cont'd - natural rights - simulation activity in class with hierarchies

Day 3 - The Bill of Rights - students write their own student's bill of rights

Day 4 - Review of the basics of American government - prior knowledge emphasis - why the colonies separated from England

Day 5 - Quiz 1 - Documents

Day 6 - Equality: the Civil War amendments

Day 7: Equality: Minorities and immigrants/affirmative action

Day 8: Equality: Women  
Day 9: Liberty: Introduction  
Day 10: Quiz 2 - basics of documents and government/equality issues  
Day 11: Liberty: right to privacy - search and seizure  
Day 12: Liberty: rights of the accused - Miranda rights  
Day 13: Liberty: freedom of religion  
Day 14: Liberty: right to privacy - abortion  
Day 15: TEST1- basics of documents and government/ liberty & equality issues  
Day 16: Intro to Immigration - statue of liberty activity  
Day 17: Immigration history - waves and backlash  
Day 18: Immigration today - Martínez' articles - terrorist war on immigration  
Day 19: Stories of Immigration  
Day 20: Quiz 3 - Immigration history  
Day 21: Immigrant rights - distinctions & stratifications  
Day 22: Immigrant issues – problem-solving – applying rights and freedoms to immigrant contexts  
Day 23: Project: public service announcement/skit  
Day 24: Immigrant rights - review  
Day 25: Quiz 4 - immigrant rights and issues  
Day 26: Human rights and immigration - ideals vs. reality - intro  
Day 27: Case study 1 - Ezequiel Hernandez  
Day 28: Case study 2 - Cuban immigrants in prison  
Day 29: Borderlands reality  
Day 30: TEST: immigration & rights  
Day 31: Citizenship: how and why  
Day 32: The Citizenship test itself  
Day 33: Practice - test  
Day 34: review  
Day 35: Test/  
Day 36: Intro to activism and empowerment  
Day 37: César Chávez  
Day 38: Groups and resources  
Day 39: Preparation: final project  
Day 40: Final project – activism

#### Application Of New Mexico Benchmarks – Language Arts

This curriculum unit addresses the following State of New Mexico Benchmarks in the following ways.

**Content Standard 1:** Students will understand and use Language Arts for communication: analyze, evaluate, and use a wide range of language resources to

communicate effectively; and expand and evaluate use of vocabulary and linguistic skills in order to listen, read, think, speak, and write effectively.

This content standard is the focus of any Communication Skills class. As we explore the content related to immigration rights, students will discuss, read, analyze and write about the connection between their lives and the content.

**Content Standard 2:** Students will understand and use Language Arts as a learning tool: analyze, understand, and use the connections between Language Arts and other disciplines; and refine critical thinking skills in listening, speaking, reading, and writing.

This unit seeks to provide students with the opportunity to connect Social Studies and Language Arts, as students use language arts skills to analyze Social Studies content. Each document that we study will be approached with an emphasis on critical thinking skills, as student relate these rights and principles to the reality of their lives.

**Content Standard 3:** Students will listen and read for a variety of purposes: increase and refine the use of vocabulary appropriate to specific purposes; evaluate the quality of any given piece of written or verbal information and determine its usefulness for the intended purpose; and use print and non-print sources to apply and evaluate options to solve problems and to help meet the challenges of life.

Students will learn vocabulary in Spanish and English that relates to immigration and immigration rights, study texts and evaluate their truth and quality using critical thinking skills, and ultimately concentrating upon the applicability of the learned information to their own lives.

**Content Standard 5:** Students will speak clearly and write effectively for a variety of audiences and purposes. evaluate and choose the most effective strategies to organize and to deliver oral communication; use the most appropriate writing skills to fit a particular purpose by writing on a regular basis; express facts, ideas, and opinions clearly, articulately, and appropriately for a specific purpose or audience; utilize prior experiences, knowledge, culture, and home language in written and spoken products for all curriculum areas.

