AP Human Geography

Unit 3: Population

Introduction

We will discuss some of the main concepts and define some of the basic vocabulary associated with population. Topics discussed will include: world, regional, and national population trends and growth, the demographic transition model influence on past patterns and future trends, and population distribution. Migration will also be discussed at a variety of scales. Migratory patterns through time will be included along with push and pull factors, voluntary and involuntary migrations.

Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Therefore, many of the concepts and theories encountered in this part of the course connect with other course units. Additionally, course themes of location, space, place, scale of analysis, and pattern can be emphasized when studying basic population issues such as crude birth rate, crude death rate, total fertility rate, infant mortality rate, doubling time, and natural increase.

Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. For example, when learning about the relevance of place context and government policies, students may analyze fertility rates and age-sex structures (shown in population pyramids) in various countries. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment, culture, and political institutions.

This part of the course also enhances students’ critical understanding of population trends across space and over time as they consider models of population growth and decline, including Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model. Students can then evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

[Course Description: Human Geography, 2015, The College Board, Advanced Placement Program.]

Goals

The goals for this section of the course are to:

- understand ways that population growth and decline acts as a driving force behind change in today’s world
- use the terminology and skills of demography to analyze and predict population trends
- describe population growth patterns at a range of scales, local to global
- explain the demographic transition and its role in population trends in different regions of the world
- understand the implications of continued population growth on economic, social, and political development in different world regions
- explain the factors which influence population distribution and describe world patterns of population distribution
- define migration
- explain the effects migrations have had on both geography and history
- understand that migration occurs at different scales
- explain why people change their residential location
- analyze migrations in terms of classifications (forced, voluntary, imposed) and types
- explain the decision to migrate in terms of push and pull factors
- describe patterns of migration using the concepts of distance decay, intervening opportunity, place utility, step migration, chain migration, channelized migration, and migration fields
- describe the geography of dislocation: refugee patterns and processes in the world today

Notes

Read Chapter 2 in the textbook

I. World Population
A. Demographers [___________________________.] have est. the world pop. at different times in human history.—balance between two forces—

B. Growth of population over time

![World population growth chart]

1. Until 1700’s
   a. Natural increase [___________________________] was ______________.
   b. Birth rate [the number of people ____________ each year per thousand] was ____________.
      1) ________________________________
      2) ________________________________
      3) ________________________________
c. The death rate [the number of people __________ each year per thousand] was also __________.
   1) ____________________________
   2) ____________________________
   3) ____________________________
   4) ____________________________
   5) ____________________________

2. During the 1700’s.
   a. Population began to increase.
   b. Associated with the ______________________
      1) _________________________________
      2) _________________________________
      3) _________________________________
   c. Advances in medical sciences
      1) _________________________________
      2) _________________________________
      3) _________________________________
   d. Increased trade and contact
      1) _________________________________
      2) _________________________________
      3) _________________________________

3. Between 1650 & 1850 the world population doubled.
   a. from 500 million
   b. to one billion

4. By 1960, there were 3 billion people.
5. By 1999, there were an est. 6 B.[Today—over 7.2 B]
   a. Most countries take a pop. census [______________________________].
   b. The United Nations est. the number for those that don’t report an official population count.
   c. Today, increasing by about __________ per year.
C. Population increases vary—page 51

1. Depends on the balance between the birth & death rates.—natural increase
2. Can be complicated by migration—then called growth rate
   a. Why is it important to look at growth rates?—Doubling Time

   1) 3% growth rate = the pop. will double in ________________ years.
   2) 2% growth rate = the pop. will double in ________________ years.
   3) 1% growth rate = the pop. will double in ________________ years

   b. Calculated by taking 70 divided by the percentage of growth

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Population Growth Rate by Country, 2006

“Population Growth Rate Map.” CIA World Factbook. 2 October 2006
3. Each country is going through different changes or Demographic Cycles
   a. Industrialization and urbanization in the last 200 years have caused a transition in world pop. growth patterns
   b. demographic transition: sequence of changes over time in vital population growth rates.
   c. Called the Demographic Transition Model

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
<th>STAGE 5</th>
</tr>
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<tbody>
<tr>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Low</td>
<td>High</td>
<td>Decreasing</td>
<td>Low</td>
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</tr>
<tr>
<td>Growth</td>
<td>Growth</td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
</tbody>
</table>

See page 56 for this graph.

