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OXFORD INSIGHT HISTORY FOR NSW YEAR 10

SECOND EDITION

BRUCE DENNETT
BERNIE HOWITT
EMILY SHANAHAN

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UNIVERSITY PRESS

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Disclaimer
Indigenous Australians and Torres Strait Islanders are advised that this publication may include images or names of people now deceased.

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A contingent of the Royal Australian Air Force arrives at Tan Son Nhut Airport, Saigon, to work with the South Vietnamese and US Air Forces in transporting soldiers and supplies to combat areas in South Vietnam, 1964.

USING *OXFORD INSIGHT HISTORY*

Oxford Insight History has been developed and written by a team of experienced NSW teachers and educators to meet the requirements of the NSW syllabus for the Australian Curriculum: History. Insight History comprehensively covers all syllabus content in order to help students successfully meet all the required outcomes.

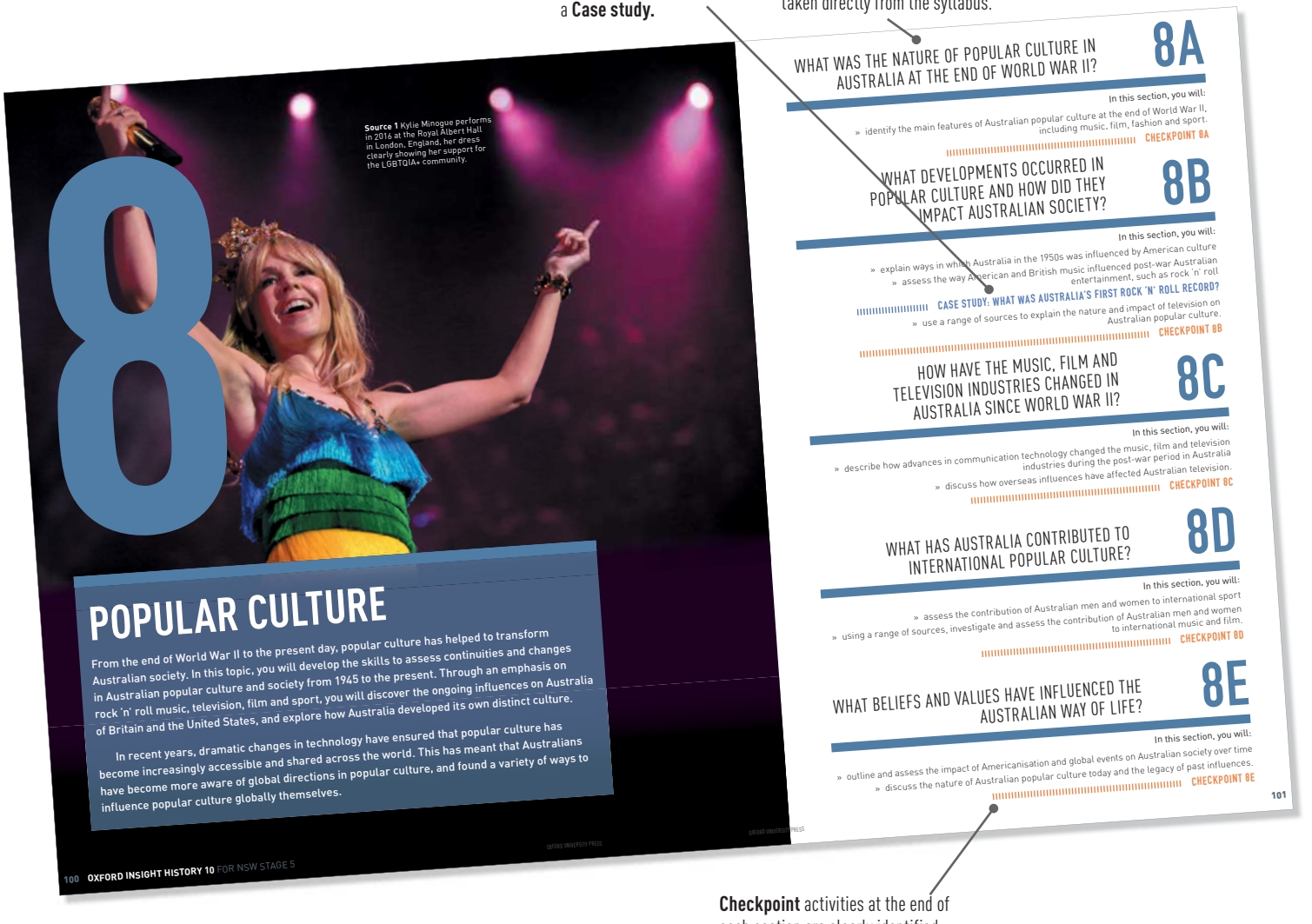
KEY FEATURES OF THE STUDENT BOOK

Each chapter of *Oxford Insight History* is sequenced according to the NSW History syllabus and structured around a number of key inquiry questions. Content dot points clearly map the learning sequence for students.

Each topic covered in the Student Book is supported by primary and secondary source materials designed to engage and challenge a range of students. Source materials such as artefacts, historical illustrations, photographs, text extracts, timelines and maps provide rich learning opportunities and encourage students to develop deep understandings and transferable skills.

Each chapter features a **Case study.**

The learning sequence for each chapter is structured around inquiry questions and content dot points taken directly from the syllabus.

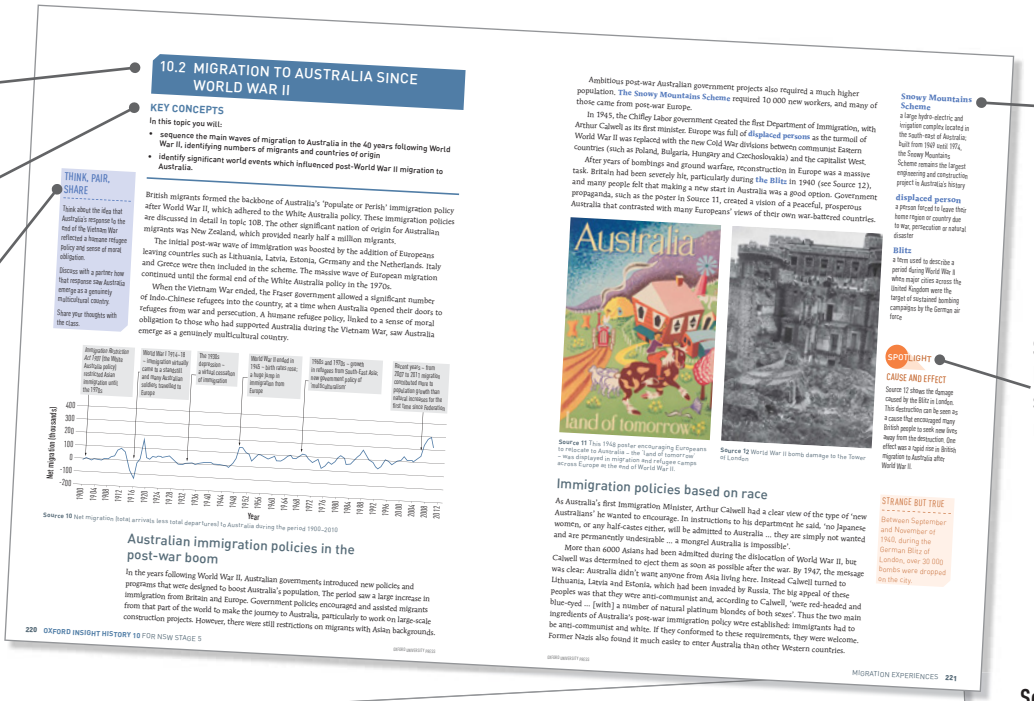


Checkpoint activities at the end of each section are clearly identified.

Chapter content is organised into numbered topics to support teaching and learning.

Syllabus content dot points are clearly indicated for each topic.

Visible thinking prompts encourage students to develop their critical thinking and analysis skills.


10.2 MIGRATION TO AUSTRALIA SINCE WORLD WAR II

KEY CONCEPTS

In this topic you will:

- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
- identify significant world events which influenced Post-World War II migration to Australia.

THINK, PAIR, SHARE

Think about the idea that Australia's response to the end of the Vietnam War reflected a lineage refugee policy and sense of moral obligation.

Discuss with a partner how that response saw Australia emerge as a genuinely multicultural country.

Share your thoughts with the class.

British migrants formed the backbone of Australia's 'Populate or Perish' immigration policy after World War II, which adhered to the White Australia policy. These immigration policies are discussed in detail in topic 10B. The other significant nation of origin for Australian migrants was New Zealand, which provided nearly half a million migrants.

The initial post-war wave of immigration was boosted by the addition of Europeans leaving countries such as Lithuania, Latvia, Estonia, Germany and the Netherlands. Italy and Greece were then included in the scheme. The massive wave of European migration continued until the formal end of the White Australia policy in the 1970s.

When the Vietnam War ended, the Fraser government allowed a significant number of Indo-Chinese refugees into the country, at a time when Australia opened their doors to refugees from war and persecution. A humane refugee policy, linked to a sense of moral obligation to those who had supported Australia during the Vietnam War, saw Australia emerge as a genuinely multicultural country.

Source 10 Net migration (total arrivals less total departures) to Australia during the period 1900–2010

Australian immigration policies in the post-war boom

In the years following World War II, Australian governments introduced new policies and programs that were designed to boost Australia's population. The period saw a large increase in immigration from Britain and Europe. Government policies encouraged and assisted migrants from that part of the world to make the journey to Australia, particularly to work on large-scale construction projects. However, there were still restrictions on migrants with Asian backgrounds.

Ambitious post-war Australian government projects also required a much higher population. The **Snowy Mountains Scheme** required 10 000 new workers, and many of those came from post-war Europe.

In 1945, the Chifley Labor government created the first Department of Immigration, with Arthur Calwell as its first minister. Europe was full of **displaced persons** as the turmoil of World War II was replaced with the new Cold War divisions between communist Eastern countries (such as Poland, Bulgaria, Hungary and Czechoslovakia) and the capitalist West.

After years of bombings and ground warfare, reconstruction in Europe was a massive task. Britain had been severely hit, particularly during the **Blitz** in 1940 (see Source 12), and many people felt that making a new start in Australia was a good option. Government propaganda, such as the poster in Source 11, created a vision of a peaceful, prosperous Australia that contrasted with many Europeans' views of their own war-battered countries.

Source 11 This 1946 poster encouraging Europeans to relocate to Australia – the 'land of tomorrow' – was displayed in migration and refugee camps across Europe in the mid of World War II.

Source 12 World War II bomb damage to the Tower of London

Immigration policies based on race

As Australia's first Immigration Minister, Arthur Calwell had a clear view of the type of 'new Australians' he wanted to encourage. In instructions to his department he said, 'no Japanese women, or any half-castes either, will be admitted to Australia ... they are simply not wanted and are permanently undesirable ... a mongrel Australia is impossible'.

More than 6000 Asians had been admitted during the dislocation of World War II, but Calwell was determined to eject them as soon as possible after the war. By 1947, the message was clear: Australia didn't want anyone from Asia living here. Instead Calwell turned to Lithuania, Latvia and Estonia, which had been invaded by Russia. The big appeal of these peoples was that they were anti-communist and, according to Calwell, 'were red-headed and blue-eyed ... [with] a number of natural platinum blondes of both sexes'. Thus the two main ingredients of Australia's post-war immigration policy were established: immigrants had to be anti-communist and white. If they conformed to these requirements, they were welcome. Former Nazis also found it much easier to enter Australia than other Western countries.

Snowy Mountains Scheme
a large hydro-electric and irrigation complex located in the south-east of Australia; built from 1949 until 1974, the Snowy Mountains Scheme remains the largest engineering and construction project in Australia's history

displaced person
a person forced to leave their home/region of country due to war, persecution or natural disaster

Blitz
a term used to describe a period during World War II where major cities across the United Kingdom were the target of sustained bombing campaigns by the German air force

SPOTLIGHT
CAUSE AND EFFECT
Source 12 shows the damage caused by the Blitz in London. This destruction can be seen as a cause that encouraged many British people to seek new lives away from the destruction. One effect was a rapid rise in British migration to Australia after World War II.

STRANGE BUT TRUE
Between September and November of 1940, during the German Blitz of London, over 30 000 bombs were dropped on the city.

On-page glossary definitions occur at the point of learning.

Spotlight features highlight historical skills and concepts relevant to the text.

Strange but true boxes present a range of weird and wonderful historical facts to entertain and provoke discussion.

Questions and tasks for each topic are grouped together in a numbered **Check Your Learning** panel at the end of each topic. A range of activities suit different abilities and learning styles, and include a combination of **Review and understand, Apply and analyse, Evaluate and create** or **Go deeper** questions.

11.13 AUSTRALIA'S CHANGING SOCIETY AND RELATIONSHIPS WITH ASIA

KEY CONTENT

In this topic you will:

- outline the social and political changes that occurred in Australia during the Vietnam War era
- outline how Australia's relationship with Asia changed during the Vietnam War era in the 1970s.

STRANGE BUT TRUE
For a period in the 1950s, an Australian national opinion poll asked only men for their views. They thought results were being distorted by the number of women who responded 'don't know' or would have to ask my husband.

At the end of World War II, Australians wanted stability and security after two world wars and the economic hardship of the Great Depression. The priority for Australian governments was economic prosperity and security from possible threats to the 'Australian way of life'. Many Australians felt more closely aligned with Britain than with their neighbours in Asia. They still felt the threat of an Asian invasion, a fear that was heightened by Japan's show of military strength during the war and the communist takeover in China.

The White Australia immigration policy was still firmly in place.

Australian society was conservative and, for the most part, people did not challenge the government's views and decisions. Most of the population was either born in Australia or Europe. Political leaders and others in public life were predominantly male.

For ordinary Australians, the 1950s and 60s were years of prosperity in an economic boom time. Workers earned more, and there was virtually no unemployment. The population grew, partly because of post-war migration from Europe that the Australian government encouraged after the war. Consumer goods such as cars and washing machines became commonly available. The arrival of rock 'n' roll and the introduction of television heralded a new era in Australian popular culture. The influence of Britain was still strong, but the US influence was growing.

By the end of the Vietnam War era, Australians had experienced a decade of further change. Changing views about the role of women and the White Australia policy, and the beginnings of anti-authoritarian behaviour by young people were not only due to Australia's involvement in the Vietnam War. Those trends were already emerging. However, the government's decision to send National Servicemen to Vietnam and the drawn-out nature of the conflict led people to question the government's authority as well as the reasons behind its decision to enter the war. People became more politically involved than ever before, by giving their support to anti-conscription and anti-war campaigns, and by joining political parties. This increased political involvement contributed to the election of Gough Whitlam's government in 1972, the first Labor government in Australia in 23 years.

Source 11 Gough Whitlam and entertainer Little Pattie wear 'It's time' T-shirts during the 1972 election campaign.

11.13 SOURCE STUDY

Social and political change in the Vietnam War era

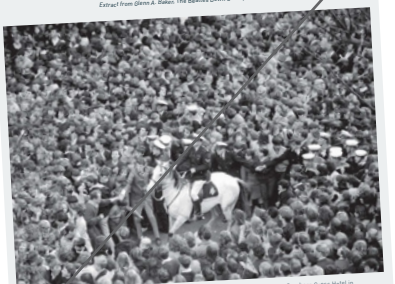
Source 12

The most dramatic effect wrought by The Beatles' visit was not over music but over the entire fabric of Australian society. In a sense it liberated young people who had not previously dreamed of openly disobeying their parents, police, civil authorities or indeed any adult.

By playing truant, by pushing over airport barriers, by thumping on glass windows, by standing outside a hotel in the rain, thousands of Australian adolescents had asserted their own feelings for perhaps the first time.

This release, which felt so breathtakingly daring and tasted so exhilaratingly fresh, was to mark the behaviour patterns of a decade.

Extract from Glenn A. Baker, The Beatles Down Under, Wild and Woolley, Sydney, 1985, p. 127


Source 13 Mounted police try to control a crowd of 10 000 people trying to see The Beatles at the Southern Cross Hotel in Melbourne during their June 1964 Australian tour.

INTERPRET

1 Explain how these sources help you understand both the social and political changes that occurred in Australia during the Vietnam War era.
2 Identify the ways that Glenn A. Baker suggests that The Beatles' tour of Australia in 1964 paved the way for later change.
3 To what extent does Source 13 support the argument made in Source 12?

Source study activities expose students to a range of primary and secondary sources designed to bring the past to life. **Interpret** questions challenge students to develop their historical skills while engaging with the sources.

SPOTLIGHT
CAUSE AND EFFECT
If Australia's immigration policy since World War II is reflected as a cause, reflect on how the examples of the contributions of migrants and their families given in this chapter help you understand the effects of that policy.

Migration and Australia's international relations

Throughout Australian history, migration has linked Australia to countries around the world. Australia's history as a British colony and maintenance of close political ties has seen Britain retain its position as Australia's dominant source of migrants.

Australia's close historical, political and cultural links to New Zealand, together with its physical closeness, has seen a rise in the number of New Zealand immigrants – now second only to Britain as a source of Australia's migrants.

Australia's relationships with Asian countries such as Vietnam and China have also influenced the numbers of migrants choosing to settle here. In 2020 the Australian government's relationship with China was placed under stress after calling for an investigation into the spread of the COVID-19 pandemic. It remains to be seen if the situation will affect migration patterns.

Australia today

In its most recent census, conducted in 2016, the Australian Bureau of Statistics found that:

- over a quarter (26%) of Australia's population was born overseas and a further one fifth (20%) had at least one overseas-born parent. Throughout the time since the first National Census in 1911, migrants have made up a large component of the Australian population. Historically, the majority of migration has come from Europe, however, there are increasingly more Australians who were born in Asia and other parts of the world (see Source 13). This pattern of migration is evident in the make-up of the richly diverse society which has been recorded in the 2016 census.

The impact of migration on Australia is clear statistically. What continues to be a rich field of historical investigation is what those statistics reveal about Australia's sense of identity and relationship with the world. Just as World War II and the Vietnam War led to changes in Australia's population, so too has our involvement in conflicts in the Middle East. Migration remains a critical element in understanding continuity and change in Australia.