Students will do journal entries and formal writing assignments throughout this unit, developing their ability to express themselves in writing about their own experiences for an academic audience (the teacher) as well as for their peers.

**Content Standard 8:** Students will appreciate and respect their own language, culture, and literature, and will learn about the languages, cultures, and literature of others: demonstrate understanding of a variety of different cultural perspectives; and analyze, evaluate, and use social and interpersonal skills to understand and communicate effectively within their own cultures and with the cultures of others.

This study of immigration is ultimately a study of American, Mexican, and Cuban

cultures and how they interact in this live and real context. Students will discuss with each other and with me the cultural implications of immigration and its realities. The presence of persons of all three cultures in the classroom itself provides a fertile environment for the exploration of these issues.

### **Teacher's Reading And Resource List**

Interviews with representatives of the following organizations:

- Immigration and Naturalization Service
- Mexican-American Legal and Defense Fund
- El Consulado de México
- Catholic Social Services' Refugee Resettlement Program.
- Human Rights Watch
- League of United Latin American Citizens

### **WORKS CONSULTED**

Abrash, Barbara and Catherine Egan, eds. *Mediating History: The Map Guide to Independent Video by and about African American, Asian American, Latino, and Native American People*. New York: New York University Press, 1992.

This is a valuable resource on videos relating to the Mexican-American experience.

Amnesty International. *United States of America : Human Rights Concerns in the Border Region with Mexico*. New York: Amnesty International USA, 1998.

This has important facts, figures, and recommendations about human rights violations in the borderlands.

Ashabranner, Brent. *Our Beckoning Borders: Illegal Immigration to America*. New York: Cobblehill Books, 1996.

Personal stories of undocumented immigrants at various stages in the process of immigration.

Banks, James A. *Teaching Strategies for Ethnic Studies*. Sixth Ed. Boston: Allyn and Bacon, 1997.

Includes a chapter on working with Mexican Americans as well as a chapter on Cuban Americans. Lesson and unit plans are included.

Bentley, Judith. *American Immigration Today: Pressures, Problems, Policies*. New York: Julian Messner, 1981.

Though a bit dated, this overview of immigration issues contains an article on Hispanics with some interesting statistics.

Bustamente, Jorge. *"La Política de Inmigración de Estados Unidos: Un analisis de sus contradicciones. Inmigración en el Occidente de*

México. Michoacán: El Colegio de Michoacán, 1988.

An overview of U.S. immigration policy, including its contradictions, from a Mexican perspective.

Carliner, David, et. al. *The Rights of Aliens and Refugees: The Basic ACLU Guide to Alien and Refugee Rights*. Second ed. Carbondale:

Southern Illinois University Press, 1990.

This book is written in an easy-to-understand format and answers many specific questions about immigrant rights.

Castañeda, Jorge. *The Estados Unidos Affair: Cinco Ensayos sobre un amor oblicuo*. Mexico City: Aguilar, 1996.

These essays deal with relations between the U.S. and Mexico from a Mexican perspective with a focus on policy.

Cruz, Camilo. F. *En Busca del Sueño Americano: Guía para triunfar en los Estados Unidos*. Colombia: Santafé de Bogotá, 1993.

This is a Columbian immigrant's guide for success here in the United States.

DeSipio, Louis and Rodolfo O. de la Garza, *Making Americans, Remaking America: Immigration and Immigrant Policy*. Boulder: Westview Press, 1998.

This is an excellent overview of immigration history and current issues.

Dolan, Edward F. and Scariano, Margaret M. *Cuba and the United States*. New York: Franklin Watts, 1987.

This book provides important background information for the relations between Cuba and the United States. It is helpful for understanding the Cuban students themselves as well as the circumstances that led to our current immigration policy towards Cubans.

Grant, Madison, Ed. *The Founders of the Republic on Immigration, Naturalization and Aliens*. New York: Charles Scribner's Sons, 1928.

This collection of quotations from the founders of the Republic, including Jefferson, Adams, Franklin, and Madison, supports the view that they were not in favor of immigration. Study of these quotations is a valuable critical thinking exercise in the way that one may gather information to support many hypotheses.

Human Rights Watch. *Implausible Deniability: State Responsibility for Rural Violence in Mexico*. New York: Human Rights Watch, 1997.

This gives important information about human rights abuses in Mexico.

Human Rights Watch. *Cuba's Repressive Machinery: Human Rights Forty Years After the Revolution*. New York: Human Rights Watch, 1999.

Chronicles the realities of human rights concerns in modern-day Cuba.

Human Rights Watch. *Slipping through the Cracks: Unaccompanied Children*

*Detained by the U. S. Immigration and Naturalization Service.* New York: Human Rights Watch, 1997.

Human Rights Watch Children's Rights Project explores human rights abuses against unaccompanied children along the U. S. border.

*La Inmigración Indocumentada en los Debates del Congreso de Los Estados Unidos* Mexico City: Talleres Gráficos de la Nación, 1979.

This study of undocumented immigration to the U.S. from a Mexican perspective gives pro-and anti-immigration arguments of the late 70s translated into Spanish.

Martínez, Elizabeth. *De Colores Means All of Us: Latina Views for a Multi-Colored Century.* Cambridge: South End Press, 1998.

This politicized perspective has a chapter on "the terrorist war on immigrants" that discusses how attitudes and laws are working against immigrants.

McClain, Paula D. and Joseph Stewart. *"Can We All Get Along?" Racial and Ethnic Minorities in American Politics.* Second Ed. Boulder: Westview Press, 1999.

An overview of racial and ethnic minority politics, including a discussion of Latinos and their participation in American politics.

McLellan, Grant, ed. *Immigrants, Refugees, and U. S. Policy.* New York: The H. W. Wilson Company, 1981

This is a collection of articles about immigration that contains a variety of perspectives.

Nickel, James W. *Human Rights and the Rights of Aliens.* College Park, Md.: Center for Philosophy and Public Policy, University of Maryland, 1980.

A dissertation on the connections between human rights and immigrant rights in the U.S.

Ribaroff, Margaret Flesher. *Mexico and the United States Today: Issues between Neighbors.* New York: Franklin Watts, 1985.

An overview of the issues concerning U.S.-Mexican relations, with a chapter on undocumented immigrants.

United States. Department of Justice Immigration and Naturalization Service. *Our Immigration: A Brief Account of Immigration to the United States.* United States: INS, 1963.

This is the INS' own story of American immigration history written in simple language.

### **Student Reading List**

Carliner, David. *Los Derechos de Los Extranjeros.* New York: Avon Books, 1979.

The Spanish translation of the first edition of the above-mentioned manual for immigrants on their rights.

Rivera, Tomás. *Y no se lo tragó la Tierra*. Evanston, Illinois: McDougal Littell, 1997.

This 1987 novella tells the story of migrant families in Spanish. It is a powerful reading about the human experience of immigration and the specific context of Mexican migrant workers.

Martínez, Elizabeth. *De Colores Means All of Us: Latina Views for a Multi-Colored Century*. Cambridge: South End Press, 1998.

This politicized perspective has a chapter on "the terrorist war on immigrants" that discusses how attitudes and laws are working against immigrants.

Rosenberg, Maxine B. *Making a New Home in America*. New York: Lothrop, Lee & Shepard Books, 1986.

This is a simple text that presents a very clean perspective on immigration and the lives of children who come from Japan, Cuba, Guyana, and India. Though it is a bit over-simplified and focused upon immigrants from middle or upper classes of their home countries, it is written in easy English and could serve as an interesting critical thinking exercise as compared to students' lives.

United States. Department of Justice Immigration and Naturalization Service. *Our Immigration: A Brief Account of Immigration to the United States*. United States: INS, 1963

This is the INS' own story of American Immigration history, written in simple language.