

POV

Community
Engagement & Education
DISCUSSION GUIDE

Sin País (Without Country)

A Film by Theo Rigby



www.pbs.org/pov



In 2004, when I made my first trip to the Arizona-Mexico border, I had never met anyone who was undocumented. Of course, I must have crossed paths with people without papers before then, but like most Americans, I didn't recognize how present and integrated the undocumented community is in every facet of life in the United States. As I photographed along the border, I quickly became aware that life moves very differently there than it does in any other part of the United States—a heavy police presence is a part of life, the natural environment is both beautiful and treacherous and the two countries blend into a complex web of cultures, family, history and identity.

On that first trip I started photographing a large mixed-status family originally from Mexico. One year later, the mother and daughter were arrested by the border patrol on their way home from work in the tomato fields. I became familiar with the complex, and often dysfunctional, immigration justice system as I continued to record their experience, mainly with still images, over the next three years. Their story was published in major national magazines, and in the years since, the family has continued to struggle with legal-status issues.

As a storyteller, I am drawn to subjects that are crucial to the fabric of the United States but are often underreported, misunderstood and simplified in the mass media. As my relationship with this family in Arizona grew very close, many of the complexities and nuances of what it means to live while undocumented emerged. There is a constant struggle to arrange many of the “normal” things in life when you don't have proper documentation—huge obstacles stand in the way of getting a job, driver's license, car, credit card, education and health care. Many people without papers have described the ever-present fear of being caught, which often recedes to become quite faint and barely noticeable, but then moves to the fore and is strong and terrifying when the border patrol appears on the horizon.

Two weeks after I met the Mejias, the family featured in *Sin País*, the parents, Sam and Elida, were deported to Guatemala after living in California for almost 20 years. While the parents were being deported, their son, Gilbert, was fighting his own deportation case, but the younger children, Helen and Dulce, were safe since they were U.S. citizens. I went to their house, and the family members and I sat in a circle in the living room as I pitched an idea of a film that would intimately follow their journey through the most emotionally and psychologically difficult experience of their lives.

The family quickly agreed that it was a good idea. The matriarch, Elida, thoughtfully commented, “This film may not specifically help us with our case, but it will show all of the people who have never met someone without papers what we go through, that we are part of the community and that this is happening to thousands of people every day.” Elida's words stuck with me throughout the production of *Sin País* as I followed the family members during their painful separation. I filmed in Guatemala (where Sam and Elida were deported, taking Dulce with them) and in the United States (where Gilbert and Helen remained). Elida's thoughts resonated deeply with me when deportation statistics for 2011 were recently released: Those statistics show that 400,000 people were deported from the United States in 2011.

As immigration continues to be one of the most complicated social, cultural and political issues in our country, I am more passionate than ever about creating nuanced and intimate representations of immigrant stories. I believe that a unifying national conversation about immigration is possible, and that dissemination of stories like that of the Mejia family can help steer the conversation to a more humane, inclusive and positive place.



Filmmaker Theo Rigby.

Photo courtesy of Katina Papson Rigby

Theo Rigby

Director/Producer, **Sin País**



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The Mejia-Perez family together in California on the night of the deportation of Sam and Elida.

Photo courtesy of Theo Rigby

In contrast to the partisan politics and mainstream media's "talking point" approach to immigration issues, **Sin País (Without Country)** tells the emotional story of a deportation's impact on one family. The film begins two weeks before two teens—Gilbert and Helen—are forcibly separated from their parents.

In 1992, Sam and Elida Mejia left Guatemala during a violent civil war and brought their 1-year-old son, Gilbert, to California. The Mejias settled in the Bay Area, and for the past 17 years they have worked multiple jobs to support their family, paid their taxes and saved enough to buy a home. In California, they had two more children, Helen and Dulce, who are both U.S. citizens. Two years ago, immigration agents stormed the Mejias' house looking for someone who didn't live there. Sam, Elida and Gilbert were all undocumented and became deeply entangled in the U.S. immigration system.

After a passionate fight to keep the family together, Sam and Elida were deported and took Dulce with them back to Guatemala, while Gilbert and Helen remained in the only country they have known as home.

