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HOW DOES GERMANY RECEIVE IMMIGRANTS TODAY?

This lesson was prepared for classes in AP World History (10th grade) and AP European History (11th-12th grades). It would also be appropriate for 10th grade World History II classes. Teachers can easily choose to use parts or all of the lesson.

Virginia WHII benchmark addressed: Benchmark 10.5: The student will understand responses to globalization by individuals and societies in the late 20th century. (WHII.15) Students reach this benchmark when they are able to (A) explain the causes of international migrations at the end of the 20th century...and migrations of “guest workers” to European cities.

Objectives: At the end of the lesson, students will be able to compare the United States and Germany as host countries for immigration using statistical and historical data.

Students will be able to identify historical circumstances unique to Germany which cause the U.S. and Germany to differ in both the composition of their immigrant population, and their policies towards immigrants.

Students will be able to distinguish and explain the points of view of different social groups in Germany on policies towards immigrants.

Assignment before lesson: Your textbook may include an appropriate background reading on postwar European migration. One brief and readily available source is found on the “Globalization 101” website, a project of the Carnegie Endowment:
<http://www.globalization101.org> In particular, the three sections “Introduction,” “Post-World War II Migration,” and “Cultural Effects of Immigration: The European Immigration Debate,” are useful for this lesson.

Activator: Ask students when they began to attend their present school. Did they attend elementary and middle school in the same district, or have they moved here more recently? What are some of the problems faced by a new student in a school? Compare some of the problems confronting all 9th graders in a new high school, students who have moved here from a nearby town, from another U.S. state, and from a foreign country.

To avoid focusing unwanted attention on individual students, ask them first to reflect in writing, perhaps in their social studies journal or on a blank sheet of paper. Then ask for volunteers to share their answers.

Finally, ask students to reflect on why they, or someone they may know, has moved. Identify “push” and “pull” factors which can cause people to leave their homes and move to another town, another state, or another country.

For example, Push: poverty, unemployment, political persecution, war, natural disaster
Pull: perceived economic opportunity, freedom from persecution, family reunion, need for younger workers to support aging population

Activity 1: Statistical comparison of the U.S. and Germany

Discussion prompts are italicized. Read the entire section before you begin the lesson and decide how best to present it to your students. Possible discussion prompts are offered in italics.

- 1) *Ask students if they know the percentage of immigrants living in the U.S. today. After students have offered their estimates, present the following information, in an overhead transparency, Powerpoint slide, or handout.*

PERCENTAGE OF IMMIGRANTS IN THE U.S. POPULATION

1990	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
7.9	9.0	9.3	9.3	9.7	9.8	9.7	10.4	10.8	11.5	11.7	11.9	12.1	12.1

Ask students to guess what percentage of immigrants lived in Germany in recent years.

PERCENTAGE OF IMMIGRANTS IN THE GERMAN POPULATION

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
8.4	7.3	8.0	8.5	8.6	8.8	8.9	9.0	8.9	8.9	8.9	8.9	8.9

Ask the students if these figures are what they expected.

- 2) *Next, encourage students to speculate on the number of immigrants who have come to the U.S. and to Germany since 1950.*

THOUSANDS OF IMMIGRANTS TO THE USA, 1950-2000

1950-1955	1955-1960	1960-1965	1965-1970	1970-1975	1975-1980	1980-1985	1985-1990	1990-1995	1995-2000
1,085	1,825	1,340	2,365	3,070	3,525	4,245	4,250	5,195	6,195

THOUSANDS OF IMMIGRANTS TO GERMANY, 1950-2000

1950-1955	1955-1960	1960-1965	1965-1970	1970-1975	1975-1980	1980-1985	1985-1990	1990-1995	1995-2000
275	721	899	803	889	329	-108	1,956	2,667	924

Ask the students what patterns they observe.

- *Are they surprised to find that figures are much higher for the U.S.? (If so, remind them that the population of the U.S. is now 302 million, while Germany's population is now 82 million. That is, the U.S. population is almost 4 times as large as Germany's.)*
- *Do the figures for both countries show a constant trend up or down? (Figures for the U.S. increase for each 5-year period, though the increase is smallest between 1980-1985 and 1985-1990. Figures for Germany decline for 1975-1980, and there is actually net emigration for 1980-1985.) What might account for this difference? (Economic recession in the late 1970s and 1980s.)*

3) Ask students which countries sent the most immigrants to the U.S. in 2006.

