Know and be able to

**KNOW**
activity space p. 102 textbook definitions
brain drain/gain
chain migration (migration ladder)
circulation
diaspora
distance decay function
displacement
emigration/immigration
floodplain
forced/voluntary migration
gravity model
guest workers
internal migration/transnational migration
international migration
intervening obstacle/opportunity
intragrational migration
migration transition
migration stream
migration selectivity
mobility
net-in/net-out migration
periodic movement
push/pull factors/Lee’s Model
quotas
Ravenstein’s Laws
refugee
remittances
step migration
time-contract workers
transhumance
unauthorized immigrants
urbanization/suburbanization/counterurbanization
voluntary migration

**BE ABLE TO**
• distinguish between and give characteristics of the following types of human movement:
  • circulation and migration
  • forced and voluntary migration
  • immigrants and emigrants
  • push and pull factors
• discuss the contributions of Ravenstein to the study of human movement and migration
• use the gravity model to predict migration and evaluate its efficiency and usefulness
• describe specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each
• characterize a refugee and refugee population
• discuss the migration history of the United States through the following:
  • immigration history
  • immigration policy
  • historic and contemporary streams of migration
  • internal migration patterns
• explain how distance decay, intervening obstacles, migration selectivity factors affect migration and circulation patterns
• correlate migration patterns to the demographic transition model

**READINGS**
1. Rubenstein, Chapter 3: Migration
Chapter 3 Migration - Vocabulary Words Not in the Textbook

**activity space**: The range of an area in which an organism participates in its daily activities (e.g. school or work place).

**diaspora**: "To disperse" - forceful or voluntary dispersal of people from their homeland to a new place (Originally denoting the dispersal of the Jews from Palestine, it is increasingly applied to other population dispersals such as the involuntary relocation of Black people during the slave trade or Chinese people outside of Mainland China, Taiwan, and Hong Kong).

**distance decay function**: The diminishing in the likeliness of a migrant to immigrate to an area based on how far away it is.

**migration stream**: The flow of migration; immigration and emigration patterns that appear when large numbers of people move from one location to another.

**migration selectivity**: Only people exhibiting certain characteristics in a population choosing to migrate.

**net-in migration**: If the # of immigrants exceeds the # of emigrants, the net migration is positive and the region has net-in-migration.

**net-out migration**: If the # of emigrants exceeds the # of immigrants, the net migration is negative, and the region has net-out migration.

**Ravenstein's Laws**: 10 laws that predict the flow of migrants developed by demographer Ernest Ravenstein. He formulated the reasons why migrants move, the distance they typically move, and their characteristics.

**remittances**: Over 155 million migrants sent an estimation $301 billion to their families in 162 LDCs in 2010. Remittances have been recognized as an effective means to alleviate poverty, particularly in rural areas where access to credit would otherwise be impossible. Although India and Mexico receive the most cash from their families working in MDCs, at around $24.5 billion each, this represents less than 3% of their Gross Domestic Product. Countries like Guinea-Bissau relies heavily on its migrants' money, with remittances making up nearly half of the GDP.

**step migration**: is when people move up in a hierarchy of locations, with each move to a more advantageous or economically prosperous place.

**time-contract workers**: Immigrant recruited for a fixed period to work in mines or plantations.
transhumance: the seasonal migration of livestock between mountains and lowland pastures.

urbanization: An increase in the percentage of the number of people living in urban settlements.

suburbanization: Movement of urban people to the suburbs for various reasons such as more room, larger homes, less crime, less pollution, etc.

Lee's Model: In 1966, Everett Lee added to Ravenstein's Migration theory by defining push and pull factors. Pull factors induce people to move to a certain location. Push factors induces people to move out of a current location. Intervening obstacles such as environmental or cultural feature of a landscape can hinder migration.

Zelinsky, Wilbur: One of Americans' most prominent cultural geographers; equated migration to the demographic transition model. In other words, the stage of demographic transition (population growth) determines the motives and distance of migration.
Why Do People Migrate?
Rubenstein, pp. 80-85

- REASONS FOR MIGRATING – LEE’S MODEL OF MIGRATION

1. What are *push factors* and *pull factors*?

2. Complete the table below with specific examples of push and pull factors.

<table>
<thead>
<tr>
<th>ECONOMIC</th>
<th>PUSH FACTORS</th>
<th>PULL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTURAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL</td>
<td></td>
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</tbody>
</table>

3. Define: *intervening obstacle* p. 83

4. Briefly describe the role of each of the following in examining *intervening obstacles* and migration:
   a) physical geography
   b) transportation
   c) political concerns/laws
DISTANCE OF MIGRATION p. 84  RAVENSTEIN's MODEL of Migration

Internal Migration

5. Migration may be classified as either *international* or *internal*. What is the difference?

6. What is the difference between *interregional* and *intraregional migration*?

International Migration

7. What **types of push factors** are usually responsible for each of the following categories of international migration?
   a) voluntary migration...
   b) forced migration (refugees)...

8. Briefly state what one would expect to occur, in terms of migration, in each stage of the demographic transition model, as it is applied to a migration transition.

<table>
<thead>
<tr>
<th>MIGRATION TRANSITION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>As applied to the demographic transition model</td>
</tr>
<tr>
<td>STAGE 1</td>
</tr>
</tbody>
</table>

CHARACTERISTICS OF MIGRANTS

Ravenstein noted 2 distinctive gender and family-status patterns in his migration theories:
   a.
   b.

9. Complete the following table from the reading.

<table>
<thead>
<tr>
<th>Characteristics of Migrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
</tr>
<tr>
<td>In the past...</td>
</tr>
<tr>
<td>Present trends...</td>
</tr>
</tbody>
</table>
Mexicans Who Come to the USA: top of p. 85 first full paragraph
10. Answer the following questions regarding migrants from Mexico who move to the United States.

A) In what ways does migration from Mexico to the USA support each of the following geographic models?

   i. Migration Transition Model (as adapted from the Demographic Transition Model):

   ii. Distance-decay function: The diminishing importance and eventual disappearance of a phenomenon with increasing distance from the origin.

B) In what ways does migration from Mexico to the USA benefit...

   i. the Mexican migrants?

   ii. Americans?

C) How does seasonality make this phenomenon as much a concept of human mobility, rather than permanent migration?

Family Status of Migrants – Ravenstein also believed the most long-distance migrants were ____________. p. 85

1. About 40% of immigrants are _____________________________.

12. Immigrants are less likely to be ____________. Only 5% _____________________________. 
GLOBAL MIGRATION PATTERNS
1. Read the section and then make 5 summary statements regarding global migration patterns.

(a)

(b)

(c)

(d)

(e)

U.S. IMMIGRATION PATTERNS p. 86
2. Finish this statement: The world’s third most populous country (the US) is inhabited overwhelmingly by...

3. Annotate the graph below from your reading of pages 86 to 92. Be sure to label all “peaks” and “valleys” (as indicated by arrows) as well as the national origins of immigrants during different periods.
4. The USA has had 3 main eras of immigration p. 86
   a. Colonial Immigration from England and Africa – Main points
      1. 
      2. 
      3. 
      4. 
   b. 19th Century Immigration from Europe p. 87 – Main points
      1. 
      2. 
      3. 
      4. 

1840s and 1850s
* 
* 
* 

1870s
* 

1880s
* 
* 

1900-1914
* 
* 
* 

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Read Recent Immigration from Less Developed Regions (pp. 88-92) and answer the following questions:

5. Immigration to the US dropped sharply in the 1930s and 1940s due to:
   a. 
   b. 

6. 1950s to the first decade of the 21st century (200-2010) ¾ of the recent U.S. immigrants have come from:
   a. 
   b. 

7. What were the FOUR countries which sent the most immigrants from Asia in recent years?
8. Latin America. Nearly ¾ million emigrate to the USA from _________________ more than 3 ________________ as many as during the entire ________________.

9. Mexicans officially passed Germany in 2006 as the country that has sent the most immigrants to the USA. USA has changed predominantly to Asian and Latin American immigration for these reasons:
   a. 
   b. 
   c. 

10. 6. How did the 1986 Immigration Reform and Control Act attempt to change the status of some illegal immigrants, that is, which did it try to help (and how)?
   (a) 
   (b) 

11. Although the reasons for people leave their countries to immigrate to the US have not changed over time, what has changed here in the USA? p. 88

12. What does it mean by the USA having a “symbolic closing of the frontier”? p. 88

13. Looking at Figure 3-9 p. 88, what two countries have sent the most immigrants to the USA from Central America?

14. What 5 countries of Latin America have sent the most immigrants to the USA?

15. What four island countries have sent the most immigrants to the USA from the Caribbean?

16. In what stage of the Demographic Transition are most countries that send immigrants?

17. Most European countries are in what stage of the Demographic Transition?

18. Diffusion of European Culture p. 88-90 Complete the table regarding below.

<table>
<thead>
<tr>
<th>EUROPEAN IMMIGRATION</th>
<th>What were some of the causes of European immigration to the United States?</th>
<th>What were some of the important effects of European immigration to the US and other world regions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
19a. What are *undocumented immigrants*?

19b. *Where* do most undocumented immigrants to the US come from?

**Destination of Immigrants within the United States p. 90**

20. Recent immigrants are not distributed uniformly throughout UDA.
   1/5 are in:
   1/6 are in:
   Unauthorized immigrants are _____ in CA.

21. Define *chain migration*:

Give two examples of chain migration in the USA:

a.  

b.  

22. Read *Destination of Immigrants Within the United States* (p. 90) and annotate the map below. Write any important facts/notes around the map. Be sure to indicate; What states are the destination of most immigrants to the US? Where are immigrants coming from? Which states are the destinations of which groups of immigrants? SHADE in the 3 largest states (label) for undocumented immigrants.
Why Do Migrants Face Obstacles?
Rubenstein, pp. 92-95

Intro
1. What does it mean that the principal obstacle traditionally faced by migrants to other countries was environmental?

2. What are the two major difficulties that face most immigrants today that are cultural?
   a. 
   b. 

IMMIGRATION POLICIES OF HOST COUNTRIES

3a. What did the Quota Act (1921) and the National Origins Act (1924) do?

3b. How did they favor immigration from certain regions?

4. How did the Immigration Act of 1965 change the existing quotas laws?

5. How was immigration law further changed in 1978?

6. US immigration law gives preferences to three groups. Identify them.
   a. 
   b. 
   c. 

7. Define brain drain:
8. Define *guest worker*:

9. Annotate this map with information from the book on page 98, "Temporary Migration for Work."
   pp. 92-93
   Foreign born workers comprise more than ________ of the labor force in Luxembourg.
   
   Foreign born workers make up ________ in Switzerland.
   
   Foreign born workers make up ________ of the labor force in Austria, ___________, and ___________.
   
   1999-2008, the foreign-born population rose in ___________ to 5 1/2 million and in ___________ to ½ million.

10. Most guest workers in Europe come from 3 places:
    a. 
    b. 
    c. 

11. Examining the map of Southeast Asia, list 5 observations:

    * 
    * 
    * 
    * 
    * 

12. Prepare notes on three case studies of immigration in the table on the following page. pp. 93-95
13. Carefully read this sections and afterward, complete the Venn diagram below to compare and contrast attitudes in the US and Europe toward immigrants.
Why Do People Migrate Within a Country?

Rubenstein, pp. 95-101

Intro
1. Internal migration for most people is _____________________ than international migration.

2. Two types of internal migration are: a. _____________________ b. _____________________

• MIGRATION BETWEEN REGIONS OF A COUNTRY

3. What is the most famous example of large-scale interregional migration in the US?

4. What is the “population center”?

5. Facts about Colonial Settlement:
   •
   •
   •

6. Facts about Early Settlement in the Interior
   •
   •
   •

7. a. Facts about Migration to California
   •
   •
   •

8. Facts about Settlement of the Great Plains
   •
   •
   •

9. Facts about Recent Growth of the South p. 97
   •
   •
   •
   •
   •

10. What was the first “intervening obstacle” which hindered American settlement of the interior of the continent? Figure 3-16 p. 96

11. What developments in transportation eventually encouraged settlement to the Mississippi?
12. Why was settlement of the Great Plains slow to come, with settlers passing it by for California and the west coast?

13. How did the railroads encourage settlement of the American interior?

14. Use the 2007 chart on p. 97 to label the 4 interregional areas of the USA. Re-draw lines to make it clearer. Add the arrows and #'s.

15. Compare the annual migration in 1995 and 2007. Compared to 20007, the 1995 figures show what?

Migration between Regions in Other Countries pp. 97-99.

16. Make appropriate notes in the tables below on five specific examples/case studies of interregional immigration.

<table>
<thead>
<tr>
<th>RUSSIA</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Why?</td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BRAZIL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Why?</td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
<tr>
<td>INDONESIA</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td>Why?</td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EUROPE</th>
<th>INDIA</th>
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</thead>
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</tbody>
</table>

**MIGRATION WITHIN ONE REGION**

17. Define/describe each of the following terms and summarize a single, important fact about its occurrence in the US. Pp. 99-100

<table>
<thead>
<tr>
<th>Urbanization</th>
<th>Suburbanization</th>
<th>Counterurbanization</th>
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<tbody>
<tr>
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</table>
Notes for Chp. 3 Migration