With intimate access and striking imagery, **Sin País** explores the complexities of the Mejias' new reality as a separated family—parents without their children, and children without their parents. The film's short length (20 minutes) makes it an excellent springboard for discussions, not only about immigration policy and the future of families like the Mejias, but also about the nature of American democracy and the practical meaning of the American dream.



Sin País is well suited for use in a variety of settings and is especially recommended for use with:

- **Your local PBS station**
- **Groups that have discussed previous PBS and POV films relating to U.S. immigration policy, undocumented workers and their children, immigrants from Central and South America or Guatemala, including, *Made in L.A.*, *Farmingville*, *The Sixth Section*, *The Ballad of Esequiel Hernández*, *Calavera Highway*, *Well-Founded Fear*, *Discovering Dominga*, *Granito: How to Nail a Dictator* and *The New Americans***
- **Groups focused on any of the issues listed in the Key Issues section**
- **High school students**
- **Faith-based organizations and institutions**
- **Cultural, art and historical organizations, institutions and museums**
- **Civic, fraternal and community groups**
- **Academic departments and student groups at colleges, universities and high schools**
- **Community organizations with a mission to promote education and learning, such as local libraries**

Sin País is an excellent tool for outreach and will be of special interest to people looking to explore the following topics:

- **“American dream”**
- **Border policy**
- **California**
- **DREAM Act**
- **Economics**
- **Education**
- **Emotional and psychological effects of deportation**
- **Families**
- **Family separation**
- **Guatemala**
- **Human rights**
- **Immigration law**
- **Immigration policy**
- **Labor**
- **Migration trends**
- **Mixed-status families**
- **Parenting**
- **Undocumented workers**

USING THIS GUIDE

This guide is an invitation to dialogue. It is based on a belief in the power of human connection, designed for people who want to use **Sin País** to engage family, friends, classmates, colleagues and communities. In contrast to initiatives that foster debates in which participants try to convince others that they are right, this document envisions conversations undertaken in a spirit of openness in which people try to understand one another and expand their thinking by sharing viewpoints and listening actively.

The discussion prompts are intentionally crafted to help a wide range of audiences think more deeply about the issues in the film. Rather than attempting to address them all, choose one or two that best meet your needs and interests. And be sure to leave time to consider taking action. Planning next steps can help people leave the room feeling energized and optimistic, even in instances when conversations have been difficult.

For more detailed event planning and facilitation tips, visit www.pbs.org/pov/outreach



Portrait of Elida and Dulce Mejia-Perez

Photo courtesy of Theo Rigby

Immigration to the United States from Guatemala

Until 1960, the U.S. Census Bureau did not record the number of immigrants from Guatemala, but it is known that from 1967 to 1980 close to 109,000 Guatemalans immigrated to the United States, due largely to political conflict and a devastating earthquake in 1976. The number has remained steadily around 40,000 in subsequent years. In 1992, Sam and Elida Mejia, featured in **Sin País**, left Guatemala during a civil war and illegally immigrated to California with their 1-year-old son, Gilbert. While the United States offered asylum to Guatemalan civil war refugees in the 1980s, the Mejias arrived a few years too late to qualify.

Based on results from a U.S. Census Bureau survey, the Pew Hispanic Center estimated in 2006 that there were 320,000 undocumented Guatemalans living in the

United States. The International Organization for Migration believes an average of 2,500 Guatemalans are deported from the United States every year. According to U.S. Immigration and Customs Enforcement (I.C.E.), the annual number of deportations has been stable in the past few years: 370,000 in 2008; 390,000 in 2009; 393,000 in 2010; and 397,000 in 2011. An I.C.E. spokesperson recently stated that that body is “Congressionally funded to remove 400,000 a year.”

Illegal immigrants detained by federal officials are usually deported back to their home countries without being informed of their legal right to counsel or being put in touch with their home country consular officials. As punishment for unlawful



Elida and Helen cook together

Photo still from *Sin País*

presence in the United States, undocumented immigrants must return to their native countries to wait out bans lasting three to 10 years before applying for legal residency (assuming they have legal ways to immigrate, which many do not).

While there has been an absence of comprehensive federal immigration reform in recent years, it has been a frequent subject of state-level legislation and has already become a hot-button issue in the 2012 presidential campaign. Many states have advanced laws similar to Arizona's anti-immigrant SB 1070, which in 2011 made it a state crime to be an undocumented immigrant. In late June 2012, the Supreme Court ruled against much of SB 1070 but did uphold the provision allowing police to check the immigration status of people they detain.