TOP 10 SENDING COUNTRIES (IMMIGRANTS TO US), 2006

Origin country	Number
Total	1,266,264
Mexico	173,753
China, People's Republic	87,345
Philippines	74,607
India	61,369
Cuba	45,614
Colombia	43,151
Dominican Republic	38,069
El Salvador	31,783
Vietnam	30,695
Jamaica	24,976
All other countries	654,902

Which countries do they think sent the most immigrants to Germany in 2003?

TOP 10 SENDING COUNTRIES (IMMIGRANTS TO GERMANY), 2003

Origin country	Number
Total	601,759
Poland	88,020
Turkey	48,207
Russian Federation	31,009
Romania	23,456
Serbia and Montenegro	21,442
Italy	21,171
Ukraine	17,441
China (excluding Taiwan)	15,801
United States	15,547
Hungary	14,256
All other countries	305,409

Encourage students to speculate on how geography influences these lists of top 10 sending countries. Why are there relatively few Mexican immigrants in Germany, and relatively few Polish immigrants in the U.S.? (Immigrants are more likely to come from countries near the receiving country.)

Is this the only force at work? Why are there relatively few immigrants to the U.S. from Canada, or to Germany from France, although these countries share common borders? (The “push” factor of poverty and the “pull” factor of jobs have less impact in France or in Canada than in countries such as Poland and Mexico.)

- 4) Finally, ask students to guess how many immigrants became U.S. or German citizens in the recent past.

United States:

Acquisition of citizenship (total), 1990-2005 (in thousands)

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
270	308	240	315	434	488	1,045	598	463	840	889	606	572	462	537	604

Germany:

Acquisition of citizenship (total), 1990-2002 (in thousands)

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
101.4	141.6	179.9	199.4	259.2	313.6	302.8	271.8	283.6	242.0	186.7	178.1	154.5

Are these figures what you would expect, bearing in mind that the U.S. population is about four times as large as the German population? What may have caused the decline in acquisition of citizenship in 2001 and 2002? (The September 11 attacks and concern over international terrorism)

There are significant differences between U.S. and German citizenship which most American students probably do not know. Ethnic Germans who can prove their German ancestry are entitled to immigrate to Germany, where they can immediately become citizens without having to meet any other conditions. This table gives an indication of the numbers of ethnic Germans who have come to Germany in the past 14 years.

Until East and West Germany were reunified in 1990, citizens of East Germany who were able to migrate to West Germany were able to immediately claim West German citizenship under this law. Since 1990, there has been no legal distinction between Germans born in the former East Germany and the former West Germany.

Source of all tables: <http://www.migrationinformation.org/datahub/countrydata/data.cfm>

Ask students to speculate on which countries might be the countries of origin of most of these ethnic Germans. Then show them the chart.

Number of People who Arrived to Germany under the Category of "Ethnic Germans (Aussiedlers) and Their Families" by Country of Origin

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Kazakhstan	--	117,148	92,125	73,967	51,132	49,391	45,657	46,178	38,653	26,391
Poland	2,440	1,677	1,175	687	488	428	484	623	553	444
Romania	6,615	6,519	4,284	1,777	1,005	855	547	380	256	137
Russian Federation	213,214	71,685	63,311	47,055	41,054	45,951	41,478	43,885	44,493	39,404
Former Czechoslovakia	97	62	14	10	16	11	18	22	13	2
Ukraine	--	3,650	3,460	3,153	2,983	2,762	2,773	3,176	3,179	2,711
Other countries	225	17,157	13,382	7,770	6,402	5,518	4,658	4,220	4,269	3,766
Total ethnic Germans and their families (with and without German citizenship)	222,591	217,898	177,751	134,419	103,080	104,916	95,615	98,484	91,416	72,855
Of them: ethnic Germans and their families with German citizenship	218,617	211,601	172,182	128,415	97,331	95,543	85,698	86,637	78,576	61,725

1) *Aussiedlers and their family members* (ethnic Germans who used to live in Eastern Europe and the former Soviet Union), who can prove their German ancestry, have the right to enter Germany as citizens. They are usually not included in counts of foreign population

Another significant difference is that the U.S. confers citizenship by both *ius sanguinis* (law of blood, or birth to citizen parents) and *ius soli* (law of soil, or birth on American soil). German law confers citizenship only by *ius sanguinis*. Children of noncitizen parents born in Germany must apply to become naturalized German citizens. The Immigration Act of 2004 made it easier for foreign residents who have spent a long time in Germany to become naturalized citizens, but it still did not adopt the principle of *ius soli*.