10.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Select a person from the text with a migrant background who has contributed to Australian society and outline their background and achievements.
2 With reference to Source 13, describe how the population of Australians born in England, Italy, China and India has each changed in the twenty-first century.

APPLY AND ANALYSE

3 Create a multimedia presentation that assesses the contribution migrants have made to Australia since World War II.
- Select three individuals who were each born in a different country and now live in Australia.
- Write a brief description of each person's reasons for coming to Australia and what each has accomplished since arriving here.
- Choose appropriate images or videos to illustrate each story.
- Provide a summarising paragraph on the theme of 'The role of migrants in modern Australia', which should include specific references to your three chosen individuals.

EVALUATE AND CREATE

4 After completing this topic, create a poster that could be used to advertise the benefits of multiculturalism to Australian society.

GO DEEPER

5 Watch Khoa Do's film *Footy Legends*. Write a report explaining how it helps you understand the experiences of migrant groups when they come to Australia.

HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS?

10D CHECKPOINT

» Assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

1 Outline the contribution migrants have made to Australia's social, cultural and economic development since World War II. (10 marks)
2 Explain migration's contribution to Australia's identity. (3 marks)

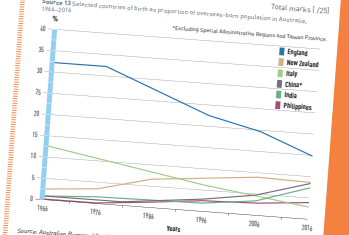
» Explain how Australia's changing migration policies have affected our relationships with other nations

3 Create a timeline of Australia's links through migration with different countries since World War II. (7 marks)
4 Explain how changes in Australia's migration policies since World War II have affected our relations with the countries mentioned on the timeline in Question 3. (5 marks)

Total marks / /25

Marking guide
Questions with higher marks need answers with greater depth. For example:
5 marks = a paragraph
10 marks = 400 words.
Include historical terms and concepts and give detailed examples to show your understanding.

Source 13 Selected countries of birth as proportion of overseas-born population in Australia, 1966–2016



*Excluding Special Administrative Regions and Taiwan Province.
Source: Australian Bureau of Statistics, Censuses of Population and Housing, 1966, 1976, 1986, 1996, 2006, 2016

Check your Student ebook assess for these digital resources and more:
Checkpoint: A wrote-in answer sheet for the Checkpoint questions for this section
Quizlet: Test your knowledge of this topic by working individually or in teams.

Check your Teacher ebook assess for these resources and more:
Teacher support: Teaching program and rubric for this chapter, including syllabus connections, weblinks and differentiation ideas
Quizlet Live: Launch a game of Quizlet Live for your students.

Each **Checkpoint** is supported by a set of three separate student worksheets (available digitally as part of the Teacher ebook). These worksheets are graded to **support, consolidate** or **extend** students of differing abilities, allowing you to personalise learning in your class. Like the Checkpoint questions, the worksheets are linked to content dot points and skills from the syllabus, with the goal of providing tailored support to ensure better results.

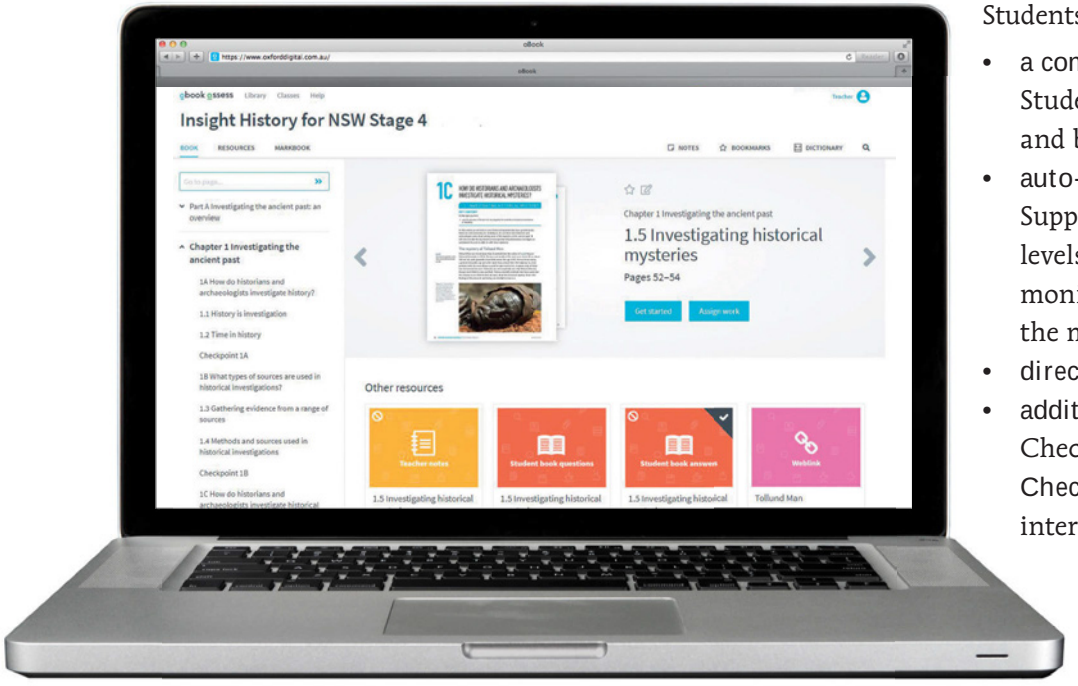
Checkpoint questions appear at the end of every section within a chapter. They are linked to a content dot point in the NSW History syllabus and are designed to help the teacher identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment).

INTEGRATED TEACHING AND LEARNING SUPPORT

Oxford Insight History for NSW is supported by a range of engaging and relevant digital resources provided via obook assess – Oxford's award-winning digital platform.

STUDENT OBOOK ASSESS

Student obook assess provides a fully interactive digital experience for students that is compatible with laptops, iPads, tablets and IWBs. Access to content is available online and offline.



Students receive:

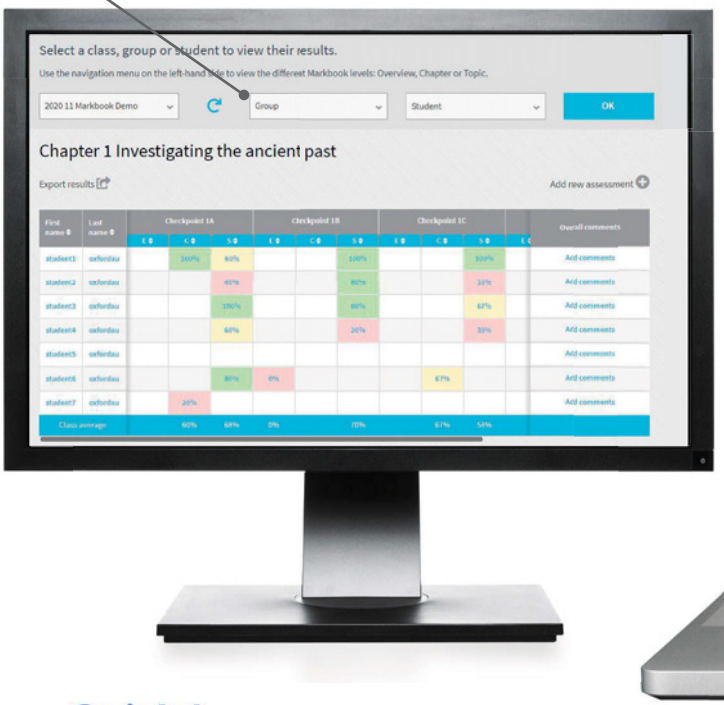
- a complete digital version of the Student book with notetaking and bookmarking functionality
- auto-correcting quizzes at Support, Consolidate and Extend levels to assess understanding, monitor progress and feed into the markbook
- direct access to Quizlet
- additional resources such as Check Your Learning and Checkpoint question worksheets, interactives and weblinks.

TEACHER OBOOK ASSESS

Teacher obook assess supports teachers with a range of additional resources and functionality, including:

- access to all student resources
- detailed course planners, teaching programs and teacher notes
- answers to every question in the Student book
- access to markbook, where they can:
  - f lter online quiz results by class or group
  - add custom results from self-administered assessments
  - view student progress reports in HTML or PDF
  - export class reports as .cvs files
- direct access to Quizlet
- additional resources such as answers to every Student book question, differentiated Checkpoint worksheets and rich tasks.

Markbook enables teachers to view student results by class



Markbook enables teachers to view individual student results and track them against the class average

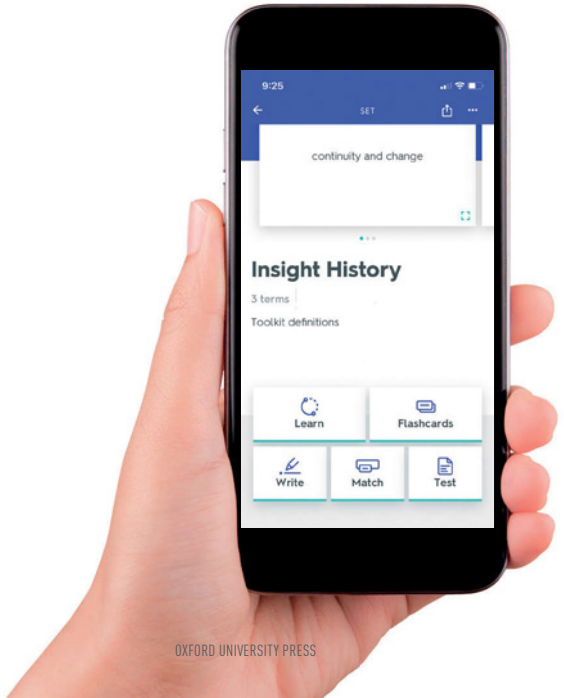
Quizlet

Each chapter of *Oxford Insight History for NSW* is supported by expert-authored content on Quizlet. By accessing Quizlet via a web browser or the Quizlet app, students have access to different interactive learning tools, including:

- interactive flashcards to help students learn key terminology
- multiple-choice questions to test students on their knowledge

Quizlet also provides students with fun revision games to support their learning, including:

- Quizlet Live, where students battle in teams or individually against other members of their class
- 'Match' card game, where students match the correct term to its definition
- 'Gravity' timed test, where students test their knowledge against the clock



Instructions for teachers launching a game of Quizlet Live

1 When prompted in the Student book, log onto Oxford Digital and launch the Quizlet website.
2 Follow the prompts to set up a game to host for your students, including how you would like them to compete:
   - individually
   - in teams.
3 Your game is now set up and ready for students to join. They can join by opening Quizlet on a web browser or the app and either:
   - entering the six-digit code that has now appeared on your screen
   - scanning the QR code that has now appeared on your screen.
4 Once all students are ready, click the large 'Create game' button and a summary of the students playing will appear. Click 'Start game'.
5 As the teacher, your screen will display a leader board that updates in live time as students answer questions.

NSW SYLLABUS FOR THE AUSTRALIAN CURRICULUM: HISTORY STAGE 5 – SCOPE AND SEQUENCE

	STAGE 5: THE ANCIENT WORLD TO THE MODERN WORLD	
	YEAR 9 **THE MAKING OF THE MODERN WORLD** **[50 HOURS MINIMUM TEACHING TIME]**	**YEAR 10** **THE MODERN WORLD AND AUSTRALIA** **[50 HOURS MINIMUM TEACHING TIME]**
FOCUS OF STAGE 5	The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.	
KEY INQUIRY QUESTIONS	Key inquiry questions for The making of the modern world depth studies are: • What were the changing features of the movement of peoples from 1750 to 1918? • How did new ideas and technological developments contribute to change in this period? • What was the origin, development, significance and long-term impact of imperialism in this period? • What was the significance of World Wars I and II?	Key inquiry questions for The modern world and Australia depth studies are: • How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period?
OVERVIEWS	YEAR 9 **In Stage 5, four (4) of the six (6) depth studies are to be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students. The remaining four (4) depth studies offer internal electives. ONE elective will be studied in detail from each of the chosen depth studies. Depth study content can be integrated with the overview content and/or with other depth study electives.** Students briefly outline: • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia • the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) • the extent of European imperial expansion and different responses, including in the Asian region • the emergence and nature of significant economic, social and political ideas in the period, including nationalism • the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.	YEAR 10 **The following three (3) depth studies focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.** Students briefly outline: • continuing efforts post–World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping • the major movements for rights and freedoms in the world and the achievement of independence by former colonies • the nature of the Cold War and Australia's involvement in Cold War and post–Cold War conflicts (Korea, Vietnam, the Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of the Cold War • developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.

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DEPTH STUDIES

DEPTH STUDY 1

Making a better world? ONE of the following to be studied:
Topic 1a › The Industrial Revolution
Topic 1b › Movement of peoples
Topic 1c › Progressive ideas and movements

DEPTH STUDY 2

Australia and Asia. ONE of the following to be studied:
Topic 2a › Making a nation
Topic 2b › Asia and the world

DEPTH STUDY 3

Australians at war (World Wars I and II).

Core study – mandatory for all students

DEPTH STUDY 4

Rights and freedoms.
Core study – mandatory for all students

DEPTH STUDY 5

The globalising world. ONE of the following to be studied:
Topic 5a › Popular culture
Topic 5b › The environment movement
Topic 5c › Migration experiences

DEPTH STUDY 6

School-developed topic from either of the Stage 5 Overviews. Students investigate in depth ONE school-developed topic drawn from the content presented in the Stage 5 overviews, The Making of the Modern World or The Modern World and Australia, for example:

- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women's history
- The history of workers' rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and the war in Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in twentieth and twenty-first century technology
- Other topic drawn from the two overviews.

HISTORICAL CONCEPTS

Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

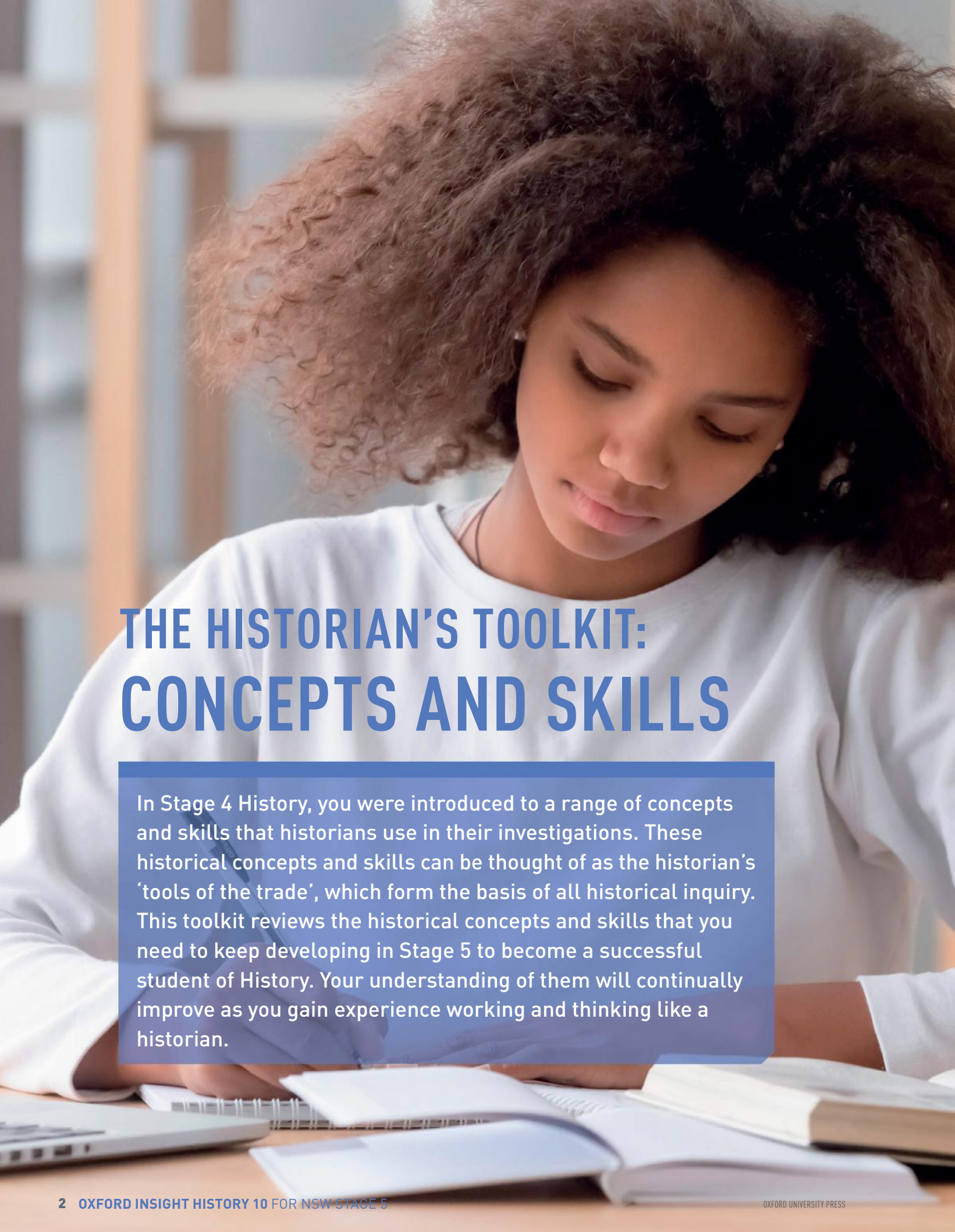
Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

HISTORICAL SKILLS

Comprehension: chronology, terms and concepts	• read and understand historical texts • use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183) • sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)
Analysis and use of sources	• identify different types of sources • identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187) • process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188) • evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)
Perspectives and interpretations	• identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191) • recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)
Empathetic understanding	• interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
Research	• ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185) • plan historical research to suit the purpose of an investigation • identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)
Explanation and communication	• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192) • select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)



THE HISTORIAN'S TOOLKIT: CONCEPTS AND SKILLS

In Stage 4 History, you were introduced to a range of concepts and skills that historians use in their investigations. These historical concepts and skills can be thought of as the historian's 'tools of the trade', which form the basis of all historical inquiry. This toolkit reviews the historical concepts and skills that you need to keep developing in Stage 5 to become a successful student of History. Your understanding of them will continually improve as you gain experience working and thinking like a historian.