Stage 1 High Stationary ________________________________
____________________________________________________

Stage 2 Early Expanding ________________________________
____________________________________________________

Stage 3 Late Expanding _________________________________
____________________________________________________

Stage 4 Low Stationary _________________________________
____________________________________________________

Stage 5 Declining ?????_______________________________
____________________________________________________

4. Levels of Development—page 300
   a. Developed or Industrialized Countries.—MDC’s
      1) Went through the Industrial Revolution the earliest.
      2) Have low birth rate and low death rate—low growth rate
      3) Most of the European countries, U.S., Canada, Japan, etc.
      4) The per capita income [average amount of money earned by each person] is fairly high.
      5) Transportation and communication is good.

FOR THOUGHT AND DISCUSSION
The world Crude Birth Rate (CBR) is 23 per 1,000, while the Crude Death Rate (CDR) is 9 per 1,000. What does this tell you about the world’s population growth rate?
6) Schools, health care and housing are good.

b. Developing or Industrializing Countries
   1) High birth rate & low death rate—high growth rate.
   2) Economy is improving
   3) Changing from a farming to an industrial society.
   4) Health care and education are improving.

c. Underdeveloped or Pre-industrial or Lesser Developed countries.—LDC’s
   1) High birth rates and high death rates—low growth rate.
   2) Economics are largely based on farming and are generally poor.
   3) Health care and education are often not available.
   4) Per capita income is low.
   5) NO LONGER USED AS A DESIGNATION—Or Is It?

5. How does the world fit into this pattern today?
   a. No Stage 1 nations because of ____________________________
   b. Stage 2 describes all human groups in early history; now found in countries with uncertain low levels of food production, subsistence economic systems. Less Developed Countries (LDC's) "Third World."
   c. Increasing development and associated socio-economic changes moving some into Stage 3.
   d. Stage 4-->US, Canada, Europe, Australia-NZ, Japan--the developed, industrialized nations of the world.

World Facts
   ❖ More than one-half of the world's people live below the internationally defined poverty line of less than U.S. $2 a day—including 97 percent in Uganda, 80 percent in Nicaragua, 66 percent in Pakistan, and 47 percent in China, according to data from the World Bank.
   ❖ Nearly one-third of rural residents worldwide lack access to safe drinking water.
   ❖ The use of modern contraceptives is more common among wealthier women than poor women in nearly all countries, and the gap is particularly pronounced in the poorest countries, in places as diverse as Uganda and Nepal.
   ❖ Africa's infant mortality rate is nearly 15 times that of the developed world.
   ❖ The more developed world uses over five times the energy per capita used by the less developed world. North America uses over eight times as much energy per person as does Latin America.

Population Total and Natural Increase for the World and Major Regions: 2005

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Population (millions)</th>
<th>Natural Increase (annual percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>6,477</td>
<td>1.2%</td>
</tr>
<tr>
<td>Anglo-America</td>
<td>329</td>
<td>0.6</td>
</tr>
<tr>
<td>Latin America</td>
<td>559</td>
<td>1.6</td>
</tr>
<tr>
<td>Europe</td>
<td>730</td>
<td>-0.1</td>
</tr>
<tr>
<td>Asia</td>
<td>3,921</td>
<td>1.3</td>
</tr>
<tr>
<td>Africa</td>
<td>906</td>
<td>2.3%</td>
</tr>
<tr>
<td>Oceania</td>
<td>33</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Population Reference Bureau, 2005
REALITY CHECK!!!

*If we could shrink the Earth’s population to a village of precisely 100 persons with all existing human ratios remaining the same, it would look something like this:

- There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere and 8 Africans.
- 70 would be non-white.
- 70 would be non-Christian.
- 50% of the world’s wealth would be in the hands of only 6 people; all 6 would be citizens of the United States.
- 70 of us would be unable to read and write.
- 50 would suffer from some degree of malnutrition.
- 80 would be homeless or in substandard housing.
- Only 1 of us would have a college degree.