Yet another significant difference is that the European Union requires all of its members to allow citizens of any other member to freely cross its borders. None of these EU member citizens could be an illegal immigrant to Germany.

Activity 2: Brainstorming: effects of 20th-century German history on immigration policy

This activity will be most effective after students have studied the 20th-century history of Germany.

Students have now observed some similarities and some differences between immigration in the U.S. and Germany today. Next, they will identify some of the events in 20th-century German history which have influenced Germany's response to immigration.

Ask students to brainstorm (offer suggestions which will all be recorded, then evaluated by the class): What has happened in Germany in the 20th century?

Among the answers you hope to elicit are:

- (Pre-20th-century: Migration of ethnic Germans beyond today's German borders)
- Inflation in 1920s; depression in 1930s
- Nazism and the Holocaust; de-Nazification after World War II
- The division of Germany during the Cold War (including the Berlin Wall)
- The West German "economic miracle" after World War II
- Aging of the German population
- Formation of the Common Market/European Union; growth of the European Union
- Fall of the Berlin Wall and Reunification of Germany
- Post-2001 concern with international terrorism

Students may offer other answers, some of which may fit into this schema.

Students will fill in the following chart of causes and effects. Depending on the students' level of historical understanding, they may work individually or with a partner to complete the chart, then compare answers as a class, or the teacher may project the chart on a Smartboard or overhead transparency and assist the students in completing the chart. Both a blank chart and a chart with suggested answers follow. Additional rows on the blank chart offer space for other student suggestions.

Impact of Modern History on Germany's Responses to Immigration after World War II

Cause	Effect
(Migration of ethnic Germans beyond today's German borders)	
Inflation and depression	
Nazism/ Holocaust/ de-Nazification	
Cold War division of Germany	
German economic miracle	
Aging of German population	
Common Market/ growth of EU	
German reunification	
Post-2001 concern with international terrorism	

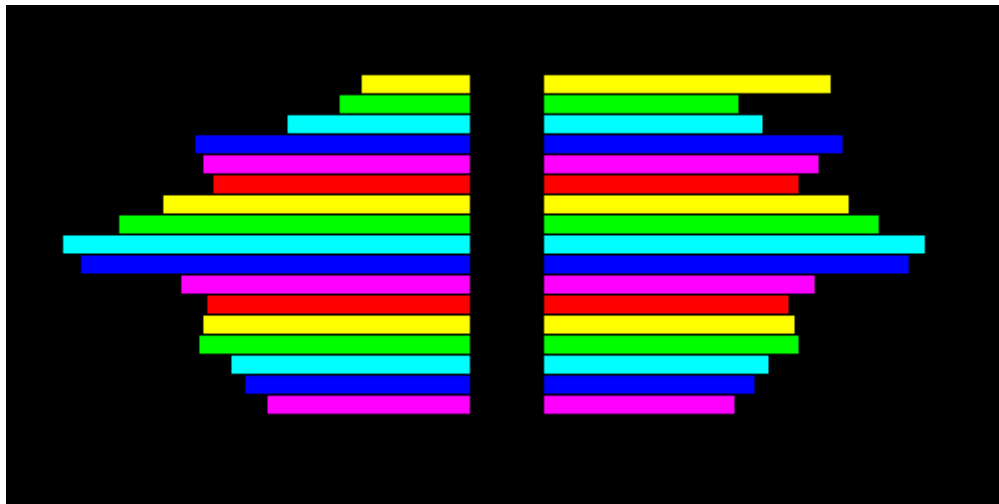
Suggested answers

Cause	Effect
(Migration of ethnic Germans beyond today's German borders)	Ethnic Germans outside Germany want to "return" to their homeland
Inflation and depression	After WWII, Germans fear prosperity will be brief
Nazism/ Holocaust/ de-Nazification	Germans today are firmly committed to rejecting the racist ideology of Nazism and its genocidal consequences
Cold War division of Germany	West Germany, directly bordering the Iron Curtain, became the desired destination of many Eastern Europeans seeking political freedom and capitalist opportunity
German economic miracle	Recovery is unexpected; Germany needs more labor quickly
Aging of German population	Declining birth rate in post-industrial Germany means there are too few young working Germans to support the aging population
Common Market/ growth of EU	Citizens of EU member states may migrate freely throughout EU Turkey, home of many immigrants in Germany, wants to join EU
German reunification	Economic burden of absorbing former East Germans requires new taxes
Post-2001 concern with international terrorism	Immigrants are viewed with increasing suspicion

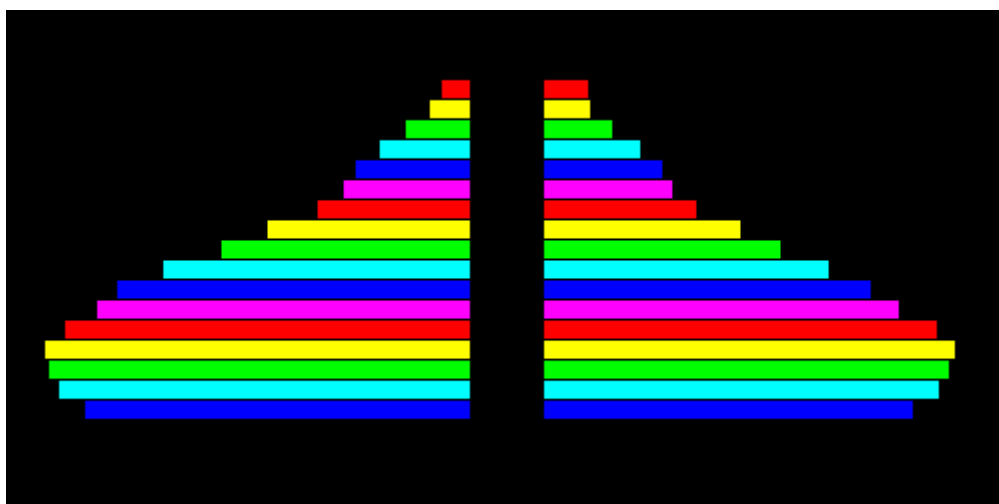
It may be helpful to display population pyramids such as the following (for Germany and for Turkey, one of the top “sending countries”) to illustrate the difference between the population pyramids of an aging postindustrial society and a growing industrializing society

The population pyramids display better if you can project them directly from the web page listed below. Each bar represents a 5-year age cohort, youngest at the bottom. Males are on the right, females on the left. (This information is legible on the web page.)

GERMANY, 2005



TURKEY, 2000



Source: <http://www.census.gov/ipc/www/idb/pyramids.html>

Activity 3: Simulation of a German committee debating immigration policy

Students will play the roles of members of a citizens' committee, meeting to advise the German government on immigration policy.

- Divide students into spokespeople for 7 positions as follows:
 1. Mayor of a medium-sized German town
 2. Director of a community college
 3. Police captain reporting on crime statistics
 4. German worker opposed to immigration
 5. Female Turkish immigrant, worried about her son's future
 6. Former East German, now living in the former West Germany
 7. German factory owner
- Give each student a number (1-7) and a letter (as many letters as the number of students in the class, divided by 7). This can be done either by preparing numbered and lettered cards in advance, or by "counting off" at the beginning of the activity. If the number of students is not evenly divisible by 7, the teacher can decide whether to form the last group with some of the positions omitted, or to "double" the representation of positions in some groups.
- This is a "jigsaw" exercise, in two steps. First, all of the mayors will meet together, all of the college directors, etc. (the numbered groups). They will have 5-10 minutes to discuss their group's position on each of the questions. Then students will regroup into "town advisory committees" (the lettered groups). As nearly as possible, each town advisory committee should have 7 members, one representing each of the numbered roles.
- The students will debate these questions and try to reach a single conclusion on each question. This will be their recommendation to the federal government on possible changes in immigration policy. Allow 20-30 minutes for this phase of the activity.
- The teacher may simplify the exercise by using only some of these questions—for example, only 1, and 2.
- In the first round of discussion, each participant will be allowed to state his/her position for 2 minutes without interruption. When everyone has spoken once, group members may address questions and challenges to one another.
- The teacher may choose to have students report orally to the class or in writing on their recommendations.

THE QUESTIONS

1. Should changes be made in the laws on who is a German citizen? Should it be made easier or harder to become a German citizen?
2. Should immigrants become more like Germans? What help, if any, should the government offer them?
3. Should immigrants be encouraged or forced to leave Germany? If so, how should this be done?
4. Should ethnic Germans continue to automatically receive German citizenship if they migrate to Germany?

5. Should Germans continue to pay a tax to help pay for integrating former East German citizens into German society?
6. Should fears about the cultural diversity of Turkish immigrants cause Germany to oppose Turkish membership in the EU?

ROLES:

1. MAYOR OF A MEDIUM-SIZED GERMAN TOWN

You want your town to be peaceful and prosperous. You believe that immigrants can contribute to this goal. The majority of immigrants near your town are Jews from Russia. In other towns, different ethnic groups are concentrated. Most are employed in a nearby automobile factory. For the most part, they are law-abiding taxpayers. You are convinced that, as long as unemployment is low, immigrants and German citizens can live peacefully together. Indeed, you think immigrants may add vitality to your town and introduce longtime residents to positive influences such as food and music from their native countries. You are relieved that the small National Democratic Party, which expresses anti-immigrant views, has little support in your town. Yet you are worried that allowing Turkey to join the European Union would open the doors to many more Turkish immigrants, which could upset the ethnic balance of your community.

2. DIRECTOR OF A COMMUNITY COLLEGE

You would like to offer more services to immigrants. You feel this will benefit both your college and the immigrant community, and the town as a whole. In particular, you believe there is an unmet demand for German language courses, as well as courses which will help immigrants to maintain their skills in their native languages. You are aware that many immigrant women, coming from cultures where traditional values encourage women to remain outside the public sphere, find it more difficult than their male relatives to become fully integrated into German society. This is particularly true of Muslim women from Turkey, who may prefer to maintain their traditional way of life, including veiling themselves, even if this attracts some negative attention from Germans. You would like to offer special courses for young immigrant mothers, coupled with child care to make it easier for these women to attend. To offer these services, your community college will need more financial support from the government.

POLICE CAPTAIN REPORTING ON CRIME STATISTICS

As the police representative on this advisory commission, you are concerned with two types of crime: crimes committed by immigrants, and hate crimes committed against immigrants. It is true that some immigrants engage in crime. In Berlin, for example, young male immigrants are three times more likely to engage in crime than their German peers.* Even more than they worry about common criminals, Germans are worried that some immigrants may become involved in international terrorism. Yet the police are also concerned about hate crimes committed against immigrants by Germans, some of them involved with neo-Nazi groups. In Solingen, Germany, in 1993, five Turks were burned to death in a fire set by neo-Nazi arsonists. This crime is, fortunately, not typical, but the possibility of similar acts continues to worry you as a police captain, and other German authorities.

GERMAN WORKER OPPOSED TO IMMIGRATION

You are simply trying to earn a living and support your family. You are worried that an immigrant might take your job. Even if this does not happen, already many of the people working in your factory are immigrants. Most of them don't even speak German. More and more immigrants have moved into your neighborhood. Your children are going to school with immigrants. You sometimes feel like a stranger in the town where you grew up. It seems to you that this is wrong. Isn't it bad enough that you must continue to pay the 5.5% "solidarity tax" added to your income tax, to help the residents of the former East Germany adapt to life under capitalism, 17 years after reunification? At least those people are fellow Germans. Rich people, who tell you to be more tolerant, aren't living side-by-side with immigrants like you are.

FEMALE TURKISH IMMIGRANT, WORRIED ABOUT HER SON'S FUTURE

You are 27 years old and your husband is 31. You have lived in Germany for 12 years, and he has lived in Germany for 17 years. You met and married while living in Germany. You have one son, 9 years old. He is an intelligent boy who attends German schools and speaks German very well. Like any parent, you worry about your son's future. His teachers may discourage him from attending a Gymnasium (college preparatory high school) despite his ability, because he is Turkish. Your son has only made a few brief visits to your parents in Turkey. You fear that he feels more at home in Germany than in Turkey, yet you doubt that Germans will ever fully accept him. He may choose to reject his heritage and become a German citizen. You cannot see any good solution to these problems. It also seems to you that the opposition of some Germans to letting Turkey join the EU is really due to racial and religious prejudice, whatever "logical" reasons they may use to justify their position.

FORMER EAST GERMAN, NOW LIVING IN THE FORMER WEST GERMANY

You feel that more should be done to help you adapt to the changes that have occurred since German reunification in 1990, and not so much money should be spent on aiding foreign immigrants. You were 35 years old when West and East Germany were reunified, and now you are 52. Political and economic freedom seemed like a good thing at the time, but sometimes you miss the old days under Communism. At least then, everyone was guaranteed education, a job, housing, health care, clothing. You can't always afford those things today. The skills you learned in your youth didn't prepare you to find a good job in the new Germany. Your children may be able to live well in this new world, but you have been left behind. It is unbearable to see skilled young immigrants coming to Germany and getting better jobs than yours.

OWNER OF A SMALL GERMAN FACTORY

Your factory makes cookware. You employ both Germans and immigrants. Some of the immigrants are unskilled workers, while others are unskilled. They are hard workers and good employees. Your factory could not continue to operate without them. Those who protest against immigrants and immigration don't seem to understand that immigrants are helping to make German prosperity possible. The German birth rate is declining. If there were no immigrants, who would work to pay for the pensions of German retirees? You think that allowing Turkey to join the EU would be a good idea. Turkish EU membership would make it easier for you to sell your cookware in Turkey, and it would be easier for you to attract qualified Turkish workers.

* <http://www.dw-world.de/dw/article/0,2144,1953916,00.html>

After completing the simulation exercise, students can learn more about how the German government today is adopting policies to assist immigrants by reading this article, a 2005 report on an interview of Marieluise Beck, Germany's Commissioner for Integration. In particular, they should note the existence of the Immigration Act of 2004, which made it easier for long-time foreign residents of Germany to become naturalized citizens. Since then, the government has provided increased financial support for programs such as German language classes, to help immigrants integrate into German society.

Thomas Kohlmann (jen) | www.dw-world.de | © Deutsche Welle.

Beck: 'Germany is Open to Immigrants'



She sees Germany as 'rising to the challenge' of immigration

Marieluise Beck has been Germany's commissioner for integration for nearly seven years. In an interview with DW-WORLD, she cited the 2004 Immigration Act as her greatest achievement.

At 25 percent, the rate of unemployment among foreigners is double that of native Germans. Despite this, the federal minister for migration, Marieluise Beck, is convinced that she has made significant progress during her almost seven years in office.

For Beck, the keystone of the current government's immigration policy is the Immigration Act, which was passed in August 2004 following hard wrangling with the opposition. The new law came into effect on Jan.1, 2005.

"With the new immigration law, we've cleared the way for Germany to welcome new migrants and to rise to the challenges of integration," said Beck.

Canada as a role model



[Asylum seekers in Hamburg](#) If Beck and the governing coalition had their way, the new immigration law would have gone a step further still. They had hoped, for the first time in German history, to build a legal framework that would allow qualified migrants easy access to immigration.

"We wanted to adopt the points system, like they have in Canada. Under this system, immigrants would receive a point score according to their personal credentials, which would permit them to enter Germany," Beck said.

But this section of the act floundered in the mediation committee and in the Bundesrat, the German upper house of parliament. Regulations for self-employed people wanting to settle in Germany were also severely tightened.

Self-employed migrants must invest at least one million euros in Germany or commit to creating at least 12 further jobs. Beck's particular bone of contention is that access to the German job market is still very difficult for foreign academics who have studied in Germany.

Germany needs immigration

Meanwhile, most observers agree Germany needs immigration. But how can the country be sure to prevent an influx of poorly-qualified economic migrants?

"First we need to make it clear once and for all that the recruitment of unqualified labor was national policy in the 50s and 60s," asserted Beck. "We have accepted this responsibility, and we must make allowances for this, for example with extensive education strategies directed at the children of first- and second-generation immigrants."

Migration is the future

Advocates of liberal immigration policies emphasize that Germany will need even more migrants in the future in order to stabilize its social security system.



[The German economy needs qualified immigrants in order to thrive.](#) While that may be true in theory, the reality can be quite different, Beck said. Many immigrant families come to Germany and make claims on the welfare system, and economics experts warn of an unchecked flow of migrants seeking the fruits of the generous German welfare state.

But Beck argues that many immigrants only make welfare claims because they are excluded from the German job market.

"Yes, there is immigration into the welfare state," Beck conceded. "But these migrants tend to be ethnic German immigrants who can't get a foothold in the job market, or Jewish immigrants (whose) ...very respectable professions are often not respected here. Or they are refugees, to whom we effectively deny access to employment."

Beck insisted that more should be done to tackle this issue. The best way forward would be to implement those sections of the Immigration Act which failed to win a majority in 2004, she said.
Thomas Kohlmann (jen)

Thomas Kohlmann (jen) | www.dw-world.de | © Deutsche Welle.

This lesson relies in part on materials and impressions gathered during a trip to Germany in July, 2007, sponsored by the Goethe Institut.

The format of Activity 3 is borrowed from a lesson on the Mongol conquest of China, "How Shall We Rule China?"

<http://www.askasia.org/teachers/lessons/plan.php?no=61>

Extensions:

1. Students will write a short essay identifying one difference and one similarity between immigration in the U.S. and Germany. Is there anything the U.S. can learn from German policies on immigrants, or are the two cases too different?
2. Students will research and report on the situation of political refugees (those seeking asylum from war or persecution, not job-seekers) in Germany and the U.S.
3. Students will select another country and research its policies towards immigrants.
4. Students will select another country which receives relatively few immigrants but is the home of many emigrants. What issues are of particular concern to this country as the home of many emigrants?

Germany and Immigrants



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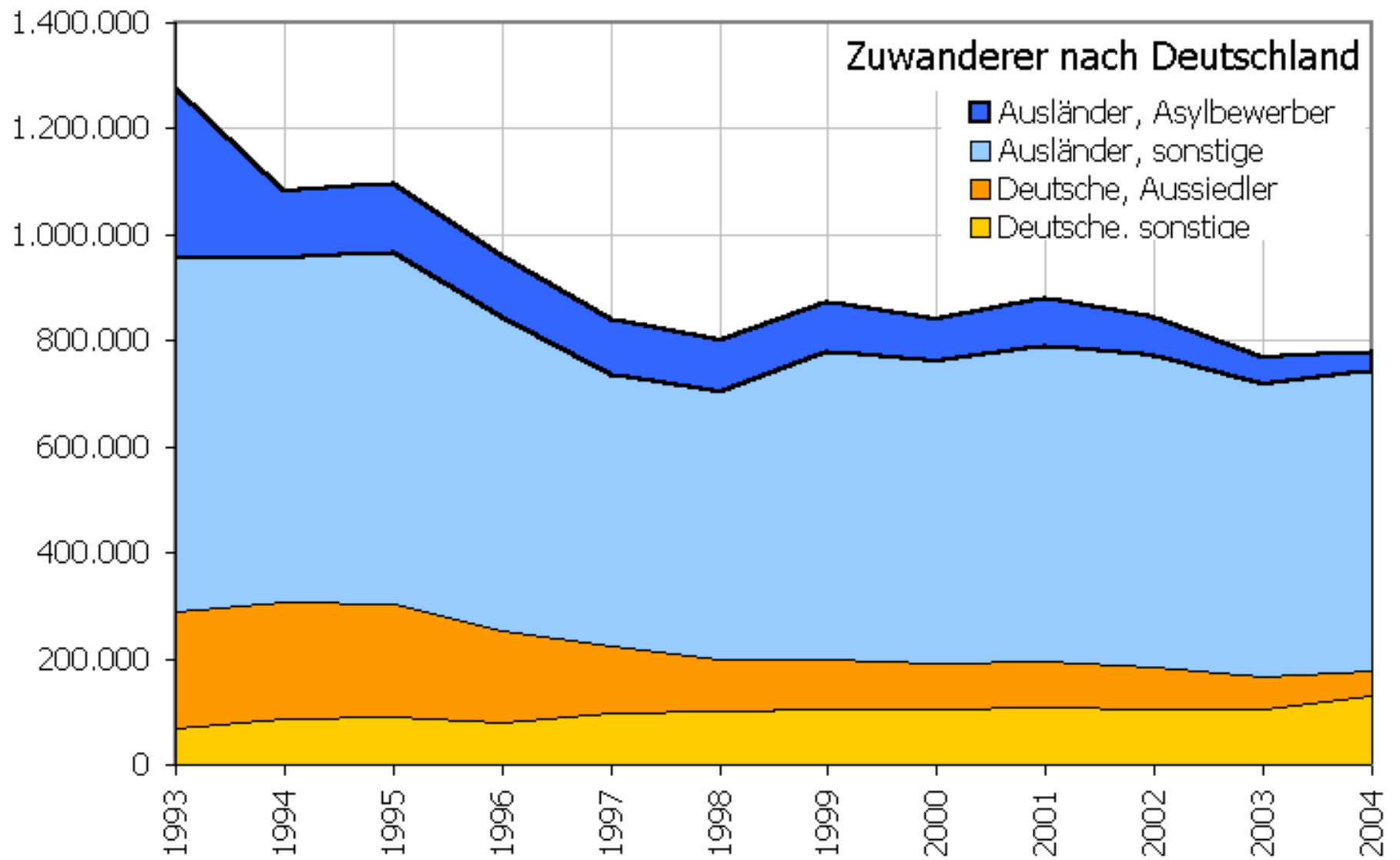
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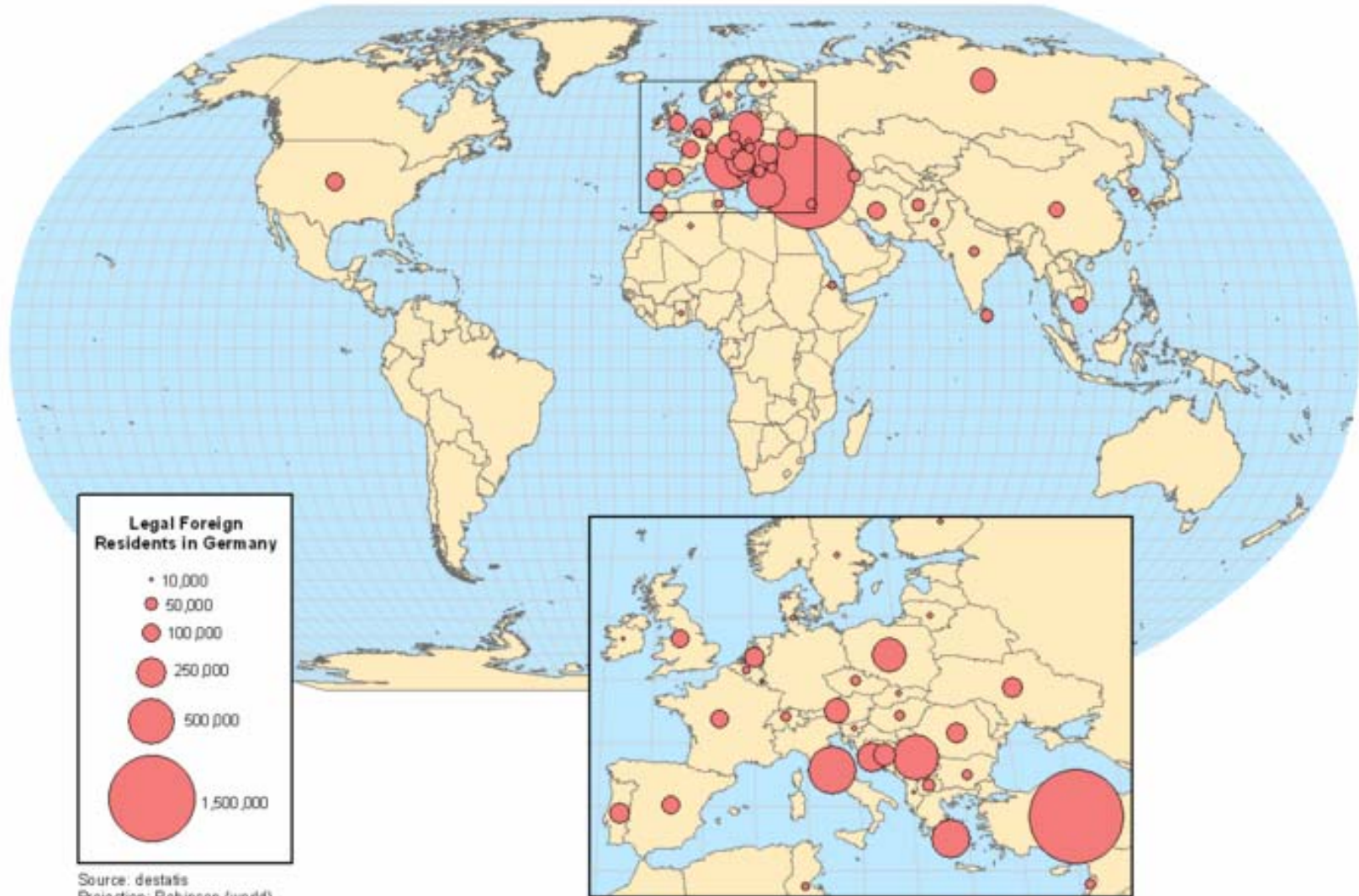
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Foreign Population by Country of Origin



Source: destatis
Projection: Robinson (world)
Cartography by Brent Beck

Cause	Effect
(Migration of ethnic Germans beyond today's German borders)	
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Nazism/ Holocaust/ de-Nazification	
Cold War division of Germany	
German economic miracle	
Aging of German population	
Common Market/ growth of EU	
German reunification	
Post-2001 concern with international terrorism	