HISTORICAL CONCEPTS YOU WILL LEARN ABOUT IN STAGE 5

Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, historical event or issue, e.g. that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

HISTORICAL SKILLS YOU WILL LEARN ABOUT IN STAGE 5

Comprehension: chronology, terms and concepts

- Read and understand historical texts.
- Use historical terms and concepts in appropriate contexts.
- Sequence historical events to demonstrate the relationship between different periods, people and places.

Analysis and use of sources

- Identify different types of sources.
- Identify the origin, content and purpose of primary and secondary sources.
- Process and synthesise information from a range of sources as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry.

Perspectives and interpretations

- Identify and analyse the reasons for different perspectives in a particular historical context.
- Recognise that historians may interpret events and developments differently.

Empathetic understanding

- Interpret history within the context of the actions, values, attitudes and motives of people in the context of the past.

Research

- Ask and evaluate different kinds of questions about the past to inform an historical inquiry.
- Plan historical research to suit the purpose of an investigation.
- Identify, locate, select and organise information from a variety of sources, including ICT and other methods.

Explanation and communication

- Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.
- Select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes.

INTRODUCTION

History is not simply a timeline or a list of names and dates; it is about thinking, investigating and forming judgments. We are not just looking at the story of what happened. The word 'history' comes from the Greek *historia*, which means not 'story', but 'inquiry'. Historians are involved in investigations of the past based on traces of verifiable evidence. History is a problem-solving discipline. It is about asking questions.

Let's begin by focusing on the question: 'What is history?' Consider the ideas put forward by the historian E.H. Carr, and his answer to that question. He wrote:

> [I]t is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past.

In his view, judgments about the past depend on who is investigating and when the investigation is being conducted. That is, everything depends on *context*. This is true for the historical accounts that you read, the history that you are taught and the sources of evidence that you use. Even in the words Carr uses – '*his* facts' – there is an important example of context. When Carr was writing in 1961, there were very few female academic historians.

Carr's position can be further broken down as follows:

- *Studying and writing history is a continuous process* – our understanding of the past is always being updated. Accounts of the past change based on new research and new evidence.
- *There is always a relationship between the person undertaking the research and producing the history, and the topic being considered* – the researcher's interests, instincts, talents and expertise will influence the kinds of history that they study and the types of historical accounts that they produce.
- *There is a connection or 'dialogue' between the past and the present*, and that connection has always existed and will always exist – what we think is important today influences how we look at the past.

Carr believed that we could not be **objective** about the past. He did argue, however, that if we acknowledged our own context and always considered the context of our sources, we could better understand accounts of the past and better understand the past itself.

Historians use an inquiry approach in their investigations. They:

- develop an inquiry question to clearly identify the problem or question
- form theories or **hypotheses** – stating what they think the likely answer might be
- conduct research to gather evidence from a range of sources
- evaluate the usefulness of the sources and analyse the evidence gathered from them
- confirm or modify their hypotheses on the basis of this evidence.

Source 1 An engraving by Pietro Giannnone (1676–1748) of an Italian historian in the fortress of Turin – perhaps working on a hypothesis?

STRANGE BUT TRUE

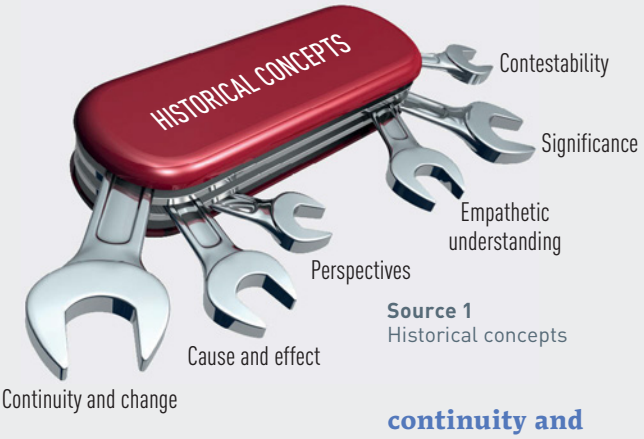
In an interview Carr conducted with former US President Jimmy Carter, the President said that he had read more history during his time as president than ever before, because he needed a better understanding of the modern world and its challenges.

objective
based on facts and not influenced by personal beliefs or feelings

hypothesis
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven

HT.1 HISTORICAL CONCEPTS

You should already be familiar with the six key historical concepts shown in Source 1. Using these concepts correctly is at the heart of all historical inquiry. Historians often consider a combination of historical concepts in their inquiries; for example, an understanding of continuity and change, perspectives and significance can provide a deeper understanding of cause and effect.



Source 1
Historical concepts

Continuity and change

Historians use the concept of **continuity and change** to help them understand the impact of events and developments on human societies. Those features that remain largely unchanged over time are referred to as *continuities*, while those that change are known as *changes*. Throughout Stage 4 History, you would have practised identifying a number of continuities and changes over time. In Stage 5 History, you will also have to start considering the causes of the continuities and changes you identify.

continuity and change
an appreciation of the fact that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

Example of continuity and change

During World War I, the introduction of **conscription** was twice put to a **referendum** – in 1916 and 1917. If it was passed, men of military age would be forced to join the armed forces and serve overseas. The debate leading up to each referendum divided the country, and both times, the government's proposal was defeated. With the main battlegrounds far away in Europe and the Middle East, the Prime Minister, Billy Hughes, failed to convince the public that Australia was at risk.

In World War II, conscription for military service overseas was introduced in 1943, although this was limited to an area south of the equator, which included islands then held by the Japanese. This form of conscription was passed by the governing Labor Party with little opposition in the Australian community. Both the government and the public now felt that the threat of Japanese invasion was real, particularly after the Fall of Singapore and the bombing of Darwin in early 1942.

During the Vietnam War (1955–75), differing viewpoints about Australia's involvement in the war, and the sending of conscripts – called National Servicemen – to Vietnam, bitterly divided Australian society. Over 60 000 National Servicemen were conscripted into the army, and over 15 000 served in Vietnam.

conscription
the compulsory enlistment of people to serve in the armed forces

referendum
a national vote of the people on actions proposed by the government

Source 2 A moratorium march in protest against conscription and Australia's involvement in the Vietnam war, Brisbane, 1970; at the time, these marches were the largest public demonstrations in Australian history. Journalist Peter McCutcheon described them as a 'clash of ideas during a war that defined a generation'.

communism
an economic system in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

moratorium
the stopping of an activity for a period of time

cause and effect
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short-term and long-term) are linked and can have impacts on people and places for many years to come

The government and its supporters believed that Australia's involvement in Vietnam was necessary to help fight the spread of **communism** and to protect Australia, but growing opposition to conscription during the war came from a range of people in Australian society. Tens of thousands took part in **moratorium** marches in protest against both conscription and Australia's involvement in the war.

The elements of continuity and change associated with conscription can only really be understood in relation to the times and the people involved.

Cause and effect

Cause and effect is a critical concept in historical understanding. It is used by historians to identify the events or developments that have led to particular actions or results.

It is rare that there is a single, straightforward *cause* of an event or a result. Generally, there are many complex causes, or reasons. The *effects* can also be complex – there may be many effects or outcomes, both intended and unintended. Effects can usefully be divided into long-term and short-term. Long-term effects are likely to be more significant.

Historians consider both causes and effects in terms of their importance; for example, causes are divided into:

- *primary causes* – these are the most important causes, without which the event being studied would not have taken place.
- *secondary causes* – these causes contributed to the timing and nature of the event, but without them, the event might still have taken place.

Examples of cause and effect

Examples of primary causes can be seen in the start and finish of conflict in the Pacific War (December 1941 to August 1945):

- The primary cause for the start of conflict was the Japanese attack on the US naval base at Pearl Harbor. Without that attack, it is unlikely that the US would have entered World War II as a combatant.
- The primary cause for the end of conflict was the US decision to drop two atomic bombs on Japan. Without those bombs, the war would not have ended when it did.

In terms of effects, historians often argue about their significance, and these debates are examples of *contestability* (discussed later in this section).

Perspectives

perspective
a point of view about an event or issue; a person's perspective is often influenced by their experiences, knowledge, culture, social position, religion, values and beliefs

People bring their own personal **perspective** to any event or issue. Historical sources usually reflect each participant's or commentator's perspective, so it is critical that you learn to identify not only different perspectives, but also why these perspectives are held. This will often depend upon *historical context* – the time in which an event takes place.

Just like anyone else, historians have perspectives that may influence their interpretation of the past and the way in which they write about it. Regardless of their own perspectives, and what they may think about something personally, historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past, and endeavour to follow the evidence and be fair.

Example of perspectives

The Fall of Saigon marked the end of the Vietnam War in 1975. The Government of South Vietnam (supported by the United States, Australia and other anti-communist countries) was defeated by North Vietnam (supported by the USSR and other communist countries).

The end of the war led to the reunification of North and South Vietnam under a communist government. Vietnamese people in the south who had supported US and Australian troops were regarded as traitors by the new government. In the years after the war, millions were captured and sent to 're-education camps', where they were tortured or abused. It is estimated that around 165 000 people died in these camps.

From 1975 onwards, well over 1 million **refugees** fled Vietnam. Many escaped on foot to neighbouring countries, where they were housed in refugee camps. Others sought to escape by boat, attempting a dangerous sea crossing to reach safety. Such refugees were known as 'boat people'. The first 'boat people' from Vietnam to arrive in Australia landed in Darwin in April 1976.

The concept of perspectives is very useful when interpreting complex issues such as the mass **migration** of Vietnamese people by boat after the war.

- From the perspective of the 'boat people' themselves, there was no other option but to leave. The risks of travelling by boat to other countries presented better odds of survival than staying in Vietnam.
- From the perspective of those refugees waiting in camps, 'boat people' were often seen as 'queue jumpers', who refused to apply for **asylum** through the proper legal channels.
- From the perspective of the Australian Government at the time, Vietnamese refugees were seen as a responsibility. Because of the role Australia had played in the conflict, the government (and large sections of the Australian public) felt obliged to help.

Empathetic understanding

Empathetic understanding requires you to understand the actions, values, attitudes and motives of people who lived in an earlier time within the context of their time and their **society**. It is important to understand that the reasons why people in the past made decisions or acted in a certain way cannot be judged in accordance with today's attitudes and values.

One way to look at this is to accept that what happened in the past is not necessarily better or worse, but different. It can be very difficult to apply empathetic understanding to slavery, for example, but that is the challenge a historian must meet.

refugee
a person who has been forced to leave their country to escape war, persecution or natural disaster

migration
the movement of people from one place to another

asylum
the protection or safety granted by a government to someone who has been forced to leave their home country

empathetic understanding
the ability to understand another person's point of view, way of life or decisions by taking their circumstances and values into consideration

society
a community of people living in a particular area who have shared cultures, customs and laws

Source 3 'Boat people' fleeing Vietnam after the Fall of Saigon and the end of the Vietnam War

Example of empathetic understanding

Reserve
a settlement established in Australia to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

Many mixed-race and Indigenous children across Australia were forcibly removed from their families by government agencies between the late 1800s and the 1970s and placed under the care of state-run institutions – such as **Reserves** and **Missions** (see Source 4) – or given to white families. These children are now referred to as the 'Stolen Generations'. It is not difficult to empathise with the victims of these policies. Just imagine how terrifying and upsetting it would be to be suddenly taken from your home, and never see your family again.

The concept of empathetic understanding, however, encourages us to view events from all sides, and not to judge past events by today's standards. It requires us to look at the attitudes and social norms that were common during the period being studied in order to understand the motives and actions of the different people involved. It may not come naturally, but the concept of empathetic understanding requires you to put yourself in the position of the victims affected by these laws, and the politicians and government officials who enforced these policies.

There were many reasons given at the time to justify the actions of the government and the people who supported those actions. White Australians at this time believed that their customs, language and laws were far superior to those of Indigenous Australian peoples. Many Anglo Australians discriminated against Indigenous Australians on the basis of race, and did not recognise them as citizens. By removing Indigenous children from their families, excluding them from their cultures and languages, teaching them English, exposing them to Christianity and providing access to schools, many thought they were giving them a better chance at a successful, assimilated life in Australia.

Empathising does not excuse the actions of people from the past, but it can help us to understand the factors that motivated them. In 2008, Prime Minister Kevin Rudd delivered an official apology to members of the Stolen Generations who suffered as a result of government policies. The apology came about because of a broad change in attitude towards Indigenous Australians and a growing respect for their traditional cultures and customs; however, much work remains to be done in the areas of Indigenous rights, equity and freedoms.

Source 4 Indigenous Australian children at Mona Mona Mission, Queensland, 1914

Significance

significance
the importance given to a particular historical event, person, development or issue

The concept of **significance** relates to the importance that historians assign to aspects of the past, such as events, developments and movements, individuals or groups, discoveries and historical sites. Historians continually make judgments regarding the significance of such aspects. A consideration of the effects of an aspect of the past often determines its significance – if there has been little to no effect, then it is assumed that it cannot have been significant.

It is important to understand that significance is a concept that is not static – it constantly changes. Consideration of significance relies on interpretations that often change several times over the years.

To determine if an aspect of the past is historically significant, historians may ask:

- How important was this to people who lived at that time?
- How many people were affected?
- To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

Example of significance

When thinking about events that are historically significant, it can be tempting to choose global incidents – such as world wars – that involved many countries and resulted in wide-scale death and destruction. There is no denying that these types of events are of major significance – in only a few short years they can change the course of history forever.

However, a range of other events can be just as significant, even though they may take place over a much longer period of time and be less obvious. Take the arrival of television in Australia. The first mainstream television broadcast in Australia took place on 16 September 1956 in Sydney. At this time, less than 10 per cent of the population had a television in their home. By 1978, 64 per cent of homes in Melbourne and 70 per cent of homes in Sydney had a television. By 2000, 99 per cent of all Australian homes had a television – with most having more than one.

Increasing rates of television viewing since 1956 have had many wide-ranging impacts on Australian society. For example, the spread of television led to a massive increase in the cultural influence of the United States in the second half of the twentieth century. For the first time, people across Australia were exposed to – and influenced by – American cultures, views and attitudes on a nightly basis. In the early 1960s, at least 80 per cent of all Australian television content was sourced from the United States, and these programs consistently topped the ratings.

Regulations were later brought in to ensure a certain level of Australian content on television, and today Australian law requires commercial free-to-air channels to broadcast at least 55 per cent Australian programming between 6 a.m. and midnight. The majority of the remaining 45 per cent continues to be produced in the United States. Popular American shows are now fast-tracked from the United States so that Australians can watch them on free-to-air television only hours after they have screened there, or at the same time on streaming services, such as Netflix. Unlike television networks, streaming services do not have requirements for Australian content, allowing more accessibility to international productions. These programs continue to have a significant impact on Australian popular culture and identity, influencing everything from language and music to politics and law.

Source 5 An early television set in an Australian family home

Contestability

contestability
an appreciation of the fact that some historians may challenge or dispute particular interpretations of historical sources, events or issues put forward by other historians

colonisation
the process of setting up outposts or settlements in other lands by a country, kingdom or empire, often for reasons of trade or defence

contest
to argue against an idea or theory because of new evidence, or because of a different interpretation of existing evidence

When you listen to a song, watch a movie or play a game, you respond to it in your own way, and develop your own interpretation. Someone else may do the same thing and respond differently. Neither view would automatically be right or wrong. It is the same with the study of history. Two historians may examine the same sources and come to completely different conclusions. Alternatively, they may study different sources in isolation from each other and reach conclusions that could change as more sources are examined.

The concept of **contestability** explains why history is not about absolute or objective truth; rather, it needs to be seen as 'historical truth'. It is about logical argument and conclusions that can be supported by evidence. As the evidence changes (for example, to include First Nation peoples' stories), so too do the interpretations or old beliefs, creating more and more contestability. The best conclusion is the one with the strongest evidence and the most logical argument. This may create issues for peoples who have not traditionally been represented in this evidence.

Example of contestability

There is an ongoing public debate in Australia about how to interpret and represent Australian history since British **colonisation**, particularly with reference to its impact on Indigenous Australian peoples.

Source 6 The Australian Bicentenary 'celebrations' in 1988 – which marked 200 years of colonisation – attracted protests from both Indigenous and non-Indigenous Australians who wanted the negative aspects of colonisation recognised.

The growth of the Indigenous Civil Rights Movement since the 1970s prompted a new wave of historians to argue that 'official' Australian history since British colonisation had largely ignored the stories of hundreds of thousands of Indigenous Australians who had suffered as a result. Historians such as Henry Reynolds wanted to correct the imbalance in the history books and acknowledge the murders, injustices and racial policies that had dominated the relationship between Europeans and Indigenous Australians since colonisation.

Other historians resisted this approach to Australian history, arguing that it was too negative and obscured the achievements of 'white Australia'. Historians such as Geoffrey Blainey called it a 'black armband' view of history, while the conservative writer Keith Windschuttle has **contested** the extent of the harm inflicted on Indigenous Australians by white settlers. This question has been so contested that it is referred to as 'the History Wars'.

HT.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 In your own words, define the concept of perspectives. Why is it a useful tool for historians?

APPLY AND ANALYSE

2 Explain why different people had different perspectives on the arrival of Vietnamese 'boat people' in the 1970s.

3 Explain how the historical concept of empathetic understanding is useful when conducting a historical inquiry into the Stolen Generations.

4 Identify an example of contestability, taken from any Depth Study topic. Outline the differing interpretations of your example, and the sources of evidence used. Share your example in a class discussion.

GO DEEPER

5 In groups, research the conscription debates during World War I, World War II and the Vietnam War. Select and explain one aspect that helps you demonstrate the concept of continuity and change, and share it with the class.

HT.2 HISTORICAL SKILLS

Historians work by conducting historical inquiries or investigations. To successfully complete these, they apply a range of skills. You have already had some experience applying the skills shown in Source 7. The tasks in your Depth Studies will ask you to apply a single skill, or you may need to combine a range of skills to complete a more extensive investigation.

Source 7 Historical skills

Comprehension: Chronology, terms and concepts

When we comprehend something, this means we understand it. The comprehension of chronology, as well as historical terms and concepts, will help you to understand historical material.

Chronology

Chronology is the skill of sequencing historical events in the order in which they occurred. **Timelines** are the most effective method of organising material in **chronological order**, and the method you would be most familiar with. You should be able to understand the value of chronology in helping you to comprehend relationships such as cause and effect.