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Mixed-status Families

In general, to be able to apply for an immigrant visa, a foreign citizen must fall under one of three immigration categories: family reunification, employment sponsorship or humanitarian cases (refugee and asylum adjustment). According to the Migration Policy Institute, the majority of people who wish to obtain lawful permanent residence in the United States qualify because they are family members of U.S. citizens or residents, employees of U.S. companies or refugees or asylum seekers who have been granted protection in the United States.

A mixed-status family is one in which family members have different immigration statuses—some members are U.S. citizens and/or legal residents while others remain undocumented, despite family and marriage ties to the United States. In **Sin País**, Sam, Elida and Gilbert Mejia were born in Guatemala, while Helen and Dulce were born in the United States and therefore are both U.S. citizens.

A report from the U.S. Department of Homeland Security revealed that during the period from January 1, 2011 to June 30, 2011, each of 46,486 of the immigrants

A long distance family reunion

Photo still from **Sin País**

removed from the country by U.S. Immigration and Customs Enforcement claimed to be the parent of at least one U.S. citizen child. This number is a record high.

In January 2012 the Applied Research Center reported that more than 5,100 children of immigrants have ended up in foster care after their parents were detained or deported. Nearly a quarter of these children are California residents. The report prompted the California State Senate to vote in favor of a bill that would authorize juvenile court judges to provide detained or deported parents additional time to stay in the country while they apply for hardship waivers that could ultimately lead to legal residency. The bill also requires state child welfare authorities to guide counties on how to work with foreign consulates, which often serve as liaisons between deported parents and the child welfare department.

Under current law, undocumented immigrants face a ban from the United States for three to 10 years before they can



Dulce and her U.S. Passport.

Photo still from *Sin País*

apply for legal re-entry. Many detained parents are therefore faced with the decision to take their United States-born children with them or to leave them behind while they find a legal way to immigrate (which many never do).

However, applying for legal re-entry can be a daunting task. Even after the three- to 10-year waiting period, the process of obtaining immigrant visas is confusing and lengthy. Technically, immigrant visas become available each month to those whose priority dates (dates on which their petitions were filed) are listed in the U.S. State Department visa bulletin, but such dates frequently change. Mexican visa applications from 1993 are currently being processed and applicants from the Philippines have been waiting almost a quarter-century, since 1988. The same number of immigration visas are available for each country, regardless of population or visa demand.

United States-born children of immigrants must be 21 in order to sponsor their parents. In *Sin País*, Helen is only 14.

A report released by the Urban Institute in 2010 shows that parental deportation can be detrimental to a child.

Research shows that children of deported parents

exhibit significant behavioral changes, including anxiety and anger, and face increased odds of lasting economic turmoil and social exclusion. The report also revealed that 45 percent of parents who were deported in 2011 were not apprehended for any criminal offense, but rather were victims of targeted raids.

Source:

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Gilbert says goodbye to his father and Dulce.

Photo still from *Sin País*

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The DREAM (Development, Relief and Education for Alien Minors) Act

In *Sin País*, Helen travels to Guatemala for Christmas to visit her parents and extended family, but her Guatemala-born brother Gilbert is unable to go along because as an undocumented immigrant he cannot freely travel between Guatemala and the United States. A bill called the DREAM (Development, Relief and Education for Alien Minors) Act that first surfaced in 2001 addresses

the situations of undocumented young people like Gilbert.

The DREAM Act is a response to the condition of approximately 2.1 million undocumented children and young adults in the United States today. Sometimes referred to as the 1.5 generation, these young people were brought to the United States by their parents at a young age and are growing up in a society in which they do not have legal access to many rights of citizenship.

Although many undocumented students, like Gilbert, achieve in school and have high hopes for their futures, they do not qualify for federal grants or loans for college and have to get loans from private banks or work to pay tuition. An inability to afford high college costs causes high school drop-out rates among undocumented students to be high, and college attendance rates to be low.

The DREAM Act was introduced in Congress in 2001. The bill proposes a system through which undocumented students



Elida and Dulce shuck corn in Guatemala.

