



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European & Eurasian Studies
South Asia Institute

in the College of Liberal Arts
at the University of Texas at Austin



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Introduction

Why do people move? Simple as it may seem, this question raises complex questions about the causes of individual versus large-scale migration as well as the global effects of migration. This curriculum unit was conceived in response to numerous requests from educators concerning the discussion of issues related to human migration in the social studies classroom. Our goal was to present this fluid and nebulous concept in an easy-to-follow manner, with clear lesson objectives and outcomes.

Given our own strength as content providers for world studies courses (in Texas, this consists of the 6th grade Contemporary World Cultures course, 9th grade World Geography course, and 10th grade World History course, in addition to AP-level courses and other electives), we chose to address these essential questions by using a case-study approach looking at the phenomenon of migration in a global context.

The unit is aligned to middle and high school standards (Texas Essential Knowledge and Skills, as well as National Geography Standards) and so the activities have been designed for Grades 6–12, although some suggestions for use at lower levels are included below.

In 2011, following the revision of the Texas Essential Knowledge and Skills (TEKS—the state-mandated educational standards) for social studies, we created the revised edition of this unit. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in this revised edition.

We welcome any feedback or comments you may have.

How to use this unit effectively in the classroom

The unit allows maximum flexibility on the part of the classroom teacher: modular in design, any section (or case study within a section) can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit so as to select the activities/topics that best suit your needs.

Section Overview

Section 1

A brief PowerPoint introduction to migration theory incorporates key vocabulary (e.g., push-pull factors) and real world examples. The original document can be downloaded from the Hemispheres website at: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Section 2: Introductory Activities

Once students have a basic understanding of the forces that affect migration, we offer two classroom activities to generate a general discussion. Although these activities are intended to be used before Sections 3 or 4, they can also be used individually (or not at all). They should be implemented insofar as they facilitate learning goals and enrich your students' understanding of migration. **Student Activity 1** examines migration trends in your community through a series of interviews. This activity can easily be modified for use at the elementary level, by either interviewing one person as a class or using a story or video; you can discuss migration stories without conducting the spectrum graph activity. **Student Activity 2** examines film, asking students to think critically about the film and plot elements relating to migration. Since most films dealing with this topic are for more mature audiences, we suggest using this activity at the high school level. There are some films, such as the animated picture *An American Tail*, that could be used with younger audiences.

Section 3: Using T-Charts and Writing Prompts to Explore Migration

Intended for a middle school audience, the T-chart case studies may also be used with older students in place of the advocate/decision-making activity. The five topics, which are simplified versions of real world issues from Section 4, include background information for the teacher, short readings for students, and four variations of an analysis activity.

For a high school audience, a writing prompt is provided in the instructions as Variation 4 to use the documents in the T-chart case studies to write a DBQ essay. A grading rubric for the essay can be found on page 68.

Section 4: Using an Advocate/Decision-Making Activity to Discuss Migration

This “controlled debate” activity requires students to argue one side of a real migration issue. Two to three pages of essential reading are included for each topic; supplemental materials are provided if time allows or if you feel that the issue needs additional coverage. We have made a conscious effort to use as many primary document sources as possible in order to help build critical reading and interpretation skills; reading levels vary according to the documents selected.

A writing prompt is provided in the instructions (p. 65) to use the documents provided in each case study to write a persuasive DBQ essay. The essay exercise can be done as an assessment piece for the Advocate/Decision-Making Activity. A grading rubric for the essay can be found on page 68.

Appendix: Glossary of Terms

We have provided a list of terms defined in footnotes in the glossary for handy reference.

Additional Resources

Each case study in Section 4 also includes a list of Web and print resources for learning more about the topic it covers. *ABC-CLIO*, *History Alive!*, and other content providers may have additional materials that will help facilitate the coverage of migration in your classroom.

We hope you find this unit useful and that you feel free to select and modify activities as they fit your classroom needs.

**THIS CURRICULUM UNIT ADDRESSES THE FOLLOWING STANDARDS
IN THE TEXAS ESSENTIAL KNOWLEDGE & SKILLS (TEKS), 2010 REVISION:**

113.18 Social Studies, Grade 6

GEOGRAPHY

4) The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

The student is expected to:

- B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- C) explain ways in which human migration influences the character of places and regions.

ECONOMICS

8) The student understands the factors of production in a society's economy.

The student is expected to:

- A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
- C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

HISTORY

1) The student understands that historical events influence contemporary events.

The student is expected to:

- A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

SOCIAL STUDIES SKILLS

21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

The student is expected to:

- A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- D) identify different points of view about an issue or current topic;
- E) identify the elements of frame of reference that influenced participants in an event.