Terms and concepts

Like all subjects, History has its own vocabulary. These are the terms and concepts that allow you to understand historical material. In Stage 4, you were introduced to:

- terms and concepts related to historical time, such as BCE and CE
- terms and concepts related to **sources**, such as **evidence**
- the key historical concepts (see also HT.1 'Historical concepts') that you will learn to apply with increasing complexity in Stage 5
- specific terms from your Depth Study topics that should form part of your vocabulary when you are creating responses to historical questions.

Your Stage 5 Depth Studies will require you to add specific terms to your historical vocabulary.

Analysis and use of sources

The key points to remember when working with sources are to make sure that you:

- identify the type, origin, content, context and purpose of the source
- process the information from the source to use as evidence in a historical argument
- evaluate the reliability and usefulness of the source for a specific historical inquiry.

Remember too that the language we use in history is often changing. For example, Black Americans during the twentieth-century civil rights campaigns were often referred to using terms that are now regarded as derogatory. As #BlackLivesMatter showed in 2020, the term 'Black' is now widely accepted.

chronology
a record of events in the order they took place

timeline
a visual representation of time showing a sequence of related historical events in chronological order

chronological order
the order in which events took place

BCE
Before the Common Era; used to indicate any time before the birth of Christ

CE
Common Era; used to indicate any time after the birth of Christ

source
any item (e.g. artefact, building, document) that has been left behind from the past; historical sources can be divided into two categories depending on when they were created: primary sources and secondary sources

evidence
the information or clues gathered from a historical source; evidence can be used to support a hypothesis (theory) or prove it wrong

SPOTLIGHT

CHRONOLOGY

The terms 'BCE' (Before the Common Era) and 'CE' (Common Era) have largely replaced 'BC' (Before Christ) and 'AD' (*Anno Domini* – 'in the year of our Lord') respectively, because they are culturally neutral.

Identifying the type of source

Sources can be written, visual, oral or archaeological. They can be in physical or digital formats. As you have previously learnt, when you analyse sources you should keep in mind whether they are primary or secondary:

- **primary sources** date from the time being studied, or very soon afterwards
- **secondary sources** often use or refer to primary sources, and present a particular interpretation of them.

Identifying the type of source makes it easier to interpret and draw evidence from it.

It is also important to recognise that different societies created different types of sources. Some societies had a largely oral tradition. Oral traditions are in no way inferior to information passed on in written form. Historians need to make sure they do not make value judgments based on the type of sources they are using, and their own cultural or religious backgrounds.

primary source
a source that existed or was made at the time being studied

secondary source
a source created after the time being studied

literate
able to read or write

oral tradition
the way histories are passed down through generations by storytelling, narratives, songs, dances and art

illiterate
unable to read or write

bias
a prejudicial view or attitude towards someone or something that is not altered by the presentation of facts and evidence to the contrary

Identifying origin, content, context and purpose in sources

Making sure you know where a source *originated* is an important first step in source analysis. In your earlier studies in History, you would have become aware of the different perspectives you might gain from, for example, the written account of a **literate** person, or an **oral tradition** passed down by **illiterate** peoples. If two countries are in conflict, the origin of a source is essential information that you need to check for possible **bias**.

Identifying the *content* of a source requires you to check what the source is saying and verify the information using another source.

Identifying the *context* of a source means looking at when and under what circumstances a source was produced. Is a source more or less reliable if the author was paid for it, or if it was testimony produced under torture, for example?

Purpose is also critical in source analysis. Is the source trying to persuade, or simply relate information? Was it the result of personal involvement or gain? These are all important questions to consider about any source you are planning to use.

Example: Wikipedia

Source 8 Julian Assange, founder of WikiLeaks

Wikipedia is a free internet encyclopaedia that is written and edited by its users. It has become a much relied-upon source for millions of people around the world. It is reviewed by a committed community of online users, who check that non-factual material is highlighted, commented on, and ideally removed. However, there is no guarantee of this.

While Wikipedia has emerged as a widely used historical source, the information about origin and content it provides is often contested, and reliance on Wikipedia is regarded by many historians as controversial.

Wikipedia features entries on a vast range of topics. In recent years, an entry was added on WikiLeaks – an organisation that is challenging established rules about what information is private and what is public. The following source study looks at a Wikipedia entry about WikiLeaks, accompanied by commentary that identifies the origin, content, context and purpose of the source.

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HT.2 SOURCE STUDY

Wikipedia entry: WikiLeaks

Source 9

> WikiLeaks is an international non-profit organisation that publishes news leaks[5] and classified media provided by anonymous sources.[6] Its website, initiated in 2006 in Iceland by the organisation Sunshine Press,[7] claimed in 2015 to have released online 10 million documents in its first 10 years.[8] Julian Assange, an Australian Internet activist, is generally described as its founder and director.[9] Since September 2018, Kristinn Hrafnsson has served as its editor-in-chief.[10] [11]
>
> *Opening paragraph of the Wikipedia entry on WikiLeaks: en.wikipedia.org/wiki/WikiLeaks*

Origin – the URL is shown.

Content – the entry is made up of largely factual information about the organisation WikiLeaks.

Context – the entry is open to widespread analysis for accuracy and impartiality.

Purpose – its purpose is to give the reader basic information about the organisation WikiLeaks.

INTERPRET

1. Can you identify any non-factual material in this source?
2. What does the existence of footnotes in the article (shown by the numbers in square brackets) indicate about the integrity of the article as a secondary source?
3. In what circumstances would this be a useful source?

Processing information from a range of sources as evidence in a historical argument

If you are looking for evidence to support a historical argument, it is vital that you never rely on a single source. It is also important to include a source even if it does not support your argument. You have to allow your argument to fit the evidence – not just look for evidence to support your argument or point of view. Ask questions about your source to make sure you are able to extract the evidence you require.

Assessing the value of a source

A source is valuable if it is relevant to the topic and reliable. You have to check its **provenance** – you should be able to trace a source from its origin to the form in which you are accessing it. In the digital age, manipulation of visual sources represents real challenges for establishing the reliability and provenance of sources.

provenance
the origin of something; the history of the ownership of a source or artefact, especially when authenticated and documented

A source's value depends on the purpose for which you are using it. A soldier's account of the events during a night patrol would be extremely useful for a historical inquiry into the nature of Australian operations in Vietnam, but not as useful for an inquiry into the decision to mount a patrol in that location, which would have been made at a much higher level. The view of a Vietnamese person from this time would add another layer of historical representation.

Perspectives and interpretations

An essential part of historical research is to understand that different people have different perspectives on a wide range of events. These may include personal, social, political, economic or religious points of view. Historians can also interpret the same evidence very differently because of the perspectives they bring to their work.

Empathetic understanding

As discussed earlier, empathetic understanding requires that you interpret history through the actions, values, attitudes and motives of people from the past. Do not base your interpretations and historical understanding on what you personally think is right or wrong; instead consider historical actions within the context of their particular time and place. You must also learn how your own particular experiences may influence your understanding.

Research

Research is a critical process for historians and students of history, allowing them to draw conclusions if carried out properly.

Getting started

Research usually starts with a broad field of inquiry that is made more specific by posing specific questions linked to the field of study. Asking questions and evaluating their usefulness allows historians to develop a clear focus to frame their research. For example, if you were told to conduct research about Australia at war, it would be necessary to ask a range of questions to develop a clear focus. These questions might include:

- *What is meant by 'Australia'?*
  Does it include involvement of colonies before Federation? This is a useful question because it helps you establish limits on the **time period** you have to research.
- *Can I focus on only one war?*
  This is a very useful question in a classroom situation. A historian would know where they want to place their focus, but a student may have to ask the teacher for clarification.
- *Can I make the focus a personal one?*
  This is a useful question if you have access to family history or sources.
- *Does the research have to include primary sources?*
  This question will help you clarify your approach to the research and the sources that will help you come to a conclusion.

time period
a block of time in history

Source 10 Australian soldiers march through Sydney, before leaving for Vietnam, 1966. How would you approach a question on Australia at war?

Planning

Planning is an important part of the research process. It is vital that you have a plan that suits the purposes of your investigation, and is realistic in terms of what you can achieve. For example, if you plan to focus on primary sources you should first make sure you have direct access to them. The digital storage of information has made many sources easier to access, but realistic planning about available time and accessibility remains a crucial part of successful research.

Identifying, locating, selecting and organising information

The hard work in research comes in the process of gathering information. Professional historians can spend years conducting research and writing a book. You will have significantly less time to complete your research tasks, but you will go through a similar process.

Identifying and locating information often means starting with an online search. As with all research, it is important that you ask the right questions. A search engine cannot think for you, and will only search using the information you give it. It is therefore vital that you be as specific as possible when setting the limits of your search, and then only select the most appropriate information once you have located it. Refer to Source 12 as a guide to some of the most common types of websites and their reliability as sources for research.

Source 11 A website identifying itself as 'BBC News' falsely reported the death of pop singer Britney Spears in 2001. How will you ensure that the websites you use for research are valid?

Source 12 Guidelines for determining the reliability of websites

Domain name	Description
.edu	• The site is linked to an educational institution such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution. • These sites are generally very reliable.
.net	• This site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name and generally there is no one to regulate the information posted on the site. • As a result, these sites may be unreliable.
.org	• This site is linked to an organisation. Generally, these organisations are not-for-profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests), as this may influence what it has to say on a particular issue. • If you are unsure about the reliability of information found on a website with this domain name, check with your teacher or librarian.
.com	• This site is linked to a commercially based operation and is likely to be promoting certain products or services. • These domain names can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

If you are selecting digital information, make sure you ask these questions of your source:

- What is the domain name?
- Is an author identified?
- Is it fact or opinion?
- Are there links or other bibliographical information to help with confirmation?
- Does it link to other verifiable sources?

If you feel that is still a useful source, make sure you record the URL, the date you accessed it, and brief comments about why it was useful and reliable. These will be required when you compile your annotated bibliography (with comments on each source).

Also remember that librarians are trained professionals in information storage and retrieval, and can provide valuable assistance to you.

As noted earlier, one golden rule of effective research is to never rely on one source. Always check information against another source, making sure you consider how useful and reliable it is. Another rule is to make sure that you put information in your own words, and acknowledge any direct quotes from sources. Not doing this is called plagiarism.

Organising information requires a clear understanding of how you are going to use it. There is no perfect method for organising information, but the most important thing is making sure that your notes can be understood by you, and can be retrieved when you need them. You may find that you work best by putting points under relevant headings. Another approach may be using graphic organisers to lay out your information. Yet another may involve highlighting key words, terms and concepts.

There is no magic formula, and it is important that you develop an approach that works effectively for your individual learning style.

Explanation and communication

No matter how well you have researched your topic, effectively communicating your findings is vital for success. In historical communication you are required to show your understanding, and support that understanding with specific reference to your sources. This allows the reader to see that your opinion is based on evidence, as this is what makes it valid.

Developing historical texts

Source 13 can be used as a guide to writing a historical argument that will effectively communicate the evidence from your research that supports your inquiry.

Source 13 Guidelines for writing a historical argument

Structure of a historical argument	
Introduction	• This clearly states the topic of the investigation. • It outlines the line of argument that will be followed and why that line is being taken. • The aim of the introduction is to make the line of argument you are adopting clear to the reader.
Body	• Information should be presented in paragraphs that link sequentially and logically. • Each paragraph should introduce a key point of your argument and the evidence that supports it. • All evidence and specific examples used should be analysed, explaining why they are an important part of the argument. • Each paragraph should be linked to the one that follows it. • The aim of the body is to provide the evidence and specific examples that convince the reader of the validity of your argument. It should contain a range of relevant sources that support your point of view.
Conclusion	• This provides a short and clear overview of the main ideas presented in the body. • It states a conclusion drawn from the evidence. • The aim of the conclusion is to reinforce to the reader why your argument is valid.

Selecting and using a range of communication forms

Examinations and other written assessments focus on traditional written responses. It is important that you recognise the key terms that are often used in examination and assessment questions. A full list and glossary of the terms is available from the New South Wales Education Standards Authority (NESA) website.

Other communication formats may be used in other tasks or assessments. The range of formats available to communicate your historical understanding is extremely diverse. Some common approaches include:

- *Oral* – you are required to produce an oral response. Ensure that your information is organised into key points. You will need to consider what the main thrust of your argument is, and exactly which evidence is crucial to support it. Organising information on palm cards may help you remember these during your oral presentation.
- *Visual* – you are required to present information in the form of a poster, infographic, cartoon or model. This also requires you to rearrange your research to ensure that there is a clear focus for your argument and the evidence required to support it.

- *Digital* – you are required to present information in a digital format. Do not allow all the possibilities available in digital formats to overshadow your argument.
  - Visual and written material can be effectively combined in formats such as PowerPoint and Prezi, while formats such as Twitter require you to condense your argument into its most basic form.
  - A website allows you to create links to collections of primary and secondary sources that can add depth to the evidence supporting your argument.
  - Film-making software gives you more ways to use visual material, but again, what your presentation looks like should not compromise or dominate the historical content.

Your teacher may specify the style of response required. If your teacher does not specify the communication format and asks you to choose, think carefully about which is the most appropriate format for your argument and audience. Always revisit the criteria you are being assessed by before deciding on the most effective way of presenting your research.

HT.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Find the meaning of the terms listed below. When you come across one of these terms during your Depth Studies, check to see if your understanding of its meaning changes when you see it used in a specific historical context.

assimilation	referendum
industrialisation	globalisation
fascism	immigration
nationalism	human rights
imperialism	self-determination
commemoration	Cold War
antisemitism	Holocaust
communism	White Australia Policy

APPLY AND ANALYSE

2 Explain why it is important to know the origin and purpose of every source used in an historical inquiry.

3 You have been asked to conduct research about the treatment of Indigenous Australians by government authorities. List the questions you would ask before you start researching. How would you start looking for information?

4 If you were asked to conduct research about conditions that 'boat people' faced on their journey to Australia, how would you best present your research findings? Outline the strengths and weaknesses of each of the following formats for such a presentation:

a written
b oral
c visual
d digital.

Which one would you decide on if you were presenting to your classmates, and why?

GO DEEPER

5 Choose a significant issue or event that interests you, which took place between 1788 and the present; for example:

- the experiences of Indigenous peoples, convicts or free settlers in Australia
- Australia's involvement in World Wars I and II
- the struggle for civil rights in the United States or Australia
- the introduction of television in Australia
- one of the waves of migration to Australia post-World War II.

Conduct some research and create a timeline related to your chosen issue or event.

a Your timeline should include at least six entries. Each entry must include the date and a brief description.
b Include images or video links for at least two of the entries on your timeline.
c Present your timeline electronically or as a poster.

Source 14 What does 'nationalism' mean to you?

PART D

People gather around the Brandenburg Gate during the fall of the Berlin Wall in November 1989.

RIGHTS AND FREEDOMS: AN OVERVIEW

DEPTH STUDY 4: RIGHTS AND FREEDOMS

STUDENTS MUST COMPLETE THE FOLLOWING TOPIC:

RIGHTS AND FREEDOMS

CHAPTER 7

United Nations (UN)
an international organisation founded on 24 October 1945 after the end of World War II to promote peace and prevent the future outbreak of armed conflicts around the world

human rights
a set of basic rights and fundamental freedoms to which all human beings are entitled

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the Declaration was adopted by the General Assembly of the United Nations in 1948

RIGHTS AND FREEDOMS: AN OVERVIEW

0.1 FORMATION OF THE UNITED NATIONS

The defeat of Germany and the freeing of Jewish and other ethnic prisoners from concentration camps by Allied soldiers at the end of World War II had brought the full horrors of the Holocaust to the world's attention. There was global agreement that such a thing should never be allowed to happen again. The Holocaust and other events of World War II highlighted the inequalities and persecutions that existed around the world, and prompted many to demand freedom and equal rights for all.

The formation of the **United Nations (UN)** immediately after the war marked a new era of international cooperation and outlined a vision for the post-war world. One of the first actions of the UN was to draft a declaration of **human rights**, which was ratified in 1948. Article 1 of the declaration, known as the **Universal Declaration of Human Rights**, stated that 'all human beings are born free and equal in dignity and rights'.

The United Nations was officially formed in 1945 during a meeting of 50 nations in San Francisco. All nations present at the conference signed the Charter of the United Nations, which sets out the purpose and rules of operation of the United Nations. The key goals of the United Nations were to prevent war and ensure the well-being and freedom of all people.

The structure of the United Nations is based on its charter. The United Nations Charter consists of 111 articles that explain how the United Nations works, including the establishment of five separate branches of the United Nations: the General Assembly, the Security Council, the Economic and Social Council, the International Court of Justice, and the Secretariat.

SPOTLIGHT

CAUSE AND EFFECT

The formation of the United Nations and the development of the Universal Declaration of Human Rights is seen as a more successful consequence of World War II than the failed League of Nations after World War I.

Source 1 Flags outside the United Nations building in New York, USA

Australia's involvement in the United Nations

Australia was a founding member of the United Nations and played an active role in drafting the United Nations Charter at the San Francisco Conference of 1945. The Australian delegation, led by Dr Herbert Evatt, actively promoted the rights of smaller nations. During 1946, Labor politician Norman Makin was the first Australian to act as President of the Security Council. Dr Evatt was elected President of the General Assembly in 1948.