6. Demographic transition useful in describing the world's past...applicable to the future?
   a. In some nations, death rate has dropped without economic modernization, e.g., Sri Lanka, DDT vs malaria. 1946 life expectancy 44; 1954 life expectancy 60.
   b. Resulting population growth hinders economic development-->strain.
   c. Rapid increases in population that accompanied Europe's industrialization was alleviated by migration.
   d. Not possible today. Many countries are already at high population levels, e.g., India. Population increasing at relatively low rate but it is still a huge number of people.
   e. Therefore, transition theory not accurate in predicting demographic change in LDC's
   f. Model is also assuming all countries want to industrialize.

FOR THOUGHT AND DISCUSSION

Which was the cause and which was the effect in the Demographic Transition? Did declining birth rates encourage urbanization and industrialization, or did industrialization and urbanization cause birth rates to decline? Provide evidence to support your view.

D. Population Pyramids.—page 54

1. In order to understand the rate of growth in a population you must know something about its ____________________________.

2. Also look at the ages of the people in a country & the number of males & females to predict ____________________________.

3. Countries that have a high percentage of young people will ____________________________ (ex. Mexico, Korea, and India).
4. A population with a high percentage of females will likely ________________
5. Population pyramids can show the effects of past events.
   a. Wars
   b. Famines
6. Can also predict problems associated with ________________
   a. economic restructuring to respond to changes in demand
   b. dependency
   c. social, psychological, political problems
7. Can also reflect unusual situations
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________
   f. ________________________________
   g. ________________________________
   h. ________________________________
   i. ________________________________
   j. Etc.

POPULATION PYRAMIDS
Rapidly growing populations—each cohort group is larger than the last age bracket.
**************
Growing populations—but slowly.

**************
Populations that have begun to stabilize—repeating the previous cohort group.

**************
Declining populations—the base age bracket is smaller than the previous cohort group.  
(Notice that the top age bracket is older for the more stabilized populations and declining populations.)
Look at events through history and their impact on the population. Also, look at trends. What was happening during the period of time in that Country? Also which cohort group are the children of a certain group?

Born in 1919
Born in 1928
Born in 1934
Born in 1938
Born in 1944

Soviet Union, 1959
You can also look at changes through time and predict the future
(IF you assume that conditions will stay the same.)
Community characteristics can also be shown.

USA
Cedar Rapids, IA (95% White)
Detroit, MI (76% African-American)
Honolulu, HI (71% Asian-American)
Laredo, TX (94% Hispanic)
Unalaska, AK (71% Male)
Lawrence, KS (24% 20-25 years old)
Naples, FL (42% over age 65)
E. Growth vs. Carrying Capacity
1. Will continued growth lead to global starvation, war over resources, and a lower quality of life?
2. Thomas Malthus claimed that the population would grow faster than the supply of food.
   a. population grows geometrically (exponentially)
   b. food sources increase arithmetically (linearly)
   c. Malthus predicted the following relationships between people and food in the future:
      Today: 1 person, 1 unit of food
      25 years from now: 2 persons, 2 units of food
      50 years from now: 4 persons, 3 units of food
      75 years from now: 8 persons, 4 units of food
      100 years from now: 16 persons, 5 units of food

   Read pp. 60-61 about Neo-Malthusians and what the critics to these theories had to say.

F. World Health Threats
1. Epidemiology—a branch of medical science concerned with incidence, distribution, and control of diseases that affect large numbers of people. It relies heavily on geographic concepts such as scale and connection, because measures to control and prevent an epidemic derive from understanding its distinctive distribution and method of diffusion.
2. Epidemiologic Transition (pp. 64-68)
   a. Stage 1—Stage of __________________________
      1) Infectious and parasitic diseases were the main causes of human death
      2) Many deaths also occurred due to accidents and attacks by animals and humans
      3) Black Plague (or Bubonic Plague)
         a) Began in Central Asia in present day Kyrgyzstan
         b) Spread with the Tatar army and then Italian traders as they fled the army
         c) Spread from coastal towns to inland towns to rural areas
         d) half of Europe’s population was wiped out between 1347-1350
         e) 5 other epidemics occurred by the end of the 14th century
   b. Stage 2—Stage of __________________________ (a disease that occurs over a wide geographic area and affects a very high proportion of the population)
      1) With the Industrial Revolution and improved living conditions infectious diseases began to decline but not equally
      2) Poor people in crowded industrial cities still had high death rates
      3) Cholera was one of the diseases that had a big impact on the urban poor during the 17th Century.
         a) resulted from the contamination of the drinking water by sewage runoff.
b) cholera was eradicated by the end of the late 19th Century, however reappeared in rapidly growing cities in LDC’s a century later.