113.33 World History Studies

CULTURE

18) The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

HISTORY

13) The student understands the impact of major events associated with the Cold War and independence movements.

The student is expected to:

F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

SOCIAL STUDIES SKILLS

31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.34 World Geography Studies

HISTORY

1) The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

The student is expected to:

A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

8) The student understands how people, places, and environments are connected and interdependent.

The student is expected to:

A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

- B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

GOVERNMENT

- 14) The student understands the processes that influence political divisions, relationships, and policies.

The student is expected to:

- C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

CITIZENSHIP

- 15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

The student is expected to:

- A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
- B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

SOCIAL STUDIES SKILLS

- 31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

THIS UNIT ALSO ADDRESSES THE FOLLOWING NATIONAL GEOGRAPHY STANDARDS:

Standard 9, Human Systems: The characteristics, distribution, and migration of human populations on Earth's surface.

GRADES 5–8

By the end of the eighth grade, the student knows and understands:

- 3. the types and historical patterns of human migration and;
- 4. the effects of migration on the characteristics of places.

GRADES 9–12

By the end of the twelfth grade, the student knows and understands:

- 1. trends in world population numbers and patterns and;
- 2. the impact of human migration on physical and human systems.

Student Activity: Migration Advocate/Decision-Making Activity

Advocate/decision-making activities allow for complete class involvement. Unlike class debates, which are usually dominated by a few of the most vocal students, the advocate/decision-making activity works well because each student is accountable for a role. Every student is either a debater (“advocate”) or a judge (“decision-maker”). The exercise sets up clear points of disagreement, and the competition to persuade the decision-maker enhances student motivation. In addition, such activities can be used with a large variety of historical and contemporary social studies problems and issues.

This activity revolves around a complex historical or contemporary migration issue that is presented to the students. It is presented in the form of a “should” question, allowing participants to examine reasons for support or opposition of the issue under discussion. Case studies for use with this activity can be found beginning on page 70.

Time Needed:

Two class periods of 45 minutes–1 hour each or one 90-minute class period will be sufficient for steps 3–5, assuming that:

- class preparation (step 1) is done outside of this time frame (this will require approximately 10–15 minutes to assign roles, distribute worksheets and readings, and to explain the first steps of the activity);
- individual preparation (step 2) is assigned as homework; and
- group preparation (step 3), confrontation (step 4), and de-briefing (step 5) are done in class.

We recommend a minimum of 30 additional minutes if individual preparation (step 2) is assigned as an in-class activity.

Supplies for this activity:

- the *Advocate’s Worksheet* (p. 66)
- the *Decision-Maker’s Worksheet* (p. 67)
- copies of the 2-4 page brief from any of the case studies that follow in this section, beginning on p. 70

Conducting the activity:

There are five steps in this activity, and an optional sixth step for assessment. It is also possible to do the assessment activity—writing a persuasive essay—without doing the advocate/decision-making activity. Begin by selecting the question(s) your class will debate.

Step 1: Class preparation:

Divide the students into 3 groups and assign each group one of the following roles: 1) advocates in favor, 2) advocates in opposition, and 3) decision-makers. The groups should be equal in size. When the class number is not divisible by 3, make the one or two extra students decision-makers.

Step 2: Individual preparation:

During this phase, the students should quietly read their background documentation. Each case study contains a brief that all students should read. Supplemental readings follow, which may be assigned as extra credit or as homework. While reading, each student should complete the appropriate worksheet.

Advocates prepare their arguments by finding relevant evidence in the text that supports their position, using the worksheet on page 66. Decision-makers prepare questions to ask the advocates and consider what the main arguments on each side are likely to be, completing the first section of the worksheet on page 67.

Alternately, you may choose to assign roles to students after they have done the reading and note-taking, requiring all students to examine all sides of the issue and prepare an argument for both sides.

Step 3: Group preparation:

Have your students come together in groups according to the roles they have been assigned: advocates in favor will meet with the other advocates in favor, advocates in opposition with their counterparts, and decision-makers with the other decision-makers.

In each group, students should share the information gathered during individual preparation, and the arguments they have prepared. The advocates should decide the best arguments for their perspective, while decision-makers should analyze both perspectives, deciding the best questions to ask.

Step 4: Confrontation:

Re-group your students into small groups of 3, consisting of one advocate from each side and a decision-maker. (If your class is not divisible by 3, there will be one or two groups with an extra decision-maker.)

For the first ten minutes, advocates in favor are allowed to present their argument to the decision-maker, who may ask questions. During this period, the advocates in opposition may only listen and take notes.