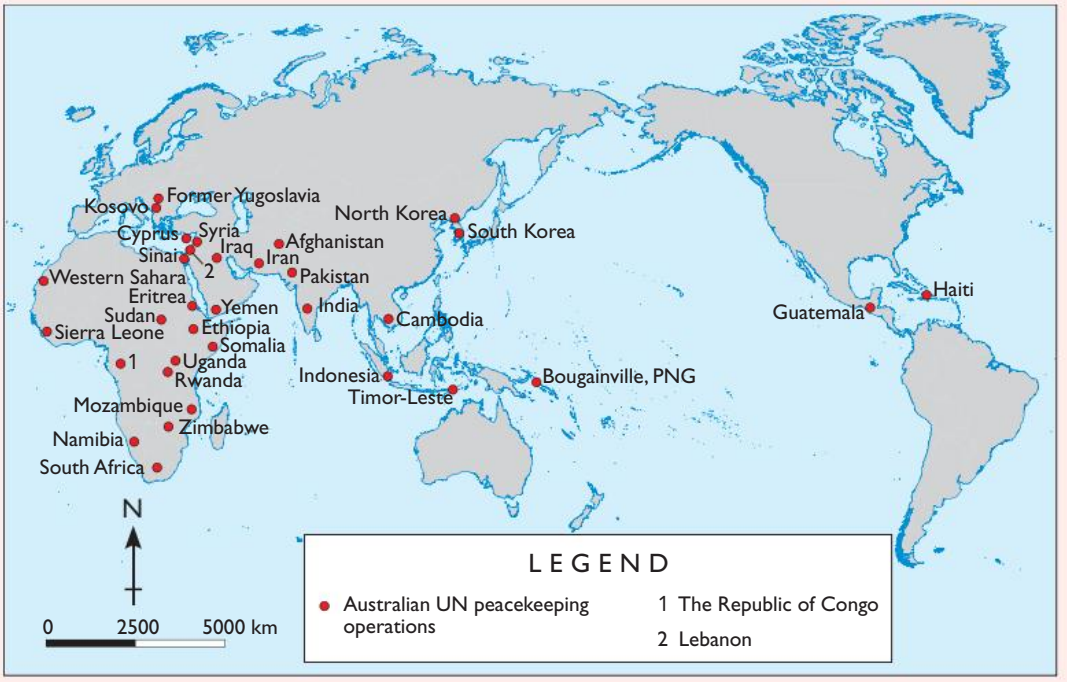
Australia has served five terms on the Security Council since 1947, and has played an active role in the United Nations Commission on Human Rights. It is a strong supporter of the work of the expert UN bodies dealing with the implementation of international human rights conventions.

Australia's involvement in peacekeeping operations

The main involvement of the United Nations in conflicts since World War II has been to supply peacekeeping forces. The UN Peacekeeping Forces may only be deployed when both parties involved in a conflict accept their presence. There are two types of peacekeeping operations: unarmed observer groups and lightly armed military forces. Military forces are only allowed to use their weapons for self-defence. As of 2020, the United Nations continued to be involved in peacekeeping missions in Europe, Asia, the Middle East and Africa.

Australia has a long history of contributions to United Nations and multinational peacekeeping operations. Since 1947, over 65 000 Australian personnel have been involved in more than 50 United Nations and other peace and security operations (see Source 3).

Source 2 Australian peacekeeping soldiers patrol a street in the Solomon Islands. Australia's Regional Assistance Mission to the Solomon Islands ran from 2003 to 2017.



Source 3 Locations of Australian UN peacekeeping forces from 1947 to the present

0.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What role did Australia play in the formation of the United Nations?

APPLY AND ANALYSE

2 Divide the class into 10 groups and have each select and research a United Nations peacekeeping mission since 1947 that involved Australian personnel. Come together as a class to create a table that summarises the dates and purpose of the missions, and the extent of Australia's contribution.

0.2 RIGHTS AND FREEDOMS

The rights and freedoms that Australians take for granted today only exist because they were fought for and argued over by previous generations. Studying the struggle for rights and freedoms will enable you to see historical patterns of continuity and change. It will also encourage you to think for yourself, and equip you to become an active citizen, able to defend your own rights and freedoms as well as the rights and freedoms of others.

SPOTLIGHT

CONTINUITY AND CHANGE

It is important to reflect on the nature of human rights across time and place as you develop your own understanding of whether they represent a continuity or a change in any specific society.

Privileges and rights through history

For most of human history, few people had rights as we understand them. Having 'rights' suggests having control over your own life and affairs. In Western and European ancient and medieval worlds, only rulers, kings, queens and the rich and powerful had real control over their lives.

The situation only began to change for Europeans around the time of the US War of Independence and the French Revolution. In 1776, Thomas Jefferson wrote in the Declaration of Independence that 'all men are created equal'. He also claimed that all people had 'rights': the rights to 'life, liberty and the pursuit of happiness'. In 1789, the French Revolution resulted in the Declaration of the Rights of Man. Both events marked important stages in the historical struggle for rights and freedoms. They were revolutionary at the time, but are now accepted as reasonable and fair. They took what were once privileges that came with wealth and power and made them rights and freedoms that should be available to all.

Source 4 Women in Australia were granted the right to vote and stand for Federal Parliament in 1902.

Rights and freedoms in the early twentieth century

Around the start of the twentieth century, the idea of rights and freedoms for ordinary people had been established in countries in the West, including Australia, Britain, most of Europe, the United States and Canada. Several groups, however, were denied some of the rights and freedoms enjoyed by others in their societies, including women and indigenous communities.

New Zealand and Australia were world leaders in acknowledging the rights of women. New Zealand gave European women the right to vote in 1893. In 1902, Australia was the first country in the world that allowed European women both the right to vote and the right to be elected to Federal Parliament. In contrast, women in Britain and the United States did not get the vote until 1918 and 1920, respectively. Even when women in Australia and elsewhere did get the vote, they still faced inequality in other areas such as equal pay with men in the workplace.

At the start of the twentieth century, Australia did not recognise Aboriginal and Torres Strait Islander people's rights to their traditional lands. They were not considered equal members of society and most did not have the right to vote in state or federal elections.

Government authorities adopted a practice of raising and educating Aboriginal and Torres Strait Islander children, where possible, within white households or white-run institutions. This led to the removal of children from their parents, a practice that became known as the **Stolen Generations**.

Stolen Generations
a term used to describe Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians; this practice was part of official government policy from around 1909 to 1969

Source 5
Indigenous Australian children, described as 'half-caste', under European institutional care, *c.* 1920s

The struggle for rights and freedoms since 1945

The post-war period saw a wave of different groups start to demand their human rights. These included independence movements, racial equality movements, gender equality movements and in the twenty-first century, recognition of the rights of sexual preference, including same-sex marriage.

colony
a country or area under the full or partial political control of another country and occupied by settlers from that country

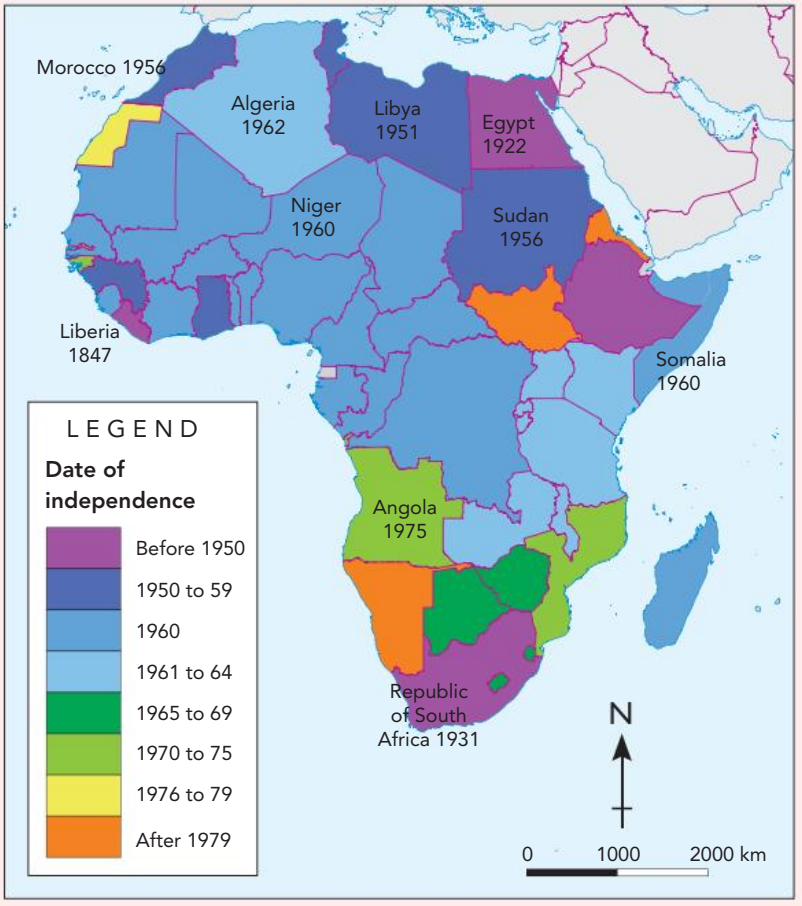
Independence movements

In the post–World War II period, former **colonies** fought for their independence from their imperial masters. Once-powerful empires such as Britain, France, the Netherlands and Spain had been weakened by the war. In the years immediately after the war, those nations faced growing opposition from people living under their colonial rule. These movements for independence forced European powers to withdraw from their colonies, and to recognise the new nations created in their place. The decolonisation of India and Pakistan in 1947 began a period that transformed the world. By the early 1980s, most colonies had gained their independence.

SPOTLIGHT

PERSPECTIVES

Colonised societies would have a vastly different perspective on the concept of colonisation and decolonisation than that of the colonisers.



Source 6 Dates when colonised African countries gained their independence

Racial equality movements

The focus of the 'Rights and freedoms' depth study is the struggle for civil rights by minorities in Australia and the United States, from 1945 to the present.

In the post-war period, people challenged long-held views and established laws that were based on racial difference. In the United States, Black Americans and other disadvantaged groups set out to remove social and legal discrimination based on race. A similar movement in Australia campaigned for equal rights for Indigenous Australians and the repeal of laws that deprived them of civil liberties. Over time, these movements brought about change by shifting attitudes and gaining support from the broad population.

In the 1960s, two major victories were celebrated in Australia. For the first time, Indigenous Australians gained equal citizenship and were entitled to vote in federal elections. The 1960s also marked the beginning of a determined attempt to win land rights for Indigenous peoples in Australia. Many of these organisations are still active today as the struggle for personal freedoms and democratic rights continues.

Source 7 Protesters outside the Aboriginal Tent Embassy in 1972

Gender equality movements

Across the Western world, including Australia, women campaigned hard for equality. Over decades, these movements brought about enormous social and political changes that influenced the modern world. Many of these rights are taken for granted by people today, but the struggle for the acceptance of these rights took enormous courage and determination.

1920s to 1960s

By 1920, non-Indigenous Australian women had the right to vote and run for parliament. However, they were a long way from enjoying equal status with men in other areas.

Over time, rising female participation in the workforce, social changes and technological advances all contributed to rapid changes in the roles of women in Australia. By the late 1950s, women were demanding equal pay for their work and attempting to overturn the widely held belief that it was a man's role to be the financial provider. In 1969, the Commonwealth Conciliation and Arbitration Commission ruled that men and women working in Australia should be paid equally.

These same rights were not provided to Indigenous women who, along with Indigenous men, fought for these rights up to the 1967 referendum, and fought for equal pay through the 1970s.

1970s to the present

The 1970s saw the emergence of women's liberation movements, inspired by figures such as Germaine Greer, a prominent feminist writer and thinker. Greer's book *The Female Eunuch* (1970) asserted that women were enslaved within society by discrimination and commonly accepted values of male superiority.

The feminist movement achieved some notable successes in these years, including the passing of the *Maternity Leave Act 1973* and the *Sex Discrimination Act 1975* (South Australia). The introduction of the federal Sex Discrimination Act in 1984, and the appointment of the first Sex Discrimination Commissioner, Pamela O'Neil, meant that gender-based discrimination in most areas of Australian life became illegal.

Despite these gains, women continue to face gender-based prejudice and discrimination in Australian society, as the revelations linked to the #MeToo movement revealed. Campaigners target sexist language and the depiction of women as sexual objects or lower-status citizens. Gender equality activists also continue to campaign for equal pay and recognition in the workforce. Even today, women still do not enjoy the same levels of income as men in many sectors of the workforce.

Source 8 Protesters at the Women's March in Toronto, Canada, 2018

The same-sex marriage debate

Homosexuality was illegal throughout much of Australia's modern history. Laws were inherited from Great Britain, and it wasn't until 1975 that South Australia became the first Australian state to legalise sexual contact between males. Tasmania was the final state to repeal laws against homosexuality in 1997.

In 2003, the Howard government rejected the United Nations Human Rights Commission's declaration that Australia was in breach of the International Covenant on Civil and Political Rights after denying a de facto spouse a partner service pension after a 38-year same-sex relationship. In 2004, the government passed a Bill to specifically ban same-sex marriage in Australia. Instead, progress in same-sex preference equality was made at a state level.

Source 9 People Power: the 'Yes' vote overwhelmingly won the same sex marriage plebiscite in 2017.

There were 22 failed attempts to pass same-sex marriage legislation in the Federal Parliament between 2004 and 2017. In 2017, the Turnbull government conducted a postal survey that resulted in 61.6 per cent of Australians approving of same-sex marriage. This was an example of social change moving more quickly than the federal government was willing to acknowledge. In December 2017, Australia's *Marriage Act 1961* was amended to allow same-sex marriage.

I USED TO THINK, NOW I THINK

Reflect on the impact of the introduction of same-sex marriage on Australia since it was introduced in December 2017, and complete the following sentences.

I used to think ...

Now I think ...

What has changed your understanding?

0.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which decade saw the first major advances in rights for Indigenous Australians?

APPLY AND ANALYSE

2 Examine Source 6. In groups, choose 10 countries in Africa and outline their colonial history and achievement of independence. Include the following information:

- the name of the country
- the European empire it belonged to
- when it became part of a European empire
- its date of independence
- how independence was gained, including key events.

Share your findings with other groups to create a whole-class outline.

EVALUATE AND CREATE

3 Discuss evidence that supports the assertion that the same-sex marriage postal survey in 2017 was 'an example of social change moving more quickly than the federal government was willing to acknowledge'. Then create a newspaper editorial explaining the postal vote result.

GO DEEPER

4 Conduct some brief research on the federal Sex Discrimination Act passed in 1984. What did the Act outlaw? How did the introduction of the Act change conditions for women living in Australia?

0.3 THE COLD WAR

By the time World War II ended in 1945, it was becoming clear that the balance of power around the world was shifting. The once-great imperial powers of Britain and France had been devastated by the war and struggled to rebuild their cities and economies. In their place, two superpowers emerged: the United States and the Union of Soviet Socialist Republics (USSR).

Although the United States and USSR had worked as allies against the Axis powers during the war, they shared a deep mistrust of one another, mainly because the two countries were founded on such different ideological approaches. The United States was founded on democratic principles and its economy was based on a free-market system of **capitalism**. The USSR was founded on social democratic principles and its economy was based on a state-managed system of **communism**.

The nature of the Cold War

From 1946 to 1991, the lack of trust between the United States and the USSR fuelled many diplomatic disputes. Although no actual fighting took place, relations between the two superpowers over this period were so frosty that the situation became known as the **Cold War**. The Cold War period was characterised by **propaganda** campaigns, international spying, and fierce public competition at sporting events such as the Olympic Games. It was often described as 'war by proxy', as although the United States and the USSR became involved in conflicts at this time, they never directly confronted each other. Of greatest concern, however, was competition between the United States and the USSR to possess the largest armies and nuclear weapons stockpiles. This competition was known as the international arms race. During the Cold War, the international arms race became a key global concern because it presented the very real threat of a nuclear war.

Source 10 Missiles capable of carrying nuclear warheads, such as these Nike Air Defense Missiles, were developed by the United States and the USSR in the 1950s and 1960s.

capitalism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and communism

communism
an economic and political system under which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are supposed to be distributed equally according to need; as opposed to privately owned and controlled systems such as capitalism

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the United States (and its allies) from 1945 to 1990; characterised by threats, propaganda and public competition, but not resulting in direct fighting or military conflict

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and damage the cause of an enemy

The start of the Cold War

The division of Germany after World War II

SPOTLIGHT

SIGNIFICANCE

Significance is often influenced by perspectives. Both sides of the 'Iron Curtain' would recognise the significance of its existence, but differ on the meaning of that significance.

After World War II, Germany was divided into four zones of occupation. Each sector was occupied and administered by the armed forces of one of the Allied powers. Britain, France, the USSR and the United States all controlled separate parts of the country, and the capital city Berlin was divided in the same way.

In 1949, the British, French and US occupation zones in Germany were combined to create a new country called the Federal Republic of Germany, also known as West Germany. That same year, the Soviet zone was officially renamed the German Democratic Republic, known as East Germany. A patrolled border fence was erected by the Soviets between East and West Germany and people living in the Soviet occupation zone at this time were no longer permitted to leave.

Europe's 'Iron Curtain'

After the war, it became clear that the communist government of the Soviet Union was keen to expand its authority in Europe. It set out to achieve this by influencing the governments of several countries in central and eastern Europe that the Soviet Army had liberated during the German retreat in the final days of World War II. These countries became Soviet 'satellite states', meaning that although they were officially independent, they were heavily influenced by the USSR government and military. USSR satellite states included Poland, Bulgaria, Hungary, Czechoslovakia, Romania and Albania. Yugoslavia also emerged from World War II as an independent communist state allied with the Soviet Union.

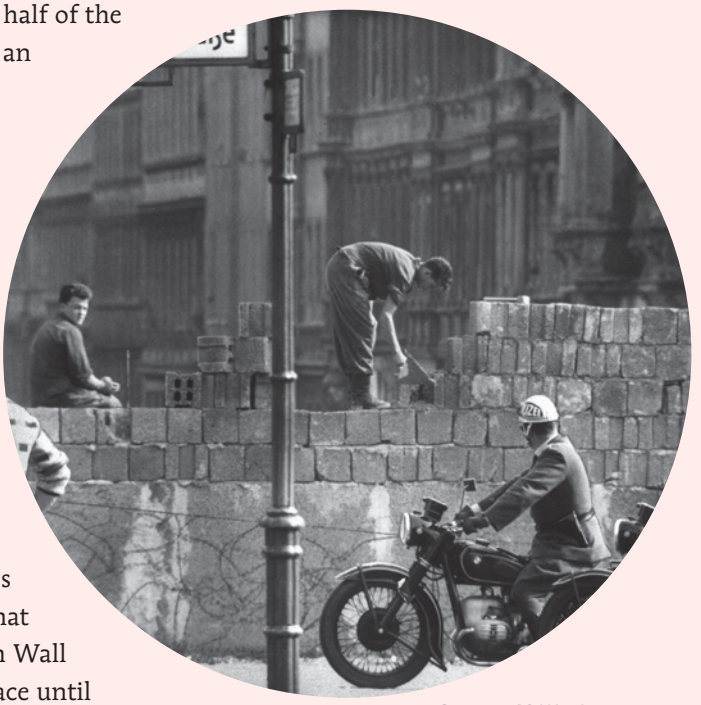
The border between Soviet-controlled countries in Eastern Europe and democratic countries in Western Europe became divided by what British Prime Minister Winston Churchill described as the 'Iron Curtain' (see Source 11).