Photo still from *Sin País*

with high school diplomas or GEDs would be able to achieve permanent residency either by serving in the armed services or by attending college in good standing for two years. The bill has not become law and has been revised and submitted to Congress in 2005, 2007, 2009 and 2011. Some states, such as California and Illinois, have independently permitted undocumented students to attend universities and qualify for in-state tuition.

In June 2012, President Obama issued an executive order that will temporarily stop deportation of young, undocumented immigrants who were brought to the United States illegally as children. During this period of “deferred action” from deportation, these young people will be eligible to apply for documentation that would allow them to work in the United States. While this would not provide the opportunity to obtain citizenship or permanent residency as the DREAM Act would, it has raised the hopes of many young undocumented immigrants.

Source:

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Mejia Family Case Summary

The following summary was provided by Marc Van Der Hout and Katie Kavanagh of Van Der Hout, Brigagliano & Nightingale, LLP.

The Mejia family's home was raided by Immigration and Customs Enforcement (I.C.E.) agents on an early morning in March 2007, in what turned out to be a case of mistaken identity—I.C.E. was actually looking for someone else. Nevertheless, Sam, Elida and their son, Gilbert, were placed in removal proceedings because they were in the United States without lawful immigration status. All had been living in this country for more than 15 years at that time, Gilbert since age 1. Sam and Elida had two U.S. citizen daughters, Helen and Dulce, who were 11 and 1 1/2 years old, respectively, at the time of the raid.

In immigration court, Sam and Elida applied for a form of relief from deportation known as cancellation of removal, based on their long residency in the United States and the exceptional hardship their deportation would cause to their two young U.S. citizen daughters. If their case was granted, they would become lawful permanent

residents, or "green card holders." If his parents became lawful permanent residents, Gilbert, too, would become eligible to apply for cancellation of removal, based on the hardship his deportation would cause his parents. Gilbert also filed an asylum application.

After hearing Sam and Elida's case, the immigration judge granted their applications for cancellation of removal. However, the U.S. Department of Homeland Security (D.H.S.) appealed that decision, arguing that not enough hardship was shown and, unfortunately, the judge's grant of permanent residency was overturned on appeal. Had D.H.S. not appealed the judge's grant, Sam and Elida and Gilbert would have become lawful permanent residents years ago. Sam and Elida's attorneys continued to fight to keep them in the United States, but after all efforts had been exhausted, Sam and Elida were deported on November 4, 2009, despite hundreds of letters written to D.H.S. on their behalf and numer-

Mejia family portrait.
Photo still from *Sin País*



Gilbert prays before his court date.

Photo still from *Sin País*

ous press articles and editorials calling on the government not to deport them. Helen, then 13, made the wrenching decision to stay in the United States with Gilbert rather than accompanying her parents and Dulce back to Guatemala so that she could continue her education in this country.

With Sam, Elida and Dulce in Guatemala and Gilbert and Helen on their own in the United States, the entire family was suffering. Elida, who had worked as a caretaker in the United States, resorted to selling tortillas on the street, while Sam was unable to find work at all. Dulce became withdrawn and hardly spoke. Helen's grades dropped, and Gilbert was overcome with the pressure of supporting his sister Helen, maintaining their house and pursuing his architecture studies. Eventually, with the help of their lawyers, Sam and Elida applied for a very rare form of temporary visa known as humanitarian parole and D.H.S., recognizing the extreme hardship that the Mejias, especially Dulce and Helen, were suffering, granted their application. The family was reunited in July 2010 and Sam and Elida have applied for annual humanitarian parole renewals since then. It is only a temporary solution, though, and their attorneys continue

to seek a permanent means for Sam and Elida to remain in the United States with their children.

Gilbert's deportation case was temporarily closed in March 2012, thanks to a new D.H.S. policy of granting "prosecutorial discretion" to immigrants who meet certain sympathetic criteria and do not fall under D.H.S. deportation priorities. Under current D.H.S. prosecutorial discretion policies, a family like the Mejias probably never would have been placed in deportation proceedings.

Under a new policy announced by the Obama administration on June 15, 2012, Gilbert (and many other young immigrants) will also be eligible to apply for "deferred action" status for a period of two years, with the chance to renew. While deferred action status will not lead to permanent residence or citizenship for Gilbert, it will give him the opportunity to receive a temporary work permit for the first time in his life.



