GEOG 370 Reading Questions, P&R Chapter 4

“…A common perception of contemporary immigration is that it is predominantly a \_\_\_\_\_\_-skill labor flow and that its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over time.

What two facts of the year 2010 contradict the perception above?

One thing to keep in mind is that the % high school and % college graduate statistics are typically calculated for the part of the population that is 25 years and older (obviously a 15 year old, even if doing very well in school, is unlikely to be either a high school or college grad).

Using % that are high school graduates, what two countries send the most highly educated flows?

Using % college grads, which country is on top?

According to the above two statistics, which country sends the least educated flows?\_\_\_\_\_\_\_\_\_\_ What does this say, if anything, about that countries educational system? Explain.

What is one simple geographic explanation for why the country that sends the highest % college grads does not send hardly any impoverished peasants?

What is mentioned about the educational level of Italians and Portuguese in this context, and what is the explanation of this somewhat surprising statistic?

What is the basic point of the paragraph on page 115 about changes in the overall levels of education of more recent flows as compared with flows that happened before the year 2000.

The rapid rise in the overall educational level of Europeans in the past couple of decades is explained by what?

Which two continental groups had difficulty immigrating into the US prior to the 1965 policy changes?

What were the two major policy changes of 1965 that are mentioned in the middle of page 116?

How did those changes cause most African and Asian flows to be highly educated?

What two closely related geographic factors also contributed to the African and Asian flows being highly educated?

At present, refugee groups come from countries that have one or two key characteristics?

Describe the changing socioeconomic characteristics that typically happen through time with refugee flows.

What are the two labor demand types that generate *underground* (meaning undocumented) flows?

For the case of the US, what then is true about the geography of source region(s)?

What was the effect of the increasing enforcement efforts on the US border on the seasonality vs. permanence of the undocumented population? (we will eventually talk about this in class)

How do the authors explain the relative decline in European immigration, post 1965?

List in order below the top five countries as ranked by the % college graduates, from Table 16.

Next, note the % literate for each country. Is the country that is at the top of the % college graduates list you generated above also among those countries of highest literacy? Think about it: is the flow of immigrants coming to the United States from a particular country necessarily representative of the level of education pervasive in that country?

What are the three characteristics identified by the authors that describe these countries (and the composition of who comes from them)

Portes and Rumbaut write on page 119 “that the lure of occupational and economic opportunities in the US, created by the new preference systems for the highly skilled, had its greatest impact in parts of the world where such opportunities are \_\_\_\_\_\_\_\_\_\_\_\_ and where the \_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_have had few other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

So why are the very poorest countries not contributing to these flows described above?

But why does the brain drain happen to countries that are one developmental step up from countries like Niger and Haiti?

From the Hirschman and Falcon study, what were the two key individual factors that accounted for a significant part of the differences in levels of education across various national groups? (top of page 121)

How important is immigrant generation overall in explaining educational levels? (ie – changes from first to second to third and fourth generation and so on)

Which group has a higher labor force participation rate, immigrants or native born?

Which national origin group has the lowest labor force participation rate?

which has the highest rate?

what is the rate of Mexico?

So back to an earlier theme, why do peasants and other laborer groups come in large numbers from Mexico, Haiti, and some other nearby countries, while few come from India, Pakistan, and Nigeria (even those these three countries have many more poor people)?

Page 126: “In general, immigrants who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ earn significantly more than those working for \_\_\_\_\_\_\_\_\_\_.

Explain why Mexicans have among the lowest rates of self-employment of all immigrant nationalities, but the highest total number of them.

Why is it that post-Mariel Cubans have been much less successful in establishing large businesses than the earlier wave of Cubans.

Explain the basis for the arguments that the authors make against the *culturalist* theories that attempt to explain the different entrepreneurial successes of different national groups.

In this same vein, what factors then are useful in explaining these different rates of entrepreneurial success? (page 132)

The authors mention that the large scale flow from India has been positive for India and the US. What is the basis for this assertion?

Summarize the explanation given for why Cubans have economically declined steadily over the past few decades, while the Vietnamese have managed to improve their economic situation.

END HERE (page 135) FOR THIS WEEK. WE WILL CONTINUE WITH THIS CHAPTER NEXT WEEK.

THIS IS THE MATERIAL TO STUDY FOR THE QUIZ OF FEB 21, 2017

Now for some increasingly complex topics, starting with some relatively straightforward facts:

On one hand, college education matters…the study summarized at the bottom of page 136 reported that in 1998 college-educated male immigrants from Latin America had average incomes of $\_\_\_\_\_\_\_\_\_\_\_\_, compared to $\_\_\_\_\_\_\_\_\_\_ among those with less than high school educations.

(for Asian immigrants, $\_\_\_\_\_\_\_\_\_\_\_\_, compared to $\_\_\_\_\_\_\_\_\_\_.

“…college educated Mexican immigrants had earnings that were, on average, only \_\_\_\_\_\_\_\_\_ percent of similar natives in 1989.

Tellez and Ortiz found “…a consistent \_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ across generations…generation since immigration has \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ on any of the leading socio-economic indicators, once other variables, especially education, are considered.”

What are the two ways to “make it” in America? The authors go on to say that there is no doubt that what immigrants bring with them in terms of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a decisive feature…

Portes and Rumbaut go on to write that the contexts of reception play a significant role in the differing economic outcomes of the various immigrant nationalities. List these three contexts.

For the first context, list the three response types, explaining each briefly.

What three nationalities experienced a loss in monthly income after controlling statistically for their education, knowledge of English, and occupation? To what factor do the authors attribute this? (pages 145-6)

Of those three nationalities, which one had the largest earnings disadvantage, and why?

To what factor or factors do the authors attribute the earnings advantage of Southeast Asian refugees?

What can be learned from comparing uneducated women from Haiti and Laos?

Cause for concern are the earnings of the college educated of two nationalities. (p. 148) To what do the authors attribute the lack of earnings progress for those with college degrees? (bottom of same page)