Source 11 A map of Central Europe showing the Soviet-controlled countries and the 'Iron Curtain' that emerged after World War II

Berlin: A divided city

Although Berlin lay behind the Iron Curtain, the western half of the city was still under Western control. It effectively became an island of democracy surrounded by a sea of communism. In the decades following the division of Germany, the differences between the communist East and capitalist West became obvious. West Germany's economy grew rapidly, and the standard of living increased greatly. By comparison, personal freedoms in East Germany were severely limited and the economy struggled. As a result, around 3 million people left East Germany for West Germany between 1949 and 1961. Most of these people were able to leave the East by crossing into West Berlin.

This situation was humiliating for the East German government. On 13 August 1961, a temporary barbed-wire fence was erected to stop people leaving the East. This was soon replaced by a heavily guarded concrete barrier that surrounded West Berlin. This became known as the Berlin Wall (see Source 12). The division of Germany remained in place until 1990 when the country was reunified. Over that time, the Berlin Wall became the most enduring symbol of the Cold War in Europe.



Source 12 Workers constructing the Berlin Wall; the wall became an enduring symbol of the Cold War in Europe.

Source 13 People in West Berlin look at the newly built Berlin Wall, 29 August 1961.

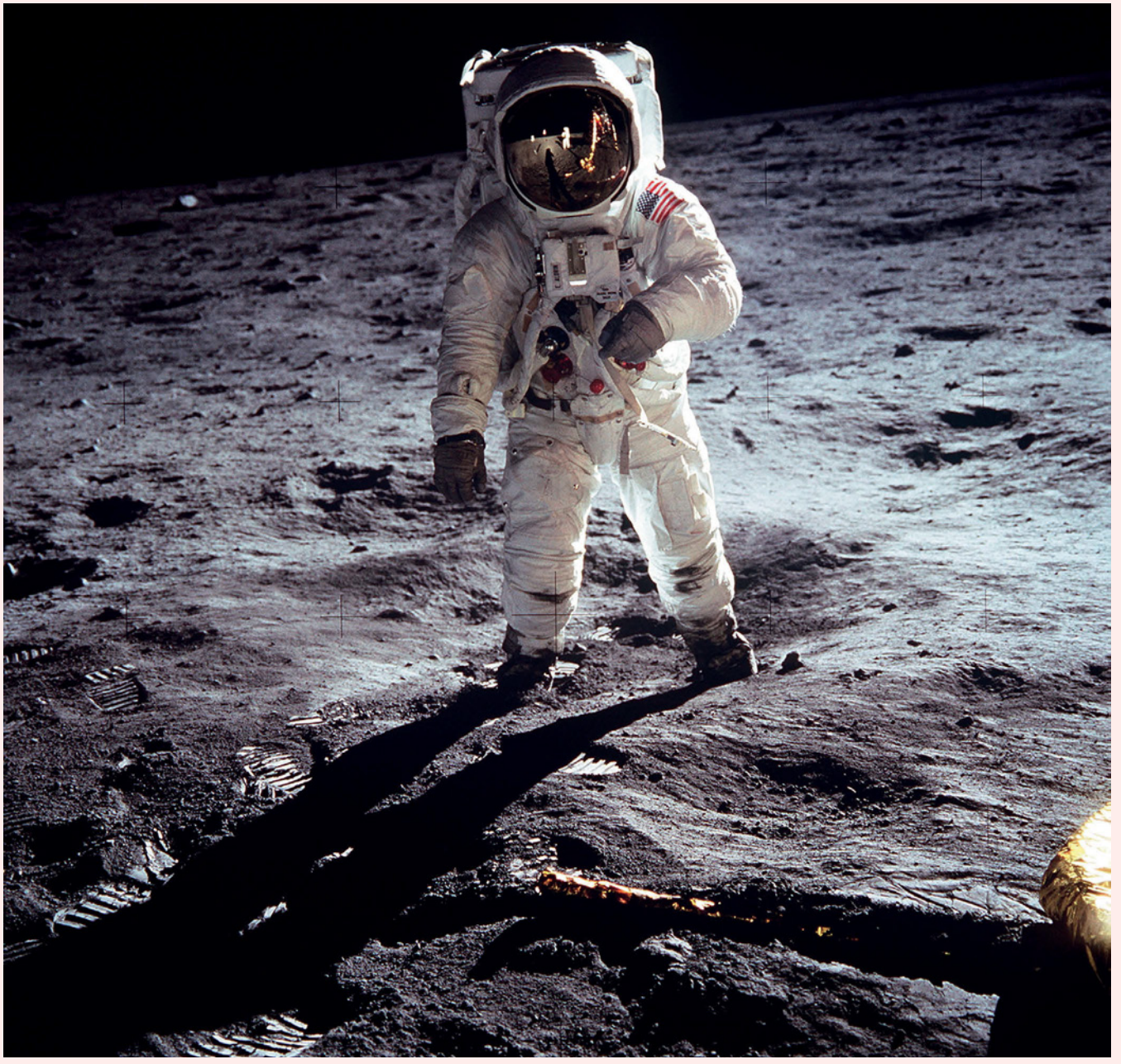
Growing Cold War tensions and rivalry

There were numerous incidents where the Cold War 'heated up': in Korea in the early 1950s, Vietnam later in that decade and Cuba in 1962, the United States and USSR were involved in military actions without ever coming face to face. The United States stayed out of uprisings in Hungary in 1956, and Czechoslovakia in 1968 because they regarded those countries as being in the Soviet sphere of influence. The USSR pulled back from supplying Cuba with nuclear missiles in 1962 to avoid a direct conflict with the United States.

space race
a situation in which rival countries compete to develop the most superior space flight capabilities; commonly used during the Cold War to refer to the competition between the United States and the USSR to be the first nation to send a mission to the moon

The space race

Another key element of Cold War rivalry between the United States and the USSR was space exploration. This was seen as necessary for national security and became a public symbol of technological superiority. The '**space race**' became a way for the two superpowers to compete without direct military conflict.



Source 14 Astronaut Buzz Aldrin was part of the Apollo 11 space mission, the first to land people on the moon in 1969.

The space race became particularly serious when the USSR successfully launched two satellites, Sputnik 1 and Sputnik 2, in October 1957. Sputnik 2 was launched with a dog inside it, named Laika, which was the first animal to orbit the Earth. This caused huge concern in the United States, where it was felt that US technological superiority was being threatened. In 1958, the United States successfully sent a satellite into space and established the National Aeronautics and Space Administration (NASA) to coordinate its future space program. In 1961, the Russians moved ahead in the space race by sending the first crewed flight into space. This triggered a pledge from President Kennedy that the United States would be the first nation to land a human on the moon. This goal was achieved by Apollo 11 on 20 July 1969.

The end of the Cold War

The enormous cost of the international arms race and the space race strained the economies of both countries. Throughout the 1980s, the Soviet Union was also fighting an expensive and frustrating war in Afghanistan. When the reformist politician Mikhail Gorbachev came to power in 1985, he was determined to end the Cold War and to bring economic and political reform to the Soviet Union. He initiated dramatic agreements with the United States, in which both nations agreed to reduce their investment in the arms race. He also took steps to introduce more democratic political processes across the Soviet Union.

These initiatives rapidly improved relations between the United States and the USSR. However, Gorbachev had failed to anticipate that the Soviet Union would soon break apart without the Communist Party and Soviet Army maintaining complete control of its satellite states. Attempted political reforms within the Soviet Union meant that its government was unwilling to defend challenges to its authority in many countries across Eastern Europe. During 1989 and 1990, the Berlin Wall came down and Germany was reunified. Elsewhere in Eastern Europe, free elections were held, resulting in the end of many long-standing communist regimes. In August 1991, Gorbachev resigned as leader of the Soviet Union. By October of that year, 10 Soviet republics had declared their independence and the Soviet Union collapsed. With stunning speed, the Iron Curtain was lifted, and the Cold War came to an end.

SPOTLIGHT

CONTESTABILITY

The end of the Cold War saw previously secret documents from both sides made available. This helped historians contest previous interpretations of the Cold War.

0.3 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Write definitions in your own words for capitalism and communism, to review your understanding of these concepts. Share your definition with a partner and discuss any differences.

EVALUATE AND CREATE

2 Create a timeline of key events in the Berlin blockade that occurred in 1948–49. Explain why it was a significant event in the Cold War.

GO DEEPER

3 Investigate the space race, and explain what long-term benefits the world has gained from it.

0.4 AUSTRALIA'S INVOLVEMENT IN COLD WAR CONFLICTS

Two events during World War II – the fall of Singapore to the Japanese army and the bombing of Darwin by the Japanese – caused Australians to feel a real threat of invasion. These events also encouraged the Australian government to think more closely about issues of national security in the post-war environment. To protect Australia from future attacks, Prime Minister Robert Menzies set out to ally Australia more closely with the United States. In the decades after World War II, a fear of the growing influence of communism in Asia also meant that Australian governments were willing to send troops to conflicts in Asia when they arose.

SPOTLIGHT

RESEARCH

When you see a new term such as 'domino theory', decide whether you understand it well enough to use the term yourself, or whether you should do further research. It will also help you find examples to support your use of the term.

Fear of communism in Asia: The domino theory

After years of civil war, Mao Zedong became the communist leader of the People's Republic of China in 1949. This was the first powerful communist revolution to take place in Asia.

One of Australia's responses was to join regional treaty organisations with the objective of increasing national security and stop the spread of communism in Asia. In 1951, the ANZUS Treaty was signed by Australia, New Zealand and the United States. In 1954, another alliance – known as the Southeast Asian Treaty Organization (SEATO) – was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines.

domino theory
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted communism, others would follow, just like a row of dominoes topple once the first one is pushed over

At this time, many leaders in the Western world believed in the **domino theory**. The Australian government's belief in the domino theory encouraged them to support Britain and the United States in several conflicts across South-East Asia in the 1950s and 1960s. The most significant of these were Australia's involvement in the Korean War (1950–53) and the Vietnam War (1954–73).

Source 15 An Australian machine-gun platoon engaged in combat with Chinese forces during the Korean War (AWM P01479.007)

The Korean War (1950–53) and the Vietnam War (1954–73)

On 25 June 1950, 75 000 North Korean soldiers invaded South Korea. US troops, on behalf of the United Nations, quickly entered the conflict on the side of South Korea to protect democracy against a communist invasion. Across the three armed forces, Australia contributed 17 000 troops to support the Americans as part of a United Nations multinational force. Ultimately, North Korea was driven back across the 38th parallel north, and an armistice that is still in effect today was signed in July 1953. The cost to Australia was 339 people killed in the first real military action of the Cold War.

Vietnam had a long tradition of fighting for independence. In 1952 the country was divided into north and south during the war against French colonisation. When the division continued after the defeat of the French in 1954, the north began a **guerrilla war** against the south to reunify the country. The United States pledged support to the south, and from 1962 when Australia committed 30 advisers, the commitment grew to 60 000 Australian troops supporting half a million US soldiers. What the West saw as an attempt to halt communist aggression, the Vietnamese people saw as a continuation of the war for independence. By the time a peace accord was signed in January 1973, Australia had lost 521 men, including 202 who had been conscripted to fight.

guerrilla war
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield

Source 16 Australian soldiers on patrol during the Vietnam War (AWM EKT 68 0083 VN)

0.4 CHECK YOUR LEARNING

GO DEEPER

1 Investigate Australia's involvement in either the Korean War or the Vietnam War.
- **a** Describe the origins of the conflict and why Australia became involved.
- **b** Outline the key events in the conflict.
- **c** Assess the acceptance of Australian involvement at home.
- **d** Evaluate the success of the Australian contribution.

0.5 AUSTRALIA'S INVOLVEMENT IN POST–COLD WAR CONFLICTS

The Gulf Wars

After Iraq invaded its neighbour Kuwait in August 1990, Australia became part of a multinational taskforce whose support escalated when Iraq failed to withdraw from Kuwait by the United Nations Security Council deadline of 15 January 1991. Air strikes against Iraqi positions and attacks by troops on the ground during February forced the Iraqi government to withdraw their forces from Kuwait.

After the terrorist attacks in New York and Washington on 11 September 2001, President George W. Bush declared a 'war on terror'. Australia joined British and US troops in a 'coalition of the willing' in an invasion of Iraq that overturned the regime of Saddam Hussein.

Afghanistan

Another focus of the war on terror was in Afghanistan, where the Taliban had allowed al Qaeda (the terrorist group responsible for the 11 September attacks) to base itself. The Taliban are a fundamentalist Islamic group that had taken control of areas in southern and western Afghanistan from the mid-1990s, following the end of the Soviet Union's intervention.

In October 2001, US and Coalition forces invaded Afghanistan and expelled the Taliban regime. Australian special forces were also involved in surveillance operations, searching for bases from which Taliban and al Qaeda fighters were operating. The operations in Afghanistan became Australia's longest overseas combat deployment, ending in December 2013.

Source 17 The US government declared a 'war on terror' following the attacks in New York and Washington on 11 September 2001.

0.5 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Research Australia's involvement in either the Persian Gulf or Afghanistan.

- **a** Draw a timeline to outline key events of the conflict.
- **b** Explain the length and extent of Australia's involvement, including casualties.
- **c** Outline the typical types of operations that Australian personnel were involved in.
- **d** Assess the significance of Australia's role in the conflict.

0.6 THE RISING INFLUENCE OF ASIA SINCE THE END OF THE COLD WAR

Since the end of the Cold War, the United States has been the only 'superpower'. However, recent years have seen the rise of possible future rivals. **Industrialisation** and exports to global trade markets have rapidly expanded the economies of China and India. Both countries have large populations and, in 2019, ranked in the top five in terms of gross domestic product. It is estimated that India and China will be the world's most populous countries by 2050, with populations of 1.7 billion and 1.3 billion, respectively.

China has moved towards a capitalist economy while remaining a communist society. India has been a democracy since its independence from Britain in 1947. The rise in the economic power and influence of these countries has led commentators to call this century 'the Asia–Pacific century'.

What remains to be seen is the impact of events such as US President Trump's tariff war with China, and the impact of the COVID-19 pandemic. Both events show how a change of national policy or a sudden emergency can rapidly have an impact on both international relations and the global economy.

industrialisation
the process of social and economic change by which a society is transformed from a pre-industrial state (i.e. rural communities based on farming and agriculture) to an industrial state (i.e. urban communities based on manufacturing and industry)

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Official statistics can be a particularly useful source for historians, but the historian's analysis of the statistics is what becomes history.

Source 18 Gross domestic product* and population size for the 14 top ranked countries by GDP, 2019

Ranking by GDP	Country	Gross domestic product 2019 (US dollars)	Population in early 2020 (millions)
1	United States	21.44 trillion	331.0
2	China	14.14 trillion	1 439.3
3	Japan	5.50 trillion	126.5
4	Germany	3.86 trillion	83.8
5	India	2.94 trillion	1 380.0
6	United Kingdom	2.74 trillion	67.9
7	France	2.71 trillion	65.3
8	Italy	1.99 trillion	60.5
9	Brazil	1.85 trillion	212.6
10	Canada	1.73 trillion	37.7
11	Russian Federation	1.63 trillion	145.9
12	South Korea	1.63 trillion	51.3
13	Spain	1.40 trillion	46.8
14	Australia	1.38 trillion	25.5

*Gross domestic product (GDP) is the monetary value of all goods and services produced in a period, and is used as an indicator of the size and health of a country's economy.

Sources: *Investopedia*, 'Top 20 Economies in the World' and *Worldometer,* 'Countries in the world by population' (2020)

Source 19 A container ship leaves a Chinese port.

0.6 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Analyse Source 18 and argue for or against the proposition that it provides evidence that we are living in the 'Asia–Pacific century'.

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STRANGE BUT TRUE

In the 1950s, an Australian-made machine known as the Thor 'Automagic' was produced. It was designed to wash dishes and clothes in the same machine.

0.7 CHANGING TECHNOLOGIES IN THE TWENTIETH CENTURY

The twentieth century was a time of extraordinary technological change and innovation. The first half of the century saw the first powered aeroplane flight, the expansion of industrialisation and mechanisation, the invention of penicillin and advances in theoretical physics that laid the groundwork for the nuclear age. By the second half of the century, people had orbited the Earth and walked on the Moon, developed new treatments for many medical conditions, eradicated diseases like smallpox and witnessed the birth of the internet.

All these changes have had a profound effect on the modern world. In many ways, they have revolutionised our daily lives. Appliances have replaced hours of back-breaking work around the house, smartphones enable us to communicate with people all over the world, **mass media** provides us entertainment and leisure activities, and aeroplanes make international travel faster and more comfortable than ever before.

mass media
a term used to describe a method of communication that reaches large numbers of people in a short time (e.g. television, newspapers, magazines and radio)

All these changes, however, come at a cost. The rapid increase in world population and unprecedented growth in the consumption of resources have placed serious strain on the planet.

Source 20 An advertisement for the new Electrolux refrigerator, *c.* 1930

Technology in the home

From the 1920s, the growing availability of electricity in ordinary homes dramatically reduced the time and effort spent on housekeeping tasks. Electric ovens and hot water services freed people from the need to burn wood and clean chimneys. Vacuum cleaners meant that rugs and carpets no longer had to be taken out and beaten by hand to remove dust. By the 1950s, a wide range of kitchen appliances such as electric kettles, toasters and mixers were available. Washing machines reduced the time required to do the laundry from a day to an hour. Electric refrigerators replaced ice chests and allowed food to be stored for longer periods.

Home entertainment

Entertainment was transformed by the invention of radio and television. The first radio station to go to air in Australia was 2SB in Sydney in November 1923. Radio became increasingly popular from the 1920s to the 1940s as the technology improved. Radios became smaller and more portable, and more stations and types of shows were offered.

Television arrived in Australia in 1956. At first, TV was offered in black and white only. By 1975, colour TV became available. In the 1980s the VCR (video cassette recorder) arrived, allowing people to record TV shows to watch at their leisure.

Streaming services today offer even greater flexibility for viewers, and have changed the profitability of once-powerful television stations. Together, these technologies provided much greater opportunities for people to entertain themselves at home.