c. Stage 3—State of ____________________________
1) There is a decrease in infectious diseases and an increase in chronic disorders associated with aging.
   a) cardiovascular diseases such as heart attackers
   b) cancer

d. Stage 4—Stage of ____________________________
1) degenerative diseases linger
2) life expectancy is extended and the degenerative diseases occur at an older age
   a) medical advances—medicines and medical treatment
   b) better health decisions—better diets, reduced use of tobacco and alcohol and exercise.

e. Stage 5—Reemergence of ____________________________.
   (possible stage or a temporary setback??)
1) Three possible reasons
   a) ____________________________—infectious diseases have evolved and changed in response resistance to drugs and insecticides. Malaria is an example
   b) ____________________________—long expensive treatments are economic burdens in LDC’s for disease such as Tuberculosis.
   c) ____________________________—people carry diseases with them and expose others such as severe acute respiratory syndrome (SARS)
2) AIDS (look at the statistics on page 68-69)
G. Where People Live.—World Population Distribution—page 46

1. People are not evenly spread over the world.
   a. Some areas are heavily populated and some are very thinly settled (or uninhabited).
   b. habitable vs. uninhabitable; arable vs. non-arable
   c. We usually use the term pop. Density \[ \left[ \text{_______________} \right. \] when looking at world pop.

   1) Arithmetic Density—\[ \text{_______________}\]

   2) Physiological Density—\[ \text{______________________________}\]

   -----helps to determine the capacity of the land to yield enough food for the needs of the people.

   3) Agricultural Density—\[ \text{______________________________}\]

   -----helps explain how two countries with the same Physiological Density can produce significantly different amounts of food because of different economic conditions.

   d. Some continents are more densely settled—ex. Europe & parts of Asia.
   e. River valleys and coast lines are more densely settled.
   f. The interior (middle) part of continents are usually less densely settled.
   g. Harsh environments such as deserts or severely cold areas are less densely populated.
   h. Mountainous areas are less densely settled.
   i. Exception: where people have developed an alternative way to make a living, e.g., mining
2. Why are people not evenly spaced?
   a. People live where they can ________________________________.

   b. Reason people live in certain areas.

      1) Good ____________  3) Good ____________
      2) Good ____________  4) Good ____________

   c. Reasons why people do not settle in other areas. (are uninhabited)

      1) Too ____________--(ex. Sahara Desert)
      2) Too ____________--(ex. Antarctica)
      3) Few ____________--(ex. Patagonia Plateau)
      4) ______________________--Accessibility--(ex. Amazon Basin, Himalayas)

FOR THOUGHT AND DISCUSSION
China has instituted a strict policy to control its population. The policy has been a success in terms of achieving its stated goal of reducing population growth rates. However, this progress has come at enormous cost. What have been the advantages and disadvantages of China’s one-child policy? On balance, is it a good idea? Drawing from what you learned about the Demographic Transition, could you think of other strategies China might employ to address its population problem?

[some negative consequences…some extreme measures some people have taken to ensure a baby boy are: 1) gender-selective abortion; 2) kidnapping a baby boy; 3) abandonment of baby girls; 4) female infanticide….all have resulted in an imbalance between the number of girls and boys]
FOR THOUGHT AND DISCUSSION
Family planning varies from country to country. In South Asia, India and Bangladesh have implemented programs that have had some success although their natural increase rates are still high. In India, they have had policies in place for 40 years. Their rates have dropped from 6% in the 1950’s to approximately 3.2% in the early 2000’s and 1.38% today. They have attempted several programs including education for women, sterilization, and birth control. Bangladesh dropped its natural increase from 6.3% in 1975 to 3.3% in the mid-90’s to 2.09% today. The government has implemented a woman-to-woman information sharing strategy that is proving to be effective. Also, 50% of the married women use oral contraceptives. Their rates are still high in comparison to China’s whose rate has dropped to 0.59%. Why has China’s policies been so successful in comparison to India’s? Might some of these family planning strategies be transferable to other countries (either from China, India or Bangladesh)? Why or why not?

Read Chapter 3 in the textbook

II. Movement of People.—Migration

A. Three main types of movements.

1. _____________________ movement--every day movements to and from work, school, stores, etc.
2. _____________________ movement--move for a certain period of time, ie., students to college, military, migrant workers.
3. _____________________ movement --permanent relocation.
   a. _____________________—move from one home to another.
   b. _____________________-- movement into an area.
   c _____________________--movement out of an area (exit an area).

B. Migration has had a significant effect on world geography.
   1. It has contributed to the evolution and development of separate cultures.
   2. It has contributed to the diffusion of cultures by interchange and communication.
   3. It has contributed to the complex mix of people and cultures found in different regions of the world today.

C. Reasons people migrate.

1. _____________________ migrations--there are push and pull factors.
   a. Can be categorized into three categories:
      1) _____________________
      2) _____________________
      3) _____________________
   b. _____________________ factors- _____________________
1) ____________________
2) ____________________
3) ____________________
4) ____________________
5) ____________________
6) ____________________
7) ____________________
8) ____________________
9) Etc.

c. ____________________ factors—attract people to move to an area.
   1) ____________________
   2) ____________________
   3) ____________________
   4) ____________________
   5) ____________________
   6) ____________________
   7) ____________________
   8) ____________________
   9) ____________________
  10) Etc.

c. Two other related concepts are distance decay and intervening opportunity.
   1) Movers seek to minimize the friction of distance.
   2) Migrants tend to chose the closer location rather than the farther if both are
equal in other ways.
   3) Information about distant areas is less complete
       and satisfying than awareness of near locations.

2. ____________________ migrations—person/people have absolutely NO
   choice.
   a. ____________________
   b. ____________________
   c. ____________________

3. ____________________ migration—Imposed on migrants by
   circumstances. —An imposed migration is one that is not entirely forced but which
   conditions make highly advisable.
D. Another way migrations can be classified is to divide them into 5 types.

1. ________________ Migration: in response to environmental conditions; usually undertaken by people at low levels of development.
2. ________________ Migration: compulsory transfer of a group of people, usually by a government.
3. ________________ Migration: similar to Forced Migration but it differs in that migrants retain some ability to decide whether to move or not.
4. ________________ Migration: individual movements for economic betterment.
5. ________________ Migration: large numbers, entire communities, moving en masse without being fully informed on an individual basis of what to expect.

6. Each type can then be classified as either conservative or innovative.
   a. An innovative move is one in which ________________________________
   b. A conservative move preserves ________________________________

7. Classify these migrations by TYPE and decide whether the move was innovative or conservative.
   a. westward migration of pioneer farmers
   b. modern Americans moving to Alaska
   c. Mormon migration to Utah
   d. Middle East nomads moving to urban areas in the Persian Gulf African
   e. slave trade flight of ancient Britons at the arrival of the Saxon invaders
   f. Trail of Tears: relocation of the Five Civilized Tribes to Oklahoma
   g. subsistence slash burn farmers in the Amazon
   h. resettling of Germans, post WWII, because of border shifts in Poland

E. Migration occurs at different scales.

1. Intercontinental Movements: from continent to continent
2. Intracontinental and Interregional Migrations: between countries and within countries

3. ____________________________ Migration: from the countryside (rural areas) to cities (urban areas). [Began on a large scale with the Industrial Revolution in the 18th century in the advance economies of Europe and the United States when job opportunities opened up in factories in urban areas. This process is now taking place in the developing economies of the world in South America, Africa, and Asia where industrialization is just now occurring.]
4. Local Residential Shifts: suburbanization, neighborhood relocations. [This kind of movement is significant in Western nations with free housing markets. One sixth of the US population changes residence each year. Why? Among the reasons for residential shifts are changes in life cycle, income level (either more or less money available to spend on housing), job location, perceived safety of neighborhood, better school district, convenient location etc.—These shifts produce distinct patterns of urban social geography.]

F. Migration Trends
1. Americans (US) are perhaps the most mobile people in the world—move on the avg. every 5 years.
2. Today, in the US, the primary trend is from rural areas [________________________] to urban areas [__________________________________________].
   a. Before the Industrial Revolution very few people lived in urban areas. [in _______ = 95% -- rural & 5% -- urban]
   b. Urbanization began with the Industrial Rev.
   c. In ________, for the first time, more people lived in urban areas in the US.
      [51%--Urban & 49%--Rural]
   d. In ________, __________ was Urban and __________ was Rural.

3. Examples of migrations through time include
   a. the movement of the first human groups from their point of origin (East Africa?) to their present distribution around the entire globe
   b. the movement of peoples within early civilizations for trade, seeking raw materials, making war; the momentous movement of "barbarians" like the Huns, Goths, Visigoths, and Vandals out of Central Asia and into the Roman Empire bringing about its fall;
   c. the movement of the Islamic Moors across North Africa from Arabia and northward into Europe via Spain, into Central Asia via Turkey and into the Balkans;
   d. the Vikings migrating from modern day Denmark and Norway to Iceland, and from Norway and Sweden into Russia
e. the movement on an unprecedented scale of Europeans to North and South America; British to Africa, Australia, and New Zealand; Africans to North and South America;
f. Indians (from what is today India/Pakistan/ Bangladesh) to East Africa, Southeast Asia, the Caribbean, Fiji—all parts of the British Empire;
g. Chinese throughout Southeast Asia;
h. Jews from Europe to Israel;
i. Americans and Canadians westward across the North American continent;
j. Russians eastward across the Asian continent;
k. Mexicans northward to the US;
l. Vietnamese, Central Americans, Cubans, Haitians to the US.
m. Refugees—page 93
n. Hong Kong Chinese moving to avoid China's take over

G. Spatially there are a number of patterns of migration.

1. ___________________________migration: a series of small, less extreme locational changes are steps. [For example, if a person moves from a farm to a small town, then to a larger town and finally a city, it is an example of step migration.]
2. ___________________________migration is the idea that there exists an established linkage or chain from the point of origin for migrants to their destination. The process of migration is assisted by migrants who already live in the destination. They help their friends and relatives to make the migration by providing them information, money, and place to stay, perhaps a job, and emotional support. People immigrate to locations where they find connections and a measure of familiarity.
   a. Chain migration establishes migration fields, or areas that dominate a locale's in-and out-migration patterns.
   b. For example, in Chicago, many Mexican migrants are from the state of Jalisco in Mexico. Jalisco is part of Chicago's migration field.

H. Observations of migration can be summarized into Laws of ____________ (Ravenstein) Here is a summary of the laws in simple language.
1. Most migrants only go a short distance.
2. Longer distance migration favors big-city destinations. Large cities are migrant magnets.
3. Most migration proceeds step by step.
4. Most migration is rural to urban.
5. Each migration flow produces a counterflow.
6. Most migrants are adults; families are less likely to make international moves.
7. Most international migrants are young males.

I. There are a number of barriers to migration—pages 96-103
1. Migration is limited by a knowledge of opportunities in other places, i.e., information.
2. Migration is limited by costs, both financial and emotional. It is difficult to leave one's home to try a completely new way of life.
3. Migration is limited by political restrictions, e.g., immigration policies
4. Migration is limited by personal characteristics, e.g., culture, age, gender, education, and economic status.

5. Well-educated males, between the ages of 18-34 who are affluent are MOST mobile; poorly educated females who are old and poor are the LEAST mobile.

J. The global refugee problem is increasing at a faster rate than world population; it is a massive, global crisis.
   1. Africa, Europe, Southwest Asia and Southeast Asia have the largest problems caused by conflicts and environmental crises.

*Be sure you can trace the movements described above on maps*