For the next ten minutes, advocates in opposition have their chance to present their argument, while their opponent may only listen and take notes.

For the final 10–15 minute period, the advocates may debate the issue, presenting rebuttals or challenges to the argument presented, and the decision-maker may further question both advocates.

At the end of this period, the decision-maker should complete his or her worksheet, revealing their decision and the reasons for it.

Step 5: De-briefing:

Individual decision-makers should stand before the class and summarize the debate process for their group, discussing which arguments were most persuasive and most supportable. They should end by announcing their decision and the reasons for it.

Arguments and decisions may also be reviewed in terms of values. A homework assignment, for all participants, could include an essay examining values: What values underlay the positions and statements? Where did the values conflict? What values did the decision-makers demonstrate?

Assessment (optional):

The assessment piece is a DBQ activity that uses the documents in each case study and the following essay prompt: *Read the introduction and the documents provided. Identify the push and pull factors given in the documents. Consider the overall issue. Are the causes economic, social, political, or environmental (or more than one of these) in nature?*

Write a persuasive essay in which you describe the issue presented. Be sure to identify the major push and pull factors, their causes, and the potential effects they may have on the migrants, the place they are planning to leave, and the place to which they are planning to migrate. Cite specific passages and examples from the documents to support your answer. Remember to consider the perspective of the authors of each document. Finally, explain which argument you find more persuasive, based on the factors you have described above. Justify your decision citing information from the documents, or from additional research.

A grading rubric may be found on page 68.

THIS ACTIVITY WAS ORIGINALLY DEVELOPED BY JOHN ROSSI OF THE SCHOOL OF EDUCATION, VIRGINIA COMMONWEALTH UNIVERSITY. THIS ADAPTATION BY HEMISPHERES, THE UNIVERSITY OF TEXAS AT AUSTIN, IS BASED ON A REVISED VERSION USED BY THE EDUCATION PROGRAM OF THE UNITED STATES INSTITUTE OF PEACE.

ADVOCATE'S WORKSHEET

Name: _____ Date: _____ Class: _____

My **position** on the issue is that _____

1. One **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

2. A second **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

3. A third **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

4. The **opponents** of this position might say _____

I would **reply to their reason** by saying _____

DECISION-MAKER'S WORKSHEET

Name: _____ Date: _____ Class: _____

I. List the questions you will ask the advocates when they try to persuade you. Ask challenging questions that show what you already know about the issue. Make sure your set of questions is balanced and does not show favoritism for one side.

1. _____
2. _____
3. _____
4. _____
5. _____

II. On the back of this sheet, list the reasons given by each advocate when they attempt to persuade you. Divide the reasons into two columns, as shown here:

REASONS FOR

REASONS AGAINST

III. Before making a decision, think about these questions:

1. Is the reason relevant?
2. Is the reason supported by evidence?
3. What reasons presented by one advocate went unchallenged by the other advocate?
4. What contrary evidence was presented?
5. How unbiased are the sources?

IV. After evaluating the reasons and evidence presented by both advocates, I have decided that:

V. The reasons and/or evidence that most influenced my decision, in order of importance, are:

1. _____
2. _____
3. _____
4. _____

Essay Grading Rubric

Essay : Understanding Migration

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Should Russia continue to allow migration from the post-Soviet “successor states,” regardless of the migrants’ ethnicity?

The Commonwealth of Independent States (CIS) is a loose confederation of 12 former Soviet countries or “successor states,” including Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. When the Soviet Union dissolved in 1992, more than 25 million ethnic Russians living in the non-Russian republics suddenly found themselves part of a large diaspora community. Over the following years, both ethnic Russians and non-Russians migrated to Russia, for a variety of reasons, causing various problems in post-Soviet Russia. Read the following documents to defend your position in the Advocate/Decision-Making Activity.

Reading 1: “Migration Dilemmas Haunt Post-Soviet Russia”

Because Russia and the other successor states had been isolated from the international community for so long, and migration had gone from internal to international overnight, no mechanisms or institutions existed to deal with population movements, including those of refugees and internally displaced persons. As a result, for a period after the breakup of the Soviet Union, migration was quite fluid across rather porous borders.

When the Soviet Union broke up and the economic transition began in 1992, Russia had almost no legislative base or institutional experience in dealing with refugees, international labor migration, freedom of movement, or permanent migration to or from abroad.

The majority of the migration turnover in Russia has been with the successor states, and has been driven to a large extent by the ethnic composition of those migration streams. Other key factors in this include ethnic violence, which has resulted in steep drops in economic output.

The Soviet Union was, and the Russian Federation remains, a mosaic of nationalities. There were 128 nationalities enumerated in the 1989 census. At the time of the breakup of the Soviet Union, there were 53 ethnic homelands. Of the 15 major nationalities, a total of 43.4 million people lived outside of their homelands in 1989. Thus, it should not be surprising that when the Soviet Union broke up, significant ethnic unmixing followed, with many people believing that their standard of living would be best in their own homeland thanks to preferential access to better jobs, schools, and other resources.

When 25 million Russians found themselves suddenly members of minority groups in successor states that were often hostile to their existence, they had several choices. One was to stay and accommodate themselves as minorities in the newly independent states, which often meant learning local languages. In cases where they were geographically concentrated in regions bordering Russia, such as northern Kazakhstan or eastern Ukraine, some advocated attaching those areas to Russia. A third choice was migration back to the homeland (although many had been born and lived their entire lives outside Russia).

A clear regional grouping emerges. From Armenia, Tajikistan, Azerbaijan, and Georgia, half or more of the Russian populations have chosen migration as a strategy of adaptation. It was also from these states that significant shares of the various other nationalities living in diaspora have fled as well, because of deteriorating economic conditions. ...Turkmenistan, with its oil and gas wealth, has not seen a great shrinking of its ethnic Russian population.

[T]hat Russians and other ethnic groups are choosing to migrate to Russia should come as no surprise, given the economic divergence of these states during the post-Soviet period. Of the 15 successor states, only tiny Estonia has a higher gross national income per capita than that of Russia. Most of the Central Asian and Transcaucasus states, as well as Ukraine and Moldova, have incomes that are half or less than in Russia.

... continues

A major push factor behind the migration of both Russians and non-Russians seems to be ethnic violence, and resulting economic decline. Aside from the war in Chechnya, most has not been aimed at Russians, but they are nevertheless caught in the crossfire. Tajiks, Armenians, Georgians, and Azeris, pushed by episodes of violence during the post-Soviet period in their ethnic homelands, all moved in significant numbers, thereby significantly increasing their population size in Russia.

Large numbers of Russians and other former Soviet citizens entered Russia as “forced migrants,” although many found it difficult to register as such. The concept of “refugees” has been applied only to people not eligible for Russian citizenship, and “forced migrants” has been applied to those persons with Russian citizenship or those who could obtain Russian citizenship by virtue of being former Soviet citizens (the latter including internally displaced persons).

Most forced migrants arrived either from Central Asia or the Caucasus, including about 600,000 persons displaced during the first war in Chechnya between 1994 and 1996. About one-third, mostly Chechens, have since returned. As a result of the second Chechen war, which started in 1999, there are nearly a half million displaced within Russia, most in neighboring regions around Chechnya.

There is a large and growing undocumented population in Russia, pushed there by factors such as underdevelopment in their own countries, the large underground economy in Russia that they can disappear into, higher standards of living, lack of enforcement, Russia’s long porous borders, and its adherence to the UN refugee convention.

SOURCE: TIMOTHY HELENIAK, “MIGRATION DILEMMAS HAUNT POST-SOVIET RUSSIA,” MIGRATION INFORMATION SOURCE, OCTOBER 2002. [HTTP://WWW.MIGRATIONINFORMATION.ORG/PROFILES/DISPLAY.CFM?ID=62](http://www.migrationinformation.org/Profiles/display.cfm?ID=62). (PERMISSION PENDING.)

Reading 2: Library of Congress Country Study: Russia: “Migration Patterns”

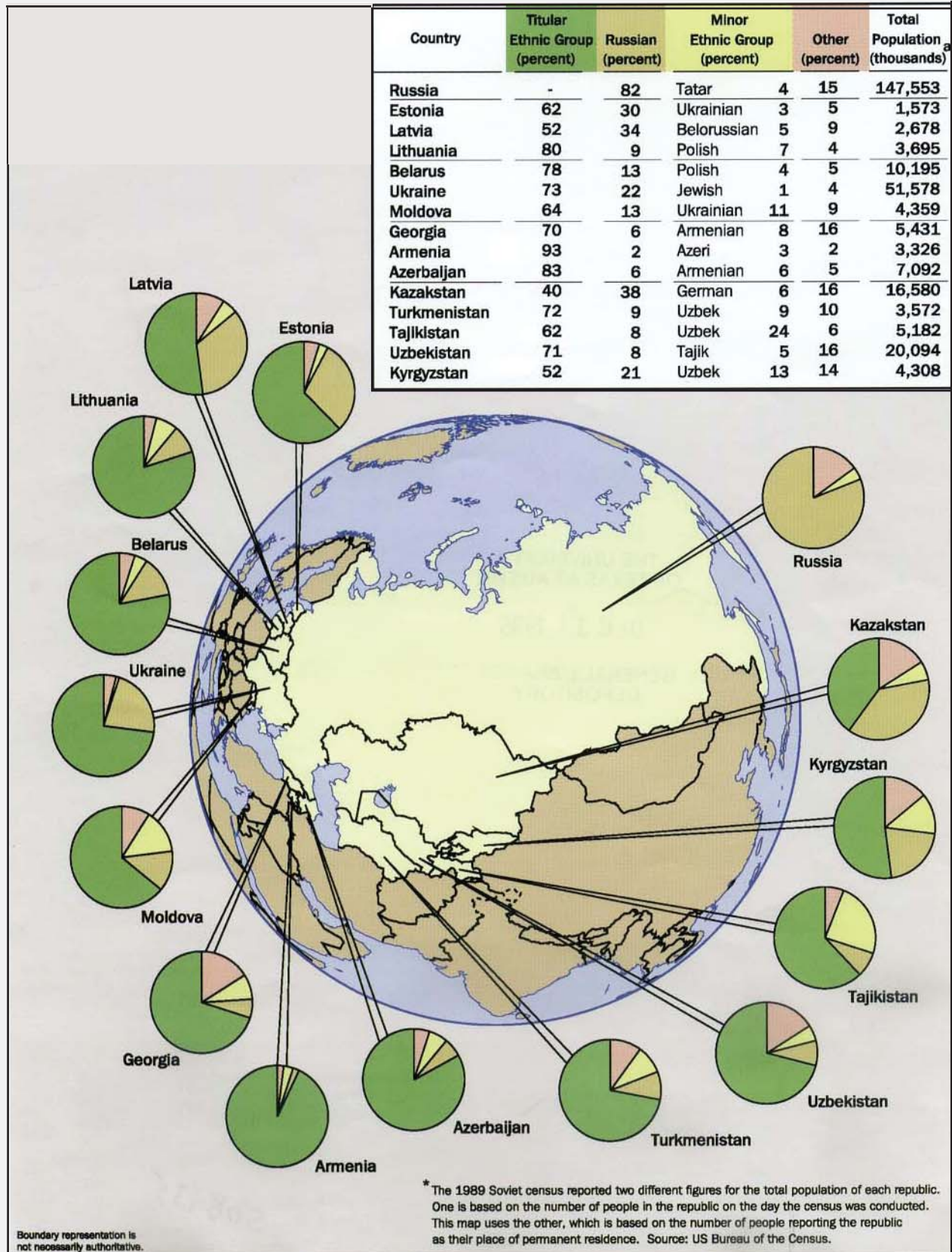
The increased numbers of Russians arriving from other CIS nations create both logistical and political problems. As in the case of non-Russian refugees, statistical estimates of intra-CIS migration vary widely, partly because Russia has not differentiated that category clearly from the refugee category and partly because actual numbers are assumed to be much higher than official registrations indicate. Many newly arrived Russians (like non-Russians) simply settle with friends or relatives without official registration.

During Russia’s problematic economic transition period, the movement of comparatively large numbers of migrants has created substantial social friction, especially over the distribution of scarce urban housing. Nationalist extremist political groups have inflamed local resentment toward refugees of all types. Friction is exacerbated by the state’s meager efforts to support migrant populations. Skilled immigrants show particular resentment against a state that fails to provide opportunities and even enough resources to survive, and these people often have drifted into progressively more serious types of criminal activity. Local populations uniformly resent resources provided to migrants in their midst, and they attribute their own economic difficulties to the “strangers” among them, especially if those people are not of the same nationality.

By 1992 the International Red Cross had estimated that about 150,000 ethnic Russians had migrated from CIS states, and at the end of 1993, 2 million Russians and non-Russians had arrived from the near abroad in the first two post-Soviet years. As many as 300,000 of the 375,000 Russians in Tajikistan left that country in the first years of the civil war that began in 1992, and in 1994 more than half the Russian arrivals came from Chechnya, Azerbaijan, Georgia, and Tajikistan. However ... by the end of 1994, almost 60 percent of Russian arrivals came from Kazakstan, Kyrgyzstan, and Uzbekistan, driven not by armed conflict but by local discrimination ... National groups also have varying long-term intentions. Russians and Tatars tend to remain permanently in their new locations; Chechens mostly plan to return to their homeland once conditions improve; and Armenians and Germans are predominantly transit migrants en route to another country.

SOURCE: LIBRARY OF CONGRESS, “RUSSIA COUNTRY STUDY,” JULY 1996. [HTTP://LCWEB2.LOC.GOV/CGI-BIN/QUERY/R?FRD/CSTDY:@FIELD%28DOCID+RU0067%29](http://lcweb2.loc.gov/cgi-bin/query/r?FRD/CSTDY:@FIELD%28DOCID+RU0067%29). (ACCESSED OCTOBER 13, 2011).

Chart: Comparative Ethnic Groups in the Former Soviet Union, 1989



SOURCE: CENTRAL INTELLIGENCE AGENCY, 1995.

Supplemental Reading 1: “Migration and Repatriation Issues in Post-Soviet Countries: the Latvian Case”

Migration and repatriation issues are among the most important political and economic questions facing the post-Soviet countries, and in most cases they play a significant role in international relations among the ex-Soviet states, as well as with many other countries. In addition, most of these issues are directly or indirectly connected with various difficulties which arose or existed during the Soviet era.

As one of the post-Soviet countries, Latvia has similarities with many other of the former republics of the USSR in this respect. At the same time, however, it (as well as all the other ex-Soviet nations) has its own specific issues which influence the process of migration and repatriation, as well as related issues.

Latvia’s demographic situation deteriorated severely after 1940, when the Soviet Union occupied and forcibly annexed the country. Killings, deportations, political emigration and other forms of displacement (military service, assignments to work outside Latvia, etc.) all helped to create this problem, and it is only natural that the country is now interested in having anyone who is an ethnic Latvian return to the country. A good number have already done so, while many others are thinking of following suit in the near or far future. In addition, the emigration of ethnic Latvians to other parts of the ex-Soviet Union has slowed dramatically.

The issue of ethnic Latvians, however, has not drawn as much attention, especially outside Latvia, as has the matter of ethnic Russians and other so-called “Russian speakers” who arrived in Latvia during the Soviet occupation. They pose a very serious issue which may have profound consequences in the future of the country.

Currently Latvia’s migration flow is caused largely by Russians, Belarussians, Ukrainians and people of other nationalities from the Soviet Union who have left or are planning to leave Latvia for their countries of origin or for other countries, most often in the West. As in the majority of post-Soviet countries, a second source of migration flow is Jews and Germans who are emigrating to the West.

A separate migration-related issue which has emerged in the 1990s involves illegal migrants and refugees, usually people from Third World countries who seek to enter Latvia and then to depart for points to the West. Illegal migration has been one of the country’s most unpleasant problems.

SOURCE: JURIS PRIKULIS, “MIGRATION AND REPATRIATION ISSUES IN POST-SOVIET COUNTRIES: THE LATVIAN CASE,” DEMOCRATIC INSTITUTIONS FELLOWSHIPS PROGRAMME, RIGA, JUNE 1997. WWW.NATO.INT/ACAD/FELLOW/95-97/PRIKULIS.PDF. (REPRINTED WITH PERMISSION.)

Deportation: *forcing someone to leave a country.*

Repatriation: *the act of returning to one’s country of origin.*

Supplemental Reading 2: “Moldova Seeks Stability Amid Mass Emigration”

Moldova is a small country facing mass emigration. Confronted with political instability, collapsing incomes, and rapidly rising unemployment, people began emigrating from Moldova on a large scale in the first half of the 1990s. Because hardly any opportunities are available for legal migration from this small state situated between the Ukraine and Romania, most of this emigration has been irregular.

The Moldovan Intelligence and Security Service has estimated that 600,000 to one million Moldovan citizens (almost 25 percent of a population of some 4.4 million) are working abroad, most illegally. Only around 80,000 are estimated to be in their destination country legally. Human trafficking is a prominent feature of this enormous outflow.

This emigration, the dominant feature of the country in the new century, has had serious political, economic, and social consequences. In fact, the future of the country in large part depends on the role Moldova’s migrants play in future development.

Background: The Republic of Moldova

Following the break-up of the Soviet Union (USSR), the former Soviet Republic of Moldova was recognized as an independent state in 1991. From the outset, this small landlocked country, situated between Romania to the west and Ukraine to the east, has been in a deep economic and political crisis. [...]

The political problems in the 1990s were mirrored by a sustained economic crisis. The break-up of the USSR resulted in the loss of export markets for intermediary goods that are used only as input for the manufacturing of other goods, i.e., component parts of other items. Also exported are agricultural goods, both processed and unprocessed (especially wine). Salaries collapsed and jobs disappeared. By the year 2000, the average per-capita income had fallen by 60 percent and only in the last few years has moderate growth resumed. In 2002, average annual income per person officially amounted to only €417, just 1.8 percent of the EU average ,which makes Moldova easily the poorest country in Europe.

The resulting wave of unemployment has forced many qualified technicians and professionals to go abroad to take up illegal employment far below their qualification levels. The jobless rate, officially at only two percent of the workforce, is now estimated at over 25 percent. Today, monthly salaries in Moldova average €40-45, while farmers rely mainly on subsistence farming. With an average consumer basket costing about €70 per month, some 80 percent of the population is officially under the poverty line. Due to the low level of salaries and the continuing brain drain, there are significant shortages of professionals in some areas — for example, over the last decade, some 45,000 teachers have gone abroad and have been replaced, in part, by education students.

Even though Moldova has experienced moderate growth over the last three years, for the majority of the population, the economic situation has further deteriorated and poverty has increased. There is a lack of delivery on political promises, coupled with the absence of the rule of law or its implementation, crowned by widespread corruption. Especially in the countryside, public utilities such as electricity and water supplies are frequently interrupted or dysfunctional. Many people rely on soup kitchens and ... continues

humanitarian aid. The widespread urge to escape from the dismal economic conditions in Moldova appears to be overwhelming. According to a survey of the younger population in 2001 by the Center of Sociological, Political Science, and Psychological Investigation and Analysis (CIVIS), a local non-governmental organization, 52 percent of teenagers want to go abroad to get a job. Responding to a separate question, fifteen percent of the teenagers surveyed would like to emigrate permanently. One-third would like to go abroad for this purpose for several years. One-fifth of them said they would like to go abroad to work for several months.

Emigration from Moldova

The economic crisis in the first half of the 1990s prompted many Moldovans to seek opportunities abroad. Today, nearly a quarter of all the country's citizens have jobs in another state. Due to the clandestine nature of these migration flows, however, no official statistics exist. In interviews with state officials, migration experts, and returned migrants, the following countries were mentioned as the main destinations (in decreasing order of importance): Russia, Italy, Ukraine, Romania, Portugal, Spain, Greece, Turkey, and Israel. Geographical distance, possibilities to work, and language similarities (Russian and languages with Latin roots are preferred) all seem to play a role. Some 200,000 Moldovans are thought to be working in Russia, mainly in construction. Another estimate puts the number of Moldovans in Italy at 200,000. Meanwhile, members of the 160,000-strong Gagauz minority (a Christian community in the southern part of the country whose language is related to Turkish and who enjoy substantial autonomy) are drawn predominantly towards Turkey.

EXCERPTED FROM: MICHAEL JANDL, "MOLDOVA SEEKS STABILITY AMID MASS EMIGRATION," MIGRATION INFORMATION SOURCE, DECEMBER 2003. [HTTP://WWW.MIGRATIONINFORMATION.ORG/PROFILES/DISPLAY.CFM?ID=184](http://www.migrationinformation.org/Profiles/display.cfm?ID=184). (REPRINTED WITH PERMISSION.) ORIGINALLY PUBLISHED ON THE MIGRATION INFORMATION SOURCE (WWW.MIGRATIONINFORMATION.ORG), A PROJECT OF THE MIGRATION POLICY INSTITUTE.

Supplemental Reading 3: “Uzbekistan: Migrants Suffer Russian Humiliation”

Uzbek migrant workers are prepared to put up with rough treatment in Russia to escape the economic misery of their homeland.

A powerless and humiliating position, dirty work and harassment from the local population; this is what working migrants from Uzbekistan endure in Russian towns. “We Uzbeks can’t live here,” said a young man from Tashkent now working in Yekaterinburg. But the Uzbeks are still coming. “It’s worse at home and here we can earn some money,” they say.

At the private bus station in the Kazakh town of Saryagash, close to the border with Uzbekistan, two buses pull up to transport men from Uzbekistan to work in Russian towns.

A quick glance reveals there is not enough room in the bus for everyone but the Kazakh drivers don’t let that bother them. With the arrival of spring, the number of people from Uzbekistan wanting to work in Russia has mushroomed, and no one expects a comfortable ride or an easy life when they get there. They are prepared to travel for more than five days in overcrowded buses to earn a crust by doing any kind of work.

The bus station in Saryagash is one of many assembly points for Uzbek citizens crossing into Russia. The fact that migrants have to resort to this mode of transport is another sign of the catastrophic decline in living standards in Uzbekistan. “Seasonal workers from Uzbekistan used to be able to afford plane tickets but now even the train is a luxury,” said a man from Andijan who plans to work in Novosibirsk.

Uzbek workers, like workers from other Central Asian countries of the CIS, are in demand in Russia to do the hardest and most unpopular jobs. The workforce is extremely profitable for Russian employers who can pay them rock-bottom wages and not take any responsibility for work conditions and safety.

Natalya Tagiltsevaya, head of the Ural Foundation for Migrants, says the stream of migrants to Russia increased since spring, when the Russian government said the country needed more workers, partly because of the worsening demographic situation among ethnic Russians.

Tagiltsevaya says there is no precise data on the number of migrants from Central Asia. Unofficial records suggest about 2 million temporary workers came to Russia in 2001.

Most Uzbek migrants come from the Fergana valley and the provinces of Surkhandarya and Kashkadarya. They say growing despair over the Uzbek economy drove them to Russia, along with the hope of getting decently paid.

“I could find work in Andijan planting cotton but I know I would be paid very little,” said Zakirjon, a man in his mid-30s from Andijan. “I don’t want to be a slave. You can’t feed your family that way.”

Once they have agreed to take on the heaviest and dirtiest work in Russia, Central Asian migrants face other problems, police intimidation, employer exploitation and racists who call Uzbeks and Tajiks “blacks.”

Sobirjon, an Uzbek from Namangan selling fruit at a market in Yekaterinburg, said, “In the past Russians respected us but now we’re all ‘blacks’ to them.”

Mukhammad, from Fergana, said most insults come from young men and pensioners. “Young guys like to harass us, while pensioners tell us straight out that we ‘blacks’ should go home and we have no business in Russia.”

... continues

He said that when he needed an injection at a hospital, even the medical staff were hostile, “They told me people should be healthy when they come to Russia, and that there were enough sick people here already.”

Fear of competition in the labour market is one factor behind the hostility of many local residents. Many Russians believe the increase in migrant workers has boosted the unemployment rate. When they come to Russia, migrants must first purchase a temporary permit for 20 US dollars, giving them the right to stay for three months. But Mukhtar, a Tajik migrant, said that if a policeman wanted to bother them and take their money, no document or registration paper would be of any help.

The migrants have special cause for concern when the police launch one of their periodic campaigns to expel foreign nationals without registration papers, as brute force is often used against them.

But those who have worked in Russia before say it is not worth worrying about harassment and that police intimidation is something they must live with. Zakirjon, from Andijan, told IWPR he wanted to go home to his family but needed to earn money first. He said the treatment he could expect in Uzbekistan was no better.

“I am a ‘black’ here but who am I in Uzbekistan?” he asked. “I can’t even travel from Andijan to the capital because the police will want to check my documents and take all my money. In Russia at least they leave you some of it.”

For many migrants, the fact that it is impossible to earn decent wages in Uzbekistan is far scarier than Russian racism. The number of people wanting to leave for Russia seems certain to grow rather than decrease.

Malik Mansur is the pseudonym of an Uzbek journalist.

SOURCE: MALIK MANSUR, “UZBEKISTAN: MIGRANTS SUFFER RUSSIAN HUMILIATION,” INSTITUTE OF WAR AND PEACE REPORTING, RCA No. 121, MAY 24, 2002. [HTTP://WWW.IWPR.NET/INDEX.PL?ARCHIVE/RCA/RCA_200205_121_5_ENG.TXT](http://www.iwpr.net/index.pl?archive/rca/rca_200205_121_5_eng.txt). (PERMISSION PENDING.)

Web Resources on Russian Migration

Johnson's Russia List

<http://www.cdi.org/russia/johnson/5602-5.cfm>

A daily e-mail newsletter with information and analysis on contemporary Russia from a wide range of sources.

“Migration” on RussiansAbroad.com

http://www.russiansabroad.com/russian_history_110.html

This website contains a concise article explaining migration from the former Soviet republics to present-day Russia. Many links available for both migration and other cultural resources.

New Migration Law Stings Foreigners in Russia

<http://www.turkishdailynews.com.tr/article.php?enewsid=68637>

An analysis of the 2007 Russian immigration law, which affects guest workers.

Pravda

<http://english.pravda.ru/>

English-language version of a major Russian newspaper. Site contains numerous links and searches for topics related to all things Russian and/or current events.

Russia: Immigration Likely To Increase, Mitigating Population Deficit

<http://www.rferl.org/featuresarticle/2005/11/8957c86a-eccd-4754-87a1-fe9c19eba8d8.html>

An article from Radio Free Europe discussing Russia's population deficit and migration into Russia from Central Asia.

Russia Beckons, But Diaspora Wary

<http://www.migrationinformation.org/feature/display.cfm?ID=56>

An article from Migration Information Source with statistics on Russian emigration.

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