Source 21 Television revolutionised home entertainment for families in Australia from the 1950s onwards.

Travel and trade

Just a century ago, the world was a much less mobile place than it is today. Horse-drawn transport was still in use in Australia at the start of the twentieth century, international travel and trade was only possible by sea, and most Australians spent their holidays much closer to home.

Road travel

In the post-war period, the motor car became much more affordable and more common. The first Australian-produced car, the Holden FX, went on sale in 1948. At this time, there were around 600 000 passenger vehicles registered in Australia. (In 2019, car registrations exceeded 19 million.)

The first traffic lights in Australia were installed in Melbourne in 1928. Roads were sealed to reduce dust from the ever-growing volume of traffic, and highways expanded to connect cities and towns all over the country. The growth of car ownership since World War II has meant greater freedom for many people and a huge boost to the tourism industry. However, many people are now questioning its broader impacts, including pollution and greater congestion in cities.

Source 22 The Holden FX, the first Australian-produced car, went on sale in 1948.

Air travel

Passenger aviation arrived in Australia in the 1920s. Qantas was established in 1921 and by the 1950s other commercial airlines were operating domestically, including Trans Australian Airlines (TAA) and Australian National Airways (ANA).

Until the first jet aeroplane arrived in Australia, aeroplanes were propeller driven. The jet age began in 1959 with the arrival of Qantas's first Boeing 707 and expanded during the 1970s. The arrival of the Boeing 747 allowed larger planes to travel longer distances. Prices became more affordable and both domestic and international travel by air came within the reach of many Australians.

Source 23 Cabin service on an international Qantas flight in 1959

Trade

Even the nature of shipping changed dramatically during the post-war period. Ships became far larger and more powerful, allowing for the bulk transport of vast quantities of resources. Containerisation of freight developed after World War II, allowing goods to be shipped all over the world in standardised metal containers. These containers could be loaded and unloaded from ships using heavy machinery, and easily transferred to trains or trucks for rail or road transport. Containerisation led to the loss of jobs for dock workers who had traditionally loaded and unloaded ships, but also reduced the costs of transport for many goods, helping to make them cheaper.

newsreel
a short documentary film commonly shown in the first half of the twentieth century; regularly shown at cinemas before feature films, newsreels contained filmed news stories and items of public interest

Communications

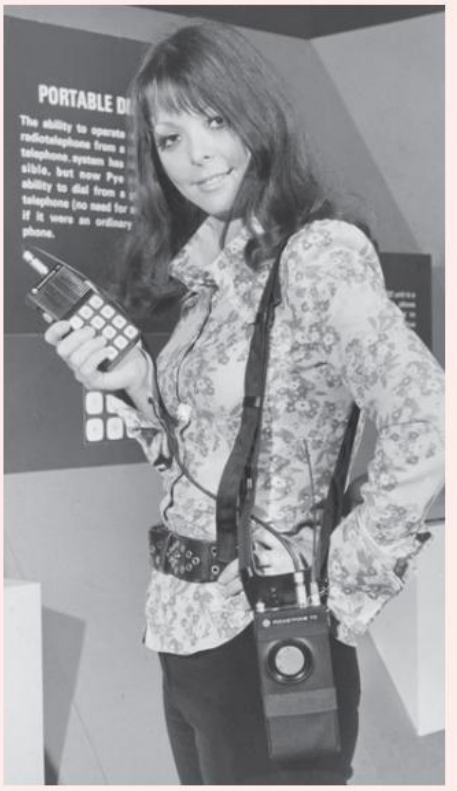
Since 1900, the way that Australians communicate with each other and the world has transformed. At the start of the century, Australians often had to wait for significant lengths of time to receive news from interstate and other countries. Mail was the main form of communication, transported by ship overseas or by rail within the country. Developments in aviation technology improved the speed of postal services.

The other main method of sending messages was the telegraph. Although instantaneous, a telegram still had to be delivered by a messenger to the recipient. Messages tended to be short, as the technology was expensive.

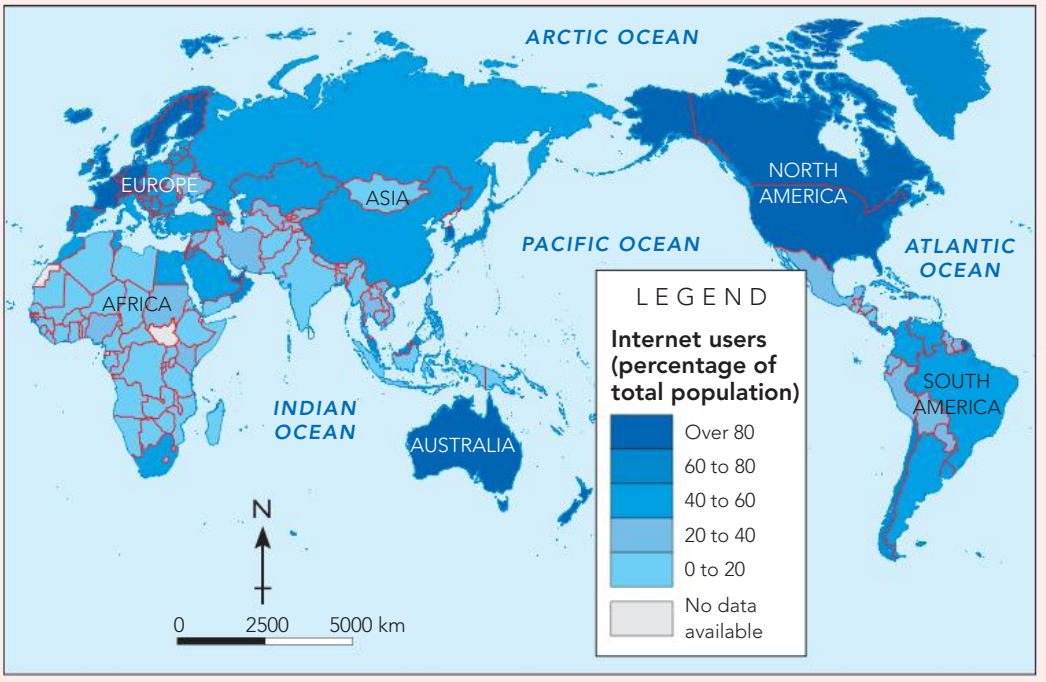
Several advances contributed to a gradual reduction of Australia's isolation. A telegraph line was connected to Britain by 1927, allowing instantaneous overseas news. **Newsreels** brought world news to cinema audiences, although the newsreels still had to be transported in the same way as letters.

Radio station broadcasts in Australia began in 1923 and, by the middle of the century, telephone use became widespread. Direct long-distance and overseas telephone services became available in the 1970s.

In the last decades of the twentieth century, another communications revolution began with the invention of the microchip. Its use in computers and mobile phones, together with the development of the internet, has transformed personal communications and the way people conduct business. In Australia, households are shifting away from landlines in favour of mobile telephones and wireless internet services. Satellite communication now allows the transfer of data, voice and images instantaneously around the globe. These technologies have allowed people around the world to communicate in real time and access more information than ever before, changing the way that people communicate, work and learn.



Source 24 A portable radio-telephone, 1972



Source 25 Internet users as a percentage of a country's population

SPOTLIGHT

CONTINUITY AND CHANGE

Reflect on how your own experiences, and those of your family, can help you identify and understand the continuities and changes discussed in this topic.

0.7 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 The price of the Holden FX in 1948 was $733 (including tax). This represented 94 weeks' wages for the average worker. Conduct research to find out the current average weekly wage and the cost of a family car to calculate today's figure. Use this information to write a statement that compares car affordability in 1948 and the present day.

2 Use an infographic to summarise the key technological developments of the twentieth century, including links between them.

0.8 HEALTH AND POPULATION GROWTH IN THE TWENTIETH CENTURY

In 1900, the world's population was approximately 1.6 billion people and the Australian colonies had an estimated population of 4 million. At the end of World War II in 1945, the world's population stood at approximately 2.2 billion people and Australia had a population of around 7 million. World population reached 7.8 billion in January 2020 and is expected to top 9.7 billion by 2050.

World population has increased rapidly for many reasons, including advances in agriculture (leading to better food supply), better sanitation, and improvements in health and medicine. Life expectancy has increased in many parts of the world, though this has not been evenly spread. While it is possible to regard the growth of human population as a reflection of human success, concerns have also been expressed in recent years that a large human population, coupled with increasing consumption of natural resources, is putting the natural environment at risk.

Changes in life expectancy across the globe

Australia has one of the highest life expectancies in the world. The Australian Institute of Health and Welfare estimates that a non-Indigenous Australian boy born in 2015–17 can expect to live for 80.5 years, and a girl for 84.6 years. The picture is not as good for Indigenous Australians, however. An Indigenous child born in the period 2015–17 has a life expectancy that is seven to nine years shorter than that of non-Indigenous Australians.

Measures of life expectancy have not remained the same over the years, and many areas of the world have seen dramatic increases. Life expectancy in developing countries such as China and Brazil has risen substantially over the past 60 years, almost doubling by some estimates. Sadly, life expectancy has also decreased in some places. The AIDS pandemic has been devastating for sub-Saharan Africa. Botswana, Zimbabwe and South Africa all saw life expectancy drop significantly from the late 1980s as infection rates soared. The impact of the 2020 COVID-19 pandemic will take several years to show up in official statistics.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

What impact does your own background and life experience have on your ability to empathise with the inequalities in life expectancy shown here?

Improvements in public health and standards of living

In 1967, the World Health Organization declared its intention to eradicate smallpox, a disease that killed up to a third of all sufferers and disfigured many survivors. Through a vaccination program the target was achieved, with the last case of smallpox recorded in 1977. Other diseases, although not eradicated, have been curbed through widespread vaccination. Polio and measles are two examples, with polio cases in the developed world reduced by 99 per cent. Despite these examples, many advances in public health have been due to simple factors such as improved sanitation, better urban planning and better nutrition. The **Green Revolution**, beginning in the 1950s, vastly increased the food output of farms in all continents except Africa, leading to improved nutrition and food supply. The Green Revolution involved a combination of methods: increased mechanisation (such as the use of tractors and irrigation pumps), the development of new, higher-yield crops, and the invention of new fertilisers and pesticides. The development of genetically modified crops has also improved yield, but is a controversial method.

Green Revolution
a period of research and development of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw global increases in agricultural production

Source 26 A child suffering from HIV in Africa. The spread of HIV/AIDS in sub-Saharan Africa has dramatically affected the life expectancy of people living there.

Globalisation and standards of living

World trade also intensified in the years after World War II, aided by improved communications and transport systems. By the end of the twentieth century, the world had entered the era of **globalisation**, meaning that goods are now being traded more freely across many parts of the world. Commerce and banking have also become globally integrated, as the 2008 Global Financial Crisis (in which losses by banks in the United States led to worldwide shortages of financial credit) has demonstrated. This point was emphasised again as the COVID-19 virus pandemic spread across the world in 2020.

globalisation
the increasing interconnection between countries, including increased economic, political and cultural exchange between countries around the world

Many people believe that increased global trade has led to higher standards of living. Advocates of globalisation argue that poorer countries can sell their goods to a much greater market than before, and that people in the developing world have access to more jobs. Critics point out that globalisation does not necessarily mean that new wealth created will be shared. For Australia, globalisation has seen an increase in exports of mineral resources to overseas markets, but it has also brought with it the collapse of some manufacturing industries as companies have moved their operation overseas or contracted work to overseas providers where workers are paid less.

0.8 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the risks of a constantly increasing world population.

EVALUATE AND CREATE

2 Organise a class debate over the benefits of globalisation for the world's population.

7

Source 1 Australia Day/ Invasion Day: another example of contestability in Australian history

RIGHTS AND FREEDOMS

People have fought for their basic rights and freedoms – with varying degrees of success – over the past few centuries. In the early twentieth century, the rights of women and of ethnic and racial minorities were the focus of anger and debate in many countries, but in 1948 the idea of universal human rights became a reality when the Universal Declaration of Human Rights was adopted by the United Nations. The declaration aligned with and gave a renewed push to the fight for basic human rights for Black Americans that the US civil rights movement had been fighting for since slavery, which in turn inspired the struggle for rights and freedoms by the Indigenous peoples of Australia. As the circumstances surrounding the death of George Floyd in Minneapolis in May 2020 and the subsequent reaction of the #BlackLivesMatter movement showed, however, human rights are still not guaranteed for all people.

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WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS? 7A

In this section you will:

- » outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- » explain the significance of the Universal Declaration of Human Rights
- » identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007).

CASE STUDY: THE ROLE OF THE UNITED NATIONS IN SECURING RIGHTS AND FREEDOMS

CHECKPOINT 7A

HOW DID THE STRUGGLE FOR INDIGENOUS RIGHTS AND FREEDOMS DEVELOP PRIOR TO 1945? 7B

In this section you will:

- » outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board
- » describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples
- » explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest
- » using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations).

CHECKPOINT 7B

HOW DID THE US CIVIL RIGHTS MOVEMENT INFLUENCE AUSTRALIAN CAMPAIGNS AND LEAD TO SIGNIFICANT ACHIEVEMENTS? 7C

In this section you will:

- » outline the aims and methods of the US civil rights movement
- » explain how the Freedom Rides in the US inspired civil rights campaigners in Australia
- » discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples
- » outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- » outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- » investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

CHECKPOINT 7C

HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS? 7D

In this section you will:

- » identify current struggles for civil rights and freedoms throughout the world
- » identify different methods used globally to attain civil rights and freedoms
- » evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country.

CHECKPOINT 7D

RIGHTS AND FREEDOMS – A TIMELINE

TIMELINE

Source 2 Australia's Freedom Riders outside their bus

1948
The Universal Declaration of Human Rights is adopted by the United Nations.

1961
American Freedom Riders travel on racially mixed buses in the southern United States to challenge segregation laws.

1965
Australia's Freedom Riders discover segregation being practised in country NSW during a 'fact-finding' tour.

1975
The Whitlam government returns 3300 square kilometres of land to the Gurindji people – the start of land rights for Aboriginal and Torres Strait Islander people in Australia.

1935 | 1945 | 1960 | 1965 | 1970 | 1975

1938
Australia's sesquicentenary (150th anniversary) is celebrated around Australia. Indigenous Australian leaders in Melbourne and Sydney hold 'Day of Mourning' events and call for citizenship rights.

1963
Martin Luther King Jnr delivers his 'I have a dream' speech during the March on Washington.

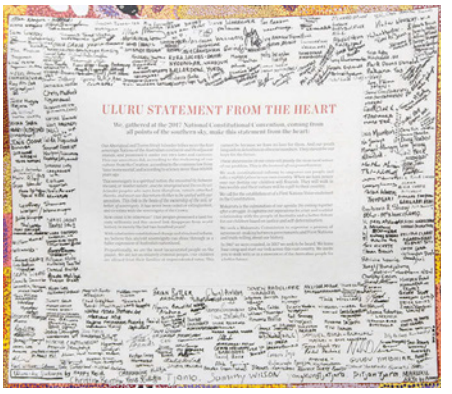
1967
Overwhelming support for a referendum to change the Constitution to allow the Commonwealth to make laws for Indigenous Australians and to include them in the census

1972
An Aboriginal Tent Embassy is established on the lawns of Parliament House in response to the McMahon government's refusal to acknowledge native title.

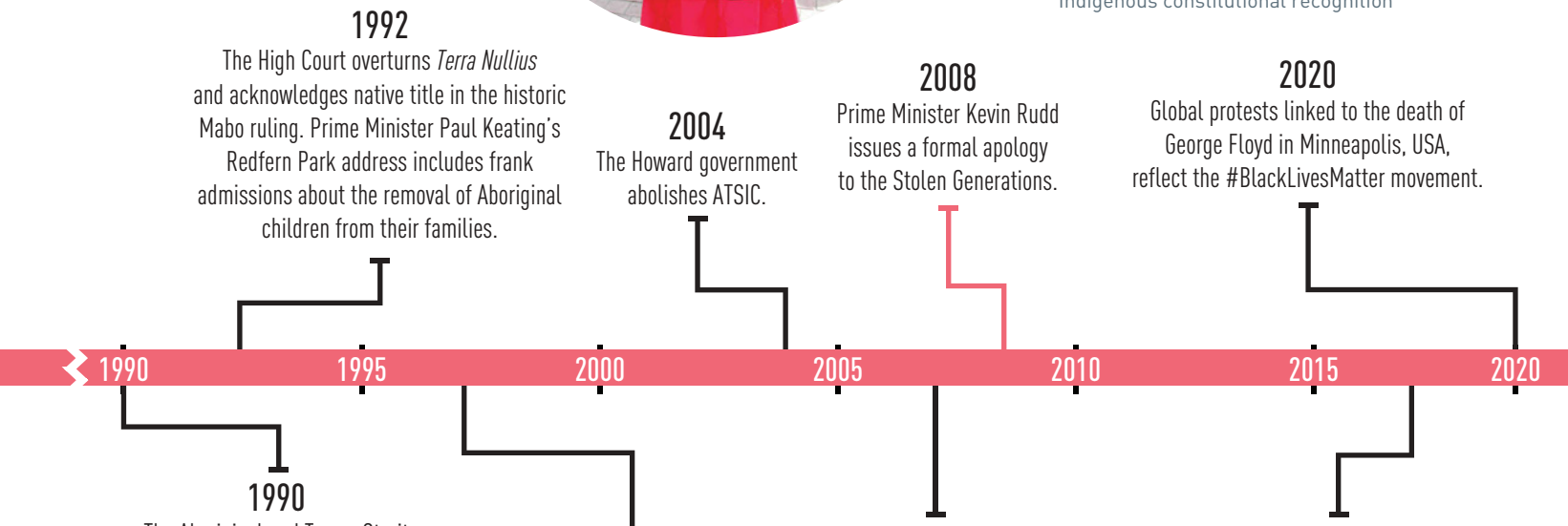
Source 3 The Day of Mourning and Protest in 1938 was held in defiance of the national sesquicentenary (150th anniversary) celebrations.