Immigration Myths and Realities

Myth #1: Immigrants don't pay taxes and "freeload" off of the welfare system.

Immigrants pay taxes, just like anyone else—between \$90 and \$140 billion a year in federal, state and local taxes. Moreover, it's estimated that immigrants earn about \$240 billion a year, pay \$90 billion or more a year in taxes and use only about \$5 billion in public benefits annually, so the government makes money off of immigrants—often because undocumented workers are afraid they'll get caught if they use public services such as health care. Undocumented immigrants pay income taxes, too: The Social Security Administration's balance of taxes that cannot be matched to workers' names and social security numbers grew by \$20 billion between 1990 and 1998. While employers are obligated to ask for Social Security numbers, they don't have to confirm the authenticity of those numbers, leading to the use of millions of false Social Security cards. Often an undocumented immigrant applies for an ITIN number, which can be used in place of a Social Security number for the sole purpose of paying income taxes.

Sam and Dulce Mejia-Perez outside of Quetzaltenango, Guatemala.

Photo courtesy of Theo Rigby

Myth #2: Immigrants don't want to learn English because they want to make Spanish our national language and take over our culture.

While 83 percent of immigrants to the United States do not speak English at home, a recent survey by the Pew Hispanic Center shows that a clear majority of Latinos (57 percent) believe that immigrants have to speak English to be a part of American society. And it is Latino immigrants, rather than native-born Latinos, who are more likely to say that immigrants must learn English. Another study published by the *Population and Development Review* concluded that English is not under threat as the dominant language spoken in the United States—even in Southern California, home to the largest concentration of Spanish-speaking immigrants.



Sam packing up in preparation for deportation.

Photo still from *Sin País*

Myth #3: Immigration to the United States has increased over the last century.

This is technically true in terms of sheer numbers, but keep in mind that at the start of the 20th century, the U.S. population was less than half what it is now. According to the U.S. Census Bureau, in the early 20th century, the foreign-born population was about 15 percent of the total population, whereas now it stands at about 11.5 percent, so the rate of immigration relative to the United States-born population—the most accurate indicator—has decreased.

Myth #4: Immigrants on average are dramatically less educated than native-born Americans.

Taken together, immigrants on average have perhaps one year less education than Americans born in the United States. The proportion of immigrants in the labor force who have a bachelor's or post-graduate degree is higher than that of the native labor force, and the proportion of adult immigrants with eight or fewer years of education has been decreasing, while the proportion of adult immigrants with 16 years or more of education has been increasing.

Myth #5: Immigrants cause unemployment because they take jobs from native-born Americans.

The largest wave of immigration to the United States since the 1900s coincided with our lowest national unemployment rate and fastest economic growth. Many studies have shown that even among low-paid and minority groups, immigrants do not cause native unemployment. Many believe that, if anything, immigrants create new jobs with their purchasing power and the new businesses they start, a pattern that has been particularly important with the emergence of the high-tech industry. According to one recent study, immigrant entrepreneurs founded 25 percent of all U.S. engineering and technology companies launched in the last decade—such as Google, for example, which was co-founded by Russian immigrant Sergey Brin. Immigrant-founded companies were estimated to have generated \$53 billion in sales in 2005 and created about 450,000 jobs as of 2005. In 2011, immigrants



Helen reunites with her family in Guatemala.

Photo still from *Sin País*

created 28% of all new firms and were twice as likely to start new businesses when compared to those born in the United States. Many immigrants also take low skilled, low paid jobs in agriculture and the service industry.

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Selected People Featured in **Sin País**



Sam Mejia



Elida Mejia



Gilbert Mejia (21)



Helen Mejia (16)



Dulce Mejia (6)

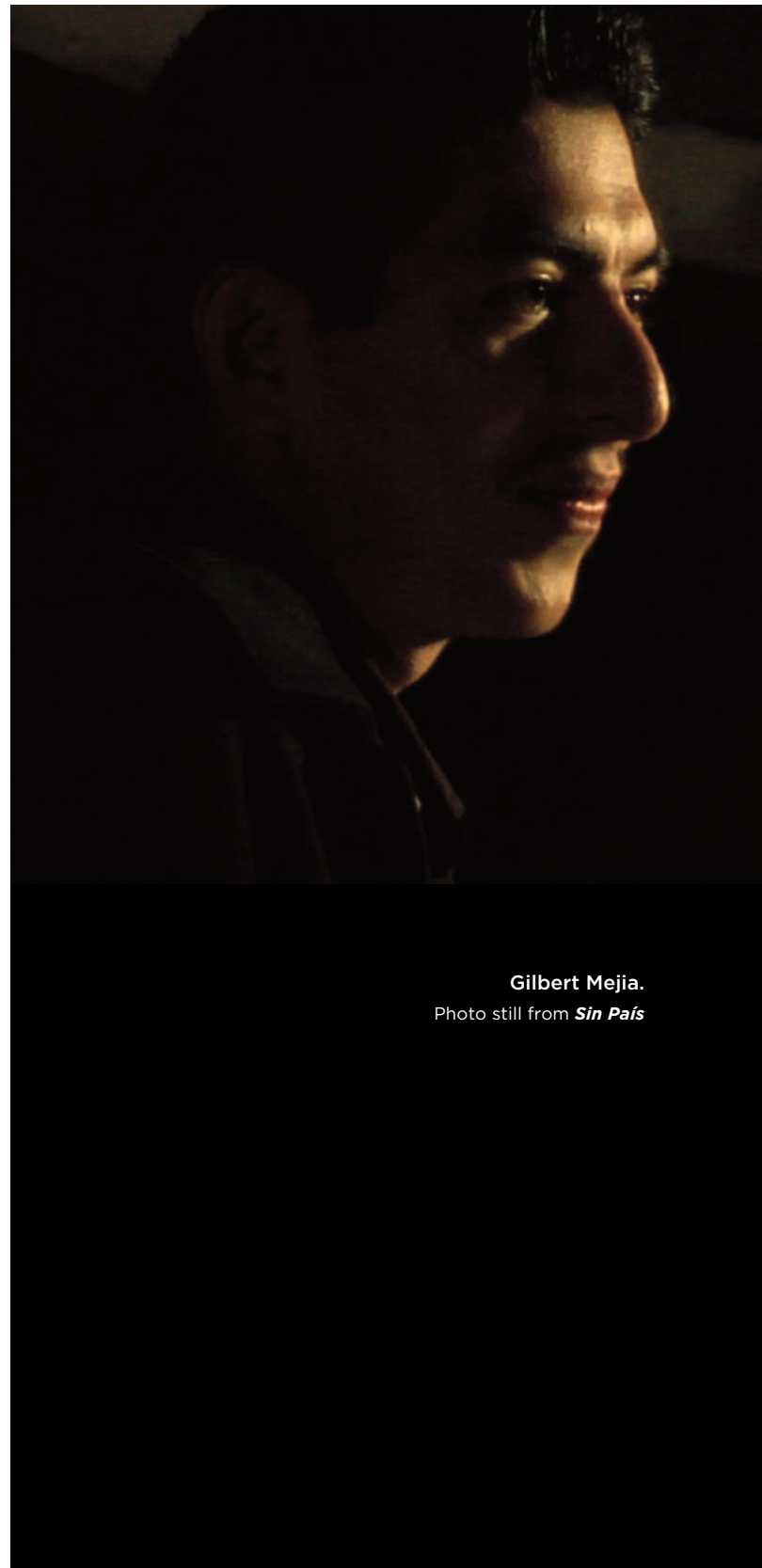


Immediately after the film, you may want to give people a few quiet moments to reflect on what they have seen. If the mood seems tense, you can pose a general question and give people some time to themselves to jot down or think about their answers before opening the discussion.

Unless you think participants are so uncomfortable that they can't engage until they have had a break, don't encourage people to leave the room between the film and the discussion. If you save your break for an appropriate moment during the discussion, you won't lose the feeling of the film as you begin your dialogue.

One way to get a discussion going is to pose a general question such as:

- If you could ask anyone in the film a single question, who would it be and what would you ask him or her?
- What did you learn from this film? What insights did it provide?
- If a friend asked you what this film was about, what would you say?
- Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?



Gilbert Mejia.

Photo still from *Sin País*



Gilbert and Helen after parents' departure

Photo still from *Sin País*

The Political

Who, if anyone, benefits from deporting the Mejias? In addition to immediate family members, who might be impacted by the deportation? In your view, do the benefits outweigh the damage? Why or why not?

The film describes the Mejias this way:

It's a family that has pulled themselves up by the bootstraps and worked many jobs to make a go of it here. They've supported their kids and now they have a kid in college, and a star student, a freshman in high school. They have saved enough to buy their own home and really fulfilled the American dream...

In your view, what should U.S. policy be for people like Sam and Elida who lack documentation but exemplify model citizenship? Should the law account for any of the following factors, and if so, how:

- their reasons for leaving Guatemala
- the length of time they have been in the United States
- their employment or economic status
 - their achievements in the United States
 - the fact that they have children who are U.S. citizens

Helen says, "Because I'm a U.S. citizen I can apply for my parents to become citizens when I'm 21. That's so long. That's like seven years. Seven years is like, forever. It's like, way to take them out, right when I need them the most." What is your opinion of the U.S. law that allows children of undocumented parents to petition for citizenship for their parents at the age of 21? If the law were changed and children under 21 could petition, what would be the broader implications of minors taking legal actions such as these?

Unlike his sister, Gilbert was not born in the United States. He was 1 year old when his parents brought him to the United States. What would you do if you were the judge in Gilbert's case? Do you think he should be granted a pathway to citizenship?

Elida points out that to her children, "There is no other country but the one they have lived in." Should this matter in terms of immigration policy? Why or why not?

How do you define the "American dream"? After viewing the film, is your definition the same or different? Do the Mejias fit your definition? Why or why not?

What is the significance of the film's title?



Gilbert and Helen walk to church in San Francisco

Photo still from *Sin País*

The Personal

Elida says, “When you come from your country, you usually bring a dream.” How would you describe the dream that inspired Elida and Sam to come to the United States? How does this dream compare with the experiences of other immigrants you know about, either currently or in past generations?

Compare your own experience to that of the person in the Mejia family closest to your age. How is his or her experience similar to and different from yours?

Describe the impact of the Mejias’ deportation on their children. Who else is affected? What is the potential ripple effect of a deportation like this?

Elida struggles with her decision to leave her children, saying, “Helen is still young. She still can’t work, so she depends on me. She needs more than help with money. She needs moral advice and spiritual advice. I don’t want to bring her here [to Guatemala] either, because it would be selfish and deny her opportunities. She deserves a better future.” Under what circumstances might you separate from your children if you had them? How about if you were Helen or Gilbert? If the choice were yours, would you con-

sider going to Guatemala with your parents or would you stay in the United States? What factors would carry the most weight in making your decision?

Helen says, “If I get a B- in my class, they are like, ‘Why are you getting a B-? get an A.’”

Why do you think Sam and Elida place such great emphasis on education? What is the effect on children of such pressure to succeed? How do Gilbert and Helen cope with that pressure?

Additional media literacy questions are available at:
www.pbs.org/pov/educators/media-literacy.php



Webcam reunion for Helen's birthday

Photo still from *Sin País*

Taking Action

- Research the current status of the DREAM Act and invite your federal legislators to a public forum to explain their support of or opposition to the proposed law. Offer real-life examples such as that of Gilbert to discuss the potential effect of the DREAM Act.
- Create a support network in your community for children like Helen whose parents have been deported. Engage families in brainstorming conversations about what might be most helpful (e.g., supplying phone cards, paying for access to the Internet and Skype-enabled computers, providing travel vouchers or creating a network of volunteer host families).
- Host a town hall meeting to examine why current discussions of immigration policy are so polarized. Use the results of the town hall to build consensus around an approach that would avoid splitting apart families.
- Hold a fundraiser for legal aid service providers in your community who offer help to documented and undocumented immigrants.
- Think about the way the words “illegal” and “undocumented” are used to shape public dialogue about the presence of immigrants in the United States.

**FILMMAKER WEBSITE****www.SinPaisfilm.com**

In addition to general information about the film, the site includes a very helpful set of links to related resources.

Interact with Sin País at PBS.org

*POV's Webby Award-winning website offers a broad range of exclusive online content to enhance the broadcast of **Sin País**. Watch the full film online for free for a limited time following the broadcast (Aug. 10, 2012 to Sept. 9, 2012), download this discussion guide, lesson plans and other viewing resources, view photos from the film and interact with the filmmaker through video interviews and an online Q-and-A soon after the documentary airs on POV.*

What's Your POV?

*Share your thoughts about **Sin País**
by posting a comment at <http://www.pbs.org/pov/sinpais>*

Legal Issues**NATIONAL IMMIGRATION FORUM****www.immigrationforum.org**

This policy organization provides policy briefs and tracks legislation related to immigrants and immigration, including the DREAM Act.

AMERICAN CIVIL LIBERTIES UNION**www.aclu.org/immigrants-rights/**

This group tracks and responds to anti-immigration legislation. The website also includes a "myths and facts" page about current immigrants.

EDUCATORS FOR FAIR CONSIDERATION (E4FC)**www.e4fc.org**

This support organization for undocumented students pursuing college degrees and citizenship offers a wide range of resources for students, parents and educators.

NATIONAL IMMIGRATION LAW CENTER**www.nilc.org**

This body advances the rights of low-income immigrants and their families and provides toolkits that communities can use to take action.

U.S. IMMIGRATION AND CUSTOMS ENFORCEMENT**www.ice.gov**

This is the government agency tasked with enforcing immigration policy and detaining undocumented immigrants.

Information About Immigrants**FRONTERAS****www.fronterasdesk.org/**

This project of the Corporation for Public Broadcasting aggregates multimedia reports from top-notch journalists across the U.S. borderlands covering immigration issues.

PEW HISPANIC CENTER**www.pewhispanic.org/**

The Pew Hispanic Center is a nonpartisan research organization that chronicles the experience of Latino immigrants in the United States, including current statistical research.

MIGRATION POLICY INSTITUTE**www.migrationpolicy.org**

This group is a resource for global immigration facts and articles on immigration policy, as well as a great set of links to relevant government and non-government agencies, organizations, departments and journals.



Tearful goodbyes at the airport

Photo still from *Sin País*

Stereotyping

TEACHING TOLERANCE: IMMIGRATION MYTHS

www.tolerance.org/activity/immigration-myths

This simple lesson helps deconstruct common myths about Immigrants.

DEFINE AMERICAN

www.defineamerican.com/

Define American is a multi-media project started by undocumented journalist Jose Antonio Vargas.

HOW TO BUY THE FILM

Get the **Sin País** DVD or stream to your classroom through New Day Films!
Visit <http://www.newday.com/films/sinpais.html>

POV
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Produced by American Documentary, Inc. and beginning its 25th season on PBS in 2012, the award-winning POV series is the longest-running showcase on American television to feature the work of today's best independent documentary filmmakers. Airing June through September with primetime specials during the year, POV has brought more than 300 acclaimed documentaries to millions nationwide and has a Webby Award-winning online series, *POV's Borders*. Since 1988, POV has pioneered the art of presentation and outreach using independent nonfiction media to build new communities in conversation about today's most pressing social issues. Visit www.pbs.org/pov.

POV Digital www.pbs.org/pov

POV's award-winning website extends the life of our films online with interactive features, interviews, updates, video and educational content, as well as listings for television broadcasts, community screenings and films available online. The *POV Blog* is a gathering place for documentary fans and filmmakers to discuss their favorite films and get the latest news.

POV Community Engagement and Education www.pbs.org/pov/outreach

POV films can be seen at more than 450 events nationwide every year. Together with schools, organizations and local PBS stations, POV facilitates free community screenings and produces free resources to accompany our films, including discussion guides and curriculum-based lesson plans. With our community partners, we inspire dialogue around the most important social issues of our time.

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American Documentary, Inc. www.amdoc.org

American Documentary, Inc. (AmDoc) is a multimedia company dedicated to creating, identifying, and presenting contemporary stories that express opinions and perspectives rarely featured in mainstream-media outlets. AmDoc is a catalyst for public culture, developing collaborative strategic-engagement activities around socially relevant content on television, online, and in community settings. These activities are designed to trigger action, from dialogue and feedback to educational opportunities and community participation.

You can follow us on Twitter @POVengage
for the latest news from
POV Community Engagement & Education.



Front cover: Sam, Elida and Dulce Mejia-Perez outside of
Quetzaltenango, Guatemala.
Photo courtesy of Theo Rigby



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