



NEWS FROM

Hemispheres

THE INTERNATIONAL OUTREACH CONSORTIUM
AT THE UNIVERSITY OF TEXAS AT AUSTIN

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IN THIS ISSUE: Understanding Migration

MIGRATION IS GLOBAL

In 2005, 191,000,000 people were counted as living outside the country of their birth.

The number of migrants worldwide has doubled since World War II.

If they lived in the same place, international migrants would form the fifth most populous country in the world.

Understanding Migration, the first curriculum unit created by Hemispheres in 2004, was conceived in response to numerous requests from educators concerning the presentation and discussion of issues related to human migration in the social studies classroom. What are the reasons that large groups of people have found themselves moving from place to place? What effects does this movement have? And most important, how can such a fluid and nebulous concept be presented in a classroom in an easy-to-follow manner with clear lesson objectives and outcomes? Given our strength as content providers for world studies courses, we chose to address these essential questions by using a case study approach that looks at the phenomenon of migration in a global context. Regional case studies were chosen to address these, and other, essential questions. Where possible, we used primary source documents to present the information in each case study.

In 2011, we completed the final revision of *Understanding Migration*. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication and integrates the updated Texas Essential Knowledge and Skills (TEKS) for Social Studies. The unit is aligned to middle and high school standards (TEKS, as well as National Geography Standards), so the activities have been designed for Grades 6–12, although suggestions for use at lower levels are included.

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.

In this issue of the newsletter, we've included background information from the introductory PowerPoint presentation, as well as two middle school case studies. All of these resources, and more, are available for free download from our website. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in the revised edition. Please check it out and let us know what you think!

CENTER FOR EUROPEAN STUDIES

Sally K. Dickson,
Outreach Coordinator

tel: 512/232-4311

fax: 512/232-6000

E-mail: ces@austin.utexas.edu

TERESA LOZANO LONG INSTITUTE
OF LATIN AMERICAN STUDIES

Natalie Arsenault, Director of Public Engagement

tel: 512/232-2404

fax: 512/471-3090

E-mail: n.arsenault@austin.utexas.edu

CENTER FOR MIDDLE EASTERN STUDIES
Christopher Rose, Outreach Director

tel: 512/471-3582

fax: 512/471-7834

E-mail: csrose@austin.utexas.edu

CENTER FOR RUSSIAN, EAST EUROPEAN
AND EURASIAN STUDIES

Allegra Azulay, Outreach Coordinator

tel: 512/232-9123

fax: 512/471-6710

E-mail: aazulay@austin.utexas.edu

SOUTH ASIA INSTITUTE

Rachel Meyer, Outreach Coordinator

tel: 512/475-6038

fax: 512/471-3336

E-mail: rachelmeyer@austin.utexas.edu

WEB & E-MAIL ADDRESSES

Please bookmark the following:

<http://www.utexas.edu/cola/orgs/hemispheres/>

Contact us at

hemispheres@austin.utexas.edu

An Introduction to Migration

A brief PowerPoint introduction to migration theory incorporates key vocabulary, causes and effects of migration, and real world examples. The original document can be downloaded from the Hemispheres website: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Key Vocabulary

PUSH FACTORS: Reasons people want to migrate from a place—factors that push them away.

PULL FACTORS: Reasons people want to migrate to a place—factors that pull them in.



Why Do People Migrate?

ECONOMIC FORCES

- *Migration in search of better economic conditions, employment, etc.* Examples: Urbanization (moving to the cities because of poor economic conditions in rural areas); migration of documented and undocumented immigrants to the United States from poorer countries.
- *Migration to escape overpopulation and its effects* Example: Migration to the suburbs in order to secure better living conditions, including better school districts, less crowded living conditions, etc.
- *Migration to escape poor climate conditions such as drought, El Niño, etc.* Examples: Farmers who “gave up” during the mid-west drought of 2010–2011; the Ethiopian refugee crisis during the famine in the early 1980s; Bangladeshis seeking work elsewhere to avoid yearly flooding caused by the destruction of much of the land and national infrastructure.
- *Migration to escape natural disasters* Examples: The Haiti earthquake and subsequent refugee crisis; Hurricanes Katrina and Rita; the “tent cities” erected in Turkey after the 1999 earthquake.

SOCIAL FORCES

- *Migration to spread a religion* Examples: Buddhism, Christianity, and Islam all began at a specific point in time at one specific geographic location and spread rapidly from there.
- *Migration to reunite with family, friends, etc., who have previously migrated* This is also called “chain” migration.
- *Migration to spread a political philosophy, such as Marxism, democracy, etc.* Examples: Lenin emigrated from Switzerland to Russia during World War I to galvanize the Bolshevik revolution; the Ayatollah Khomeini emigrated from Iraq to France in 1978, where he used French mass media to spread his call for Islamic revolution in Iran.
- *Migration to find personal freedom, to live a certain lifestyle, or to hold certain beliefs, not necessarily as the result of persecution* Examples: The Pilgrims emigrated to the New World in the belief that it would give them more freedom; “ghettoizations” such as the migration of African Americans to urban centers in the north after the Civil War.

POLITICAL FORCES

- *Migration to escape war, invasion, military takeover, etc.* Examples: Refugees from Iraq living in Jordan; exiles from Cuba in Castro years; Tamils from Sri Lanka during the civil war.
- *Migration to escape persecution on ethnic, political, religious, or other grounds* Examples: South American activists and intellectuals from Argentina, Brazil, Chile who self-exiled during oppressive dictatorships; Tibetans to India after Chinese takeover; Hutus and Tutsis fleeing genocide in Rwanda and Burundi.
- *Migration as punishment for crimes committed* Examples: When the colony of Georgia was established by the British, it was a penal colony. After U.S. independence, the British established the new colony at New South Wales, Australia, as a replacement.
- *Migration as a result of enslavement* Example: Many in the U.S. (and throughout the Western Hemisphere) can trace their roots back to the Atlantic slave trade from Africa.
- *Forced migration, with or without political agreement* Example of forced migration *with* political agreement (governments agree on the transfers of their respective populations, usually without the consent of the people affected): After the U.S.-Mexican War, 1848, when Mexico signed over much of its territory to the U.S., Mexicans had to leave their homes in order to remain Mexican nationals, although they could stay on their land and become U.S. citizens. Examples of forced migration *without* political agreement: The forced migration of European Jewish populations during the Holocaust; the “Trail of Tears” relocation of Native Americans to Oklahoma.

ENVIRONMENTAL FORCES

Natural disasters can ruin the economy as well as the environment. Island nations in the Indian Ocean (such as the Maldives, whose highest elevation is six inches above sea level) and the Pacific Ocean are concerned about the possibility of rising sea levels. Historically, the rise of the river civilizations (Nile, Tigris/Euphrates, Indus) is linked to the end of the last Ice Age, when the deserts became drier and hotter, forcing once nomadic civilizations to settle in a more limited area where they found that being organized on a social level (i.e., government) made for more efficient use of space and resources.

The Partition of India

AFTER COLONIAL RULE, the British left India in 1947, under the agreement that it be partitioned—divided—along religious lines. Areas where a majority of Hindus lived were given to India; areas where mostly Muslims lived became the new country of Pakistan. After Partition, millions of people found themselves on the “wrong” side of the border. The city of Calcutta and the surrounding area, whose population was 75% Hindu, were awarded to India. The Muslims who lived there had to decide whether to remain or to set out and create new lives in Pakistan.

My name is Minhaj, and I am a Muslim boy. I once lived in a village near Calcutta, which is now in the new country of India. I lived in a large house with my mother and father and six sisters and brothers.

Now we live in my uncle’s home in a town in Pakistan. The house is very crowded and every day my father worries about finding work so our family won’t be such a burden to my uncle.

After Partition, we heard stories of trouble in nearby villages. Other Muslim families in our village started to send their children away to Pakistan. At first, my father refused to budge. There was too much at stake—we owned a lot of property and everyone in the family was comfortable. My father owned the most popular clothing shop in the area. My older brothers also worked there. Our family also ran the high school in the village. No one wanted to leave behind our property, so we decided to wait and see.

Soon, some troublemakers came into our village and started to cause problems. They came and stood outside our house in the middle of the night and yelled things. They threw rocks at our windows and broke them. We were afraid that they might break down our door and come inside to hurt us.

The next day we found out that the mob had wrecked my family’s stores and closed down our school. All of our money was invested in the store and we lost it all in one night. Our Hindu friends and neighbors tried to help, but they became scared for their own safety and so they urged us to leave.

I miss my old home and friends. But there is nothing left for us in our village. Now we must start a new life in Pakistan.

My name is Wazia, and I am a Muslim girl. I have a large family with deep ties to the city of Calcutta. My father’s family has lived here for many generations. Before the British left India, my father worked for the Calcutta Assembly. He now works for the new government of India. We live in a large house that we own, across the street from the assembly building.

One of the things I love about Calcutta is that we have so many different groups living together in relative peace. I go to a school with children from different backgrounds—Hindu and Muslim boys and girls go to school together. Many of my friends are Hindu. We visit each other’s houses as if they were our own. Until Partition, we didn’t even know the differences between us.

After Partition, my mother tried to convince my father to move to Pakistan. On the radio, we heard about violence in some parts of the country, but we were lucky not to experience any in our own neighborhood. Still, we stayed in our house for many days just to be safe. Our friends and neighbors would visit and bring us things from the market.

My mother was also worried about staying in Calcutta because her family lives in a village that ended up on the Pakistani side of the border. Before Partition, we visited them every year during the Ramadan holiday. She worried that she would not be able to see them again. At first, it seemed she was wrong to worry. We were able to go back and forth freely and you did not need a passport or visa. Now things have changed and it is difficult to go back and forth. I haven’t seen my mother’s family in two years.

But still I’m glad we stayed in Calcutta—I can’t imagine living any other place.

T-CHART ASSIGNMENT Complete the worksheet, listing reasons Muslims living in Calcutta might have wanted to emigrate to Pakistan in the left column, and reasons they might have chosen to stay in Calcutta in the right column. Make as many points as you need for each side.

WRITING PROMPT: EXAMINING BOTH SIDES OF THE ISSUE Imagine that you are a member of the Muslim Business Council in Calcutta, shortly after the Partition of India in 1947. You have been asked to make a presentation to the Council, which is trying to decide if it should encourage Muslim business owners to remain in Calcutta or to emigrate to Pakistan.

Prepare your presentation by first giving the reasons Muslims might choose to stay in Calcutta, and then why they might choose to leave. Give at least two points for each side, using examples from the text or other points that you can think of to make your case. At the end of your presentation, you should give your personal recommendation to the Council. Use examples from the reading to explain why you do or do not think that your fellow Muslims should remain in Calcutta.

Migration from the Former Soviet Republics to Russia

THE SOVIET UNION consisted of fifteen “soviet socialist republics,” many of which were originally independent nations that had been conquered by Russia. In 1989, the last Soviet census listed 128 separate ethnic groups living in the fifteen republics. At the time of the breakup of the Soviet Union in 1991, more than 25,000,000 ethnic Russians were living in the former Soviet republics outside of Russia. Because Russians formed the dominant group during the Soviet years and often got the best jobs and housing, after the transition Russians still living in these republics were often treated poorly. They faced the difficult choice of whether to remain in the post-Soviet republics or to make a new life in Russia.

My name is Boris and I am 16 years old. I am an ethnic Russian, but I was born in Riga, the capital of Latvia, located on the Baltic Sea. My parents were born in Russia and moved here when my father was in the Soviet navy. Because of this, the Latvian government says that we are not Latvian citizens.

I am in high school. All through grade school I studied in Russian. But the Latvian government has decreed that 60% of high school instruction must be in Latvian. Fortunately, I can speak Latvian and I’m doing OK—my friend Igor doesn’t speak any Latvian at all, and he is struggling in class. When we go on to university, Igor will have to pay to go to a private university so he can study in Russian.

My mother, who is a teacher, lost her job because she can’t teach in Latvian. They’ve also started using Latvian as the main language of business at the Defense Ministry and it’s likely my father will lose his job. My father speaks very little Latvian.

Because we’re not citizens of Latvia, my parents will have a hard time finding new jobs here. Companies prefer to hire Latvians. If we were Latvian citizens it would be different, but the citizenship exams are very difficult, including a Latvian language test as well as tests in history and culture. I could probably pass, but my parents couldn’t. They say they’re frustrated at not being able to vote.

My mother and father have decided that we’re going to move in with my grandparents in Moscow when my father’s job ends. I’ve been to Moscow a few times. I don’t like it there—Moscow is too big. I also like going to the beach with my friends here, and there’s no beach in Moscow. I’ve lived all my life in Latvia, but I don’t feel like I have a future here.

My name is Tatiana. I am 17 years old, and I live in Bishkek, the capital of Kyrgyzstan. My grandmother is Kyrgyz, but my grandfather’s family is Russian, and he made sure that all his children, including my mother, listed their nationality as Russian. Under the Soviet system, there were advantages to being Russian. Nowadays, I’m not so sure.

My father is assistant director at one of the coal mines. Since the breakup of the Soviet Union, production at the coal mine has gone down and my father is only paid eight months out of the year. Unemployment is high here, and my father thinks we should move to Russia so he can find a more reliable job.

Many of my friends have already moved to Russia with their families. They have sent me letters about their new lives in Russia. Many of them have told me that people in Russia treat them badly. One girl wrote me that someone spat on her while she was standing in line at the store and told her to “go back where you came from.” Because my grandmother is Kyrgyz, I have dark hair and don’t “look Russian.” I wouldn’t want the same thing to happen to me!

My father thinks I should apply to university in Moscow so I will have a better chance in life. I think I can have a chance right here. I want to apply to a university here in Kyrgyzstan. When I graduate I’ll have an opportunity to work for an international company. I think this can help our economy.

There are a lot of people in Kyrgyzstan who want everyone who is not Kyrgyz to leave. That’s just silly. There are a lot of people in Kyrgyzstan who aren’t Kyrgyz. If we all went away, there would be no one left here! This country was strong under the Soviets, and if we all work together, I am sure that it can be strong again.

T-CHART ASSIGNMENT Complete the worksheet, listing reasons ethnic Russians might want to emigrate to Russia in the left column, and reasons they might choose to stay in Latvia/Kyrgyzstan in the right column. Make as many points as you need for each side.

WRITING PROMPT: EXAMINING BOTH SIDES OF THE ISSUE You are a columnist for a Russian-language newspaper in Bishkek, Kyrgyzstan. The editor-in-chief, your boss, has asked you to write an editorial column in which you will examine the reasons that ethnic Russians living in Kyrgyzstan might choose to emigrate to Russia.

In your editorial column, list at least two reasons ethnic Russians might consider leaving Kyrgyzstan, and two reasons they might consider staying. Give examples from the reading, or use other examples that apply to the situation. At the end of your editorial, you should offer your opinion on whether or not Russians should remain in Kyrgyzstan. Use information from the text to support your answer.

T-Chart Worksheet

NAME: _____ DATE: _____ CLASS: _____

ASSIGNMENT: After you complete the readings, fill in the chart below. Label the columns as indicated in the readings, then list reasons people would want to leave and why they might want to stay.

Make as many points as you need for each side. The first three are already labeled for you.

LEAVE: Reasons that _____

should emigrate to _____

1.

2.

3.

STAY: Reasons that _____

should remain in _____

1.

2.

3.

The University of Texas at Austin

TERESA LOZANO LONG INSTITUTE OF LATIN AMERICAN STUDIES

SRH 1.310, 2300 RED RIVER ST, STOP D0800

AUSTIN, TX 78712-1428



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Hemispheres, in partnership with NOT EVEN **PAST**, the outreach program of the Department of History at the University of Texas at Austin, is pleased to announce *15 Minute History*, a new podcast series for World History teachers, students, and others who are interested in history. *15 Minute History* features interviews with scholars from UT about topics chosen **directly from the World History TEKS** specifically to help classroom educators prepare themselves and their students for the State of Texas Assessments of Academic Readiness (STAAR™) exam.

Each installment is 10–15 minutes in length, and offers background information, specific names, places, and events, and, where possible, primary documents or supplemental material to accompany the topic discussed. Best of all, *15 Minute History* is **free**. New episodes can be downloaded from the Hemispheres website. You'll also find information on how to subscribe to our news feed, be automatically notified when new episodes are available, and suggest topics for future episodes.

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EDITOR: NATALIE ARSENAULT