Source 4 Supporters at the Aboriginal Tent Embassy

Source 5 Public sentiment at the time of the formal apology to the Stolen Generations



Source 6 The Uluru Statement from the Heart: a unique national Indigenous position on Indigenous constitutional recognition



1990
The Aboriginal and Torres Strait Islander Commission (ATSIC) is formally established as the key representative body responsible for the implementation of self-determination policies.

1992
The High Court overturns *Terra Nullius* and acknowledges native title in the historic Mabo ruling. Prime Minister Paul Keating's Redfern Park address includes frank admissions about the removal of Aboriginal children from their families.

1997
The *Bringing Them Home* report is tabled in Parliament. The report includes thousands of testimonies from members of the Stolen Generations.

2004
The Howard government abolishes ATSIC.

2007
The National Emergency Response in the Northern Territory, known as 'the intervention', begins.

2008
Prime Minister Kevin Rudd issues a formal apology to the Stolen Generations.

2017
The Uluru Statement from the Heart calls for constitutional recognition for Australia's First Nations peoples.

2020
Global protests linked to the death of George Floyd in Minneapolis, USA, reflect the #BlackLivesMatter movement.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which event coincided with the 150th anniversary of Australia's colonisation by Britain?
2 When was *Terra Nullius* overturned by the High Court?
3 When did Prime Minister Kevin Rudd make a formal apology to the Stolen Generations? (The Stolen Generations are the children of Indigenous Australians who were forcibly removed from their families. The removals continued up to the 1970s.)

APPLY AND ANALYSE

4 Why do you think the Uluru Statement from the Heart is still be regarded as controversial by some sections of Australian society?

7A WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

7.1 THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

KEY CONTENT

In this topic you will:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the Universal Declaration of Human Rights
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007).

Source 1 The Australian Minister for External Affairs, Doctor H.V. Evatt, one of the founders of the United Nations and the third President of the UN General Assembly

Millions of people were killed during World War II. Many millions more never saw their families or homes again as a result of the destruction caused by the world-wide conflict. During the war, US President Franklin Roosevelt and British Prime Minister Winston Churchill set out the values that their countries were said to be defending. These values included global co-operation to create better living conditions for all, and a world where people could live in peace, free from fear and want. Immediately after the war, world leaders made a commitment to these values by forming the **United Nations**, an organisation designed to ensure that the atrocities of World War II would never happen again.

The United Nations was officially formed at a meeting of 50 nations in San Francisco, USA, in 1945. All nations present at the conference signed the Charter of the United Nations, which set out the purpose and rules of operation of the United Nations. Australia, which was one of the founding members of the United Nations, was represented in San Francisco by Attorney-General and Minister for External Affairs Dr Herbert Evatt. He was a respected figure at the founding conference and spoke out on behalf of many of the smaller nations. Many small countries were concerned that their interests would be neglected during the power struggles between the United States and the Union of Soviet Socialist Republics (USSR).

United Nations (UN)
an international organisation founded on 24 October 1945 after the end of World War II to promote peace and prevent the future outbreak of armed conflicts around the world

Australia's involvement in the declaration's development

Evatt's performance at the United Nations earned international recognition and praise for him and for Australia, and in 1948 he was elected President of the United Nations General Assembly. Evatt convinced the traditional powers such as Britain and France that the General Assembly must be seen to take a leading role to protect human rights. He had an active role in leading the drafting of the **United Nations Universal Declaration of Human Rights.**

Evatt was supported by many other leaders, including Eleanor Roosevelt, a US delegate and widow of former US President Franklin D. Roosevelt (who had died in 1945). Eleanor Roosevelt's speech to the United Nations General Assembly on 2 December 1948 impressed upon the world the need for action. Eight days later, the Universal Declaration of Human Rights was ratified (endorsed) by the United Nations General Assembly.

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the Declaration was adopted by the General Assembly of the **United Nations** in 1948

The significance of the declaration

The Universal Declaration of Human Rights was a landmark document. It contained 30 articles (statements) that have influenced many international and national treaties and covenants (agreements) relating to human rights since then. Some of the articles are outlined in Source 2. Most significantly, the declaration said that human rights are inalienable – meaning that they cannot be taken away from any one of us.

SPOTLIGHT

SIGNIFICANCE

Historians, and History students, need to consider what gives something significance. Does the Universal Declaration of Human Rights gain its significance by being a 'landmark document', or because of its potential to improve lives across the globe? These are decisions you are required to make, and provide evidence to support them.

Source 2

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

The first six Articles of the Universal Declaration of Human Rights, 1948

The Australian context

This was the first time a community of nations had ever made such a declaration of rights and fundamental freedoms. Evatt was justifiably proud of his and Australia's part in the creation of the Human Rights Declaration. It was Evatt's hope that 'millions of people, men, women, and children all over the world, would turn to it for help, guidance and inspiration'.

referendum
a national vote asking people to choose 'yes' or 'no' about a question proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

White Australia policy, the
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

For Evatt the values of the United Nations and the values of the Universal Declaration of Human Rights were his personal, and Australian Labor Party, values. When he returned to Australia, Evatt became leader of the Opposition following the election of the Liberal Party under Robert Menzies in 1949. In 1950, at the height of the Cold War, the Menzies government attempted to ban the Communist Party in Australia. Evatt successfully led the legal challenge against the *Communist Party Dissolution Act* in the High Court of Australia. When Menzies put the matter to a **referendum**, Evatt took up that battle as well and won. For Evatt, in a democratic society, people were entitled to support and vote for whatever political party they chose. Evatt was again fighting for fundamental rights and freedoms.

The two areas of Australian life in the 1950s and 1960s that did not live up to Evatt's vision of the spirit of the Universal Declaration of Human Rights were:

- the **White Australia policy**, which restricted the people migrating to Australia based on race and ethnicity
- the treatment of Aboriginal and Torres Strait Islander people, who had limited legal and public recognition of their rights.

Ultimately, however, Evatt was right when he said that the declaration would be something that people would look to for help, guidance and inspiration. In both cases the rights and freedoms agreed to by Australia in 1948 were used to challenge and end the White Australia policy and improve the treatment of Aboriginal and Torres Strait Islander people.

The struggle for civil rights

Many historians argue that the Declaration of Human Rights set the scene for the civil rights struggles that would take place around the world in the coming decades. Unless action was taken to protect the human rights enshrined in the declaration, it was feared that a situation could once again develop where only the rights of certain people were protected, as happened in Germany before and during World War II.

The United Nations is unable to force member countries to enact laws and protections for human rights. Since 1945, however, it has provided a broad framework of initiatives to support efforts to provide rights and freedoms to all of the world's population regardless of ethnicity, political beliefs, religion or age. It is an ambitious agenda, but progress is always being made.

Source 3 William Onus, President of the Australian Aborigines League, speaks at a meeting in the Domain, Sydney, 1949

7.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why was it agreed that a Universal Declaration of Human Rights was needed?
2 Which Australian was elected president of the United Nations General Assembly in 1948?
3 Which areas of government policy in Australia were not in the spirit of the declaration?

APPLY AND ANALYSE

4 How important do you think the Universal Declaration of Human Rights is? Explain your response with specific examples to support your conclusion.

EVALUATE AND CREATE

5 Reread the section 'The Australian context', and create a commentary on human rights in an Australian context today.

GO DEEPER

6 Investigate Herbert Evatt's career from the time he became President of the United Nations General Assembly in 1948, and comment on his contribution to Australian history.

The role of the United Nations in securing rights and freedoms

CASE STUDY

One of the techniques the United Nations has used to raise international awareness and action on issues has been through the observance of designated days, weeks, years and decades with specific themes. For example, 20 February is World Day of Social Justice, and the theme for that day in 2019 was, 'If you want peace and development, work for social justice.' The day was declared in 2007, and it is up to individual countries to choose how they observe the day. In 2019, the United Nations General Assembly resolved that 2021 would be the International Year of Peace and Trust.

The Convention on the Rights of the Child (1990)

A convention formally recognising the rights of children was adopted by the UN General Assembly in 1989, and came into force in 1990. It became the most rapidly and widely ratified human rights treaty in history. Only three countries have failed to ratify the treaty: Somalia, South Sudan and the United States.

Countries have used the convention to strengthen their own legislation. In the quarter century since its acceptance, children are now twice as likely to reach their fifth birthday. By enshrining the right of all children to primary school education, the convention played a crucial role in seeing the percentage of children enrolled in school in the world's least developed countries rise from 53 per cent in 1990 to 81 per cent in 2017. Similarly, the limitations placed on child labour saw the rate of children under 15 in full-time employment globally fall from one in four children in 1990, to under one in eight in 2017.

A convention such as this does not guarantee the protection of human rights, and is only as powerful as the actions of the governments who have ratified it. It was this convention that was used to criticise successive Australian governments over their treatment of asylum-seeking children during the twenty-first century. A 25-year review of the convention revealed many areas where much work still needs to be done. At least 58 million children are not in school, with girls being vastly over-represented in that figure. The International Labour Organization estimates 168 million children are engaged in child labour, and it is estimated that 38 000 girls a day are married before they turn 18.

Source 4 Key points on the Convention on the Rights of the Child

The convention:

- covers people under 18
- applies regardless of the child's race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- protects children against all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse
- recognises the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

SEE, THINK, WONDER

Look at Source 5.

What do you see?

What do you think?

What does it make you wonder?

The Declaration on the Rights of Indigenous Peoples (2007)

The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly in 2007. By establishing a framework for recognising the rights of indigenous peoples around the world, it showed how far the United Nations had developed as an organisation. When it was established in 1945, many countries were still regarded as colonies, and the welfare of indigenous peoples was regarded as the responsibility of the colonising power. Indigenous people were involved in the drafting of this declaration, including Aboriginal and Torres Strait Islander people, who were not even regarded as citizens of their own country when the UN was established.

Australia was one of four countries (the others being Canada, New Zealand and the United States) who initially voted against the declaration. (Australia stated that one of the declaration's key principles – for Indigenous peoples to have a right to self-determination – was not in the nation's interest.) All four have now supported it. As early as 2009, when the UN produced a State of the World's Indigenous Peoples report, the state of indigenous peoples was described as 'alarming'. The loss of indigenous languages was noted, as was their role as 'stewards of some of the world's most biologically diverse areas'. The report noted in 2009 that, 'as the effects of climate change are becoming clearer, it is increasingly evident that indigenous peoples must play a central role in developing adaptation and mitigation efforts to this global challenge'. The severity of the 2019–20 Australian bushfires saw calls for a recognition of Indigenous Australian cultural burning practices, and an investigation of their potential for controlling the severity of bushfires.

Source 5 A four-year-old girl in Liberia, West Africa, shows the tiny steps of progress the Convention on the Rights of the Child has supported.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When did the Convention on the Rights of the Child come into effect?
2. Which three countries failed to ratify the Convention on the Rights of the Child?
3. Which four countries voted against the United Nations Declaration on the Rights of Indigenous Peoples in the General Assembly in 2007?
4. What power does the United Nations have to enforce its conventions and declarations?

APPLY AND ANALYSE

5. Use your research skills to investigate the ways that Indigenous Australian cultural practices could assist Australia in adapting to climate change.

EVALUATE AND CREATE

6. Explore either the Convention on the Rights of the Child or the Declaration on the Rights of Indigenous Peoples, and create a poster that explains its significance.

GO DEEPER

7. Investigate the history of United Nations' designated 'days' and 'years'. Select one to explore, and analyse its success.

7A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

» Outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement

1 Outline the origins and the purpose of:

- the United Nations
- the Universal Declaration of Human Rights. (10 marks)

2 How was Australia involved in the development of the Universal Declaration of Human Rights? (5 marks)

» Explain the significance of the Universal Declaration of Human Rights

3 Why is the Universal Declaration of Human Rights considered to be significant:

- internationally?
- in the Australian context? (10 marks)

Total marks [/25]

Source 6 The first United Nations Conference in 1945

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich tasks

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

7B HOW DID THE STRUGGLE FOR INDIGENOUS RIGHTS AND FREEDOMS DEVELOP PRIOR TO 1945?

7.2 THE ROLE OF GOVERNMENTS

KEY CONTENT

In this topic you will:

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'; a concept used by the British to justify the settlement of Australia based on the idea that Indigenous Australians did not own the land or possess any claim to it

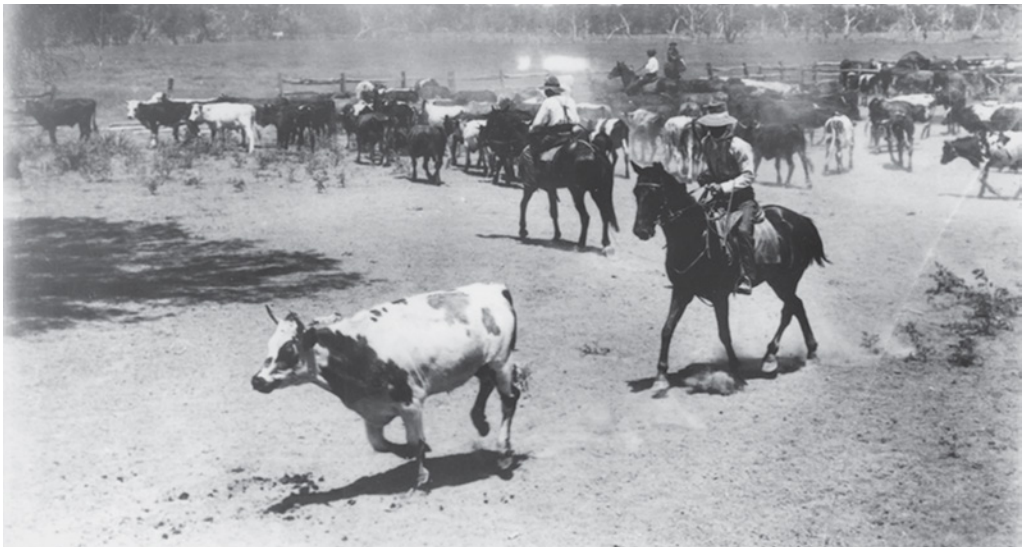
segregation
in Australian history, this refers to the government policy and practice of separating Aboriginal and Torres Strait Islander people from European settlers

assimilation
the process by which a minority group adopts the language and customs of a dominant population; in Australia in the mid-twentieth century, assimilation of Indigenous Australians into white society became official government policy

When British explorers and settlers arrived on the east coast of Australia in 1788, they did not understand Indigenous peoples. The British looked for signs of civilisation as being permanent residences as they would have found in Britain. They could find none, so they proclaimed Australia ***Terra Nullius***. This view, which was successfully challenged in the High Court by Eddie Mabo, has also been contested by authors such as Bruce Pascoe, whose 2014 book *Dark Emu* opposed the long-standing view that Indigenous Australians lived solely in primitive hunter-gatherer societies.

By the time of Federation in 1901, European settlements dominated most of the continent. However, the prosperity of the newly united country was not shared by all. European settlement had seriously affected the freedom of Indigenous peoples to practise traditional ways of life. Many Indigenous Australians also died as a result of violence and disease.

Aboriginal and Torres Strait Islander cultures were not officially recognised. Public policy was dominated by ideas of **segregation** and **assimilation**. Both ideas were based on the ignorant assumption that Indigenous Australians were inferior to Europeans.



Source 1 European settlement meant dispossession and the loss of traditional ways of life for many Indigenous Australians.

SPOTLIGHT

COMPREHENSION

Comprehension in history relies on understanding the meaning of terms within the specific context they are being used. Consider the use of the terms 'segregation' and 'assimilation' here, and why it is necessary to understand what they mean before going further.

Aboriginal Protection Boards

Before Federation in 1901, Aboriginal Protection Boards were established in the colonies around Australia to 'manage' Indigenous populations. The primary purpose of these boards was to remove children from their families and traditional culture. According to the United Nations definition of genocide, this was an example of cultural genocide, even though the use of that term has been contested. After Federation, these boards became the responsibility of state governments and the new Commonwealth government took no responsibility for the well-being of the Indigenous populations. Chief Protectors were appointed to watch over the Indigenous people in each state and oversee what many considered a 'dying race' of people.

Source 2 Indigenous children at the Catholic Little Flower Mission in Arltunga, Northern Territory, *c.* 1946

Reserves and Missions

Reserves and **Missions** (see Source 2) were established by governments and religious organisations across Australia to support the assimilation policy. Most agree that the real reason for these Missions was segregation – to keep Indigenous people away from European settlers. For many Indigenous Australians, these institutions meant separation from their family and their community. This often led to isolation and loss of culture, identity and control.

The assimilation policy

From 1901 through to the 1930s, state and federal authorities believed that because of **dispossession**, inferior medical care and poor diet, Indigenous Australian peoples appeared to be dying out. During the 1920s, however, this was not seen as a result of abuses by the newcomers. Rather it was seen as a sign of the racial inferiority of Indigenous Australians and their inability to cope with the modern world.

During the 1930s, when it became clear that Indigenous Australians would not simply die out, governments became more aggressive in pursuing policies of assimilation. It was during this period that a group of government officials in the Northern Territory, Queensland and Western Australia wrote of the need to defend the ideal of a white Australia. They supported the adoption of a deliberate policy to 'breed out the colour'.

SPOTLIGHT

CONTESTABILITY

Accusations of cultural genocide are very serious, and are frequently contested. It is important to always consider the perspectives of those involved in any historical contestation to understand what they have at stake.

Reserve
a settlement established in Australia to move Aboriginal people away from European settlements, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

dispossession
to deprive a person or people of the possession or occupancy of land and property; when the British colonised Australia in the eighteenth century, large numbers of Indigenous Australians were dispossessed of their ancestral lands, hunting grounds and water resources; they were also cut off from their spiritual and cultural heritage as a result of dispossession

SPOTLIGHT

EXPLANATION AND COMMUNICATION

The terms 'full blooded', 'half-caste' and 'mixed blood' are today regarded as highly offensive, and are used in this book only in the context of language from the relevant historical time period. It is not appropriate to use these terms today in anything but a historical context.

A policy of assimilation was officially adopted at the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937, where authorities agreed that:

- those they described 'full blood Aborigines' would be segregated on Missions and Reserves far away from the white community
- 'mixed blood Aborigines' were to be taken away and forcefully absorbed into the white community.

The fact that these approaches were in some ways contradictory reflected the confused and racist thinking of the period. Segregation meant that Indigenous Australians were to be kept apart, away from the cities and separate from the majority non-Indigenous population. By contrast, assimilation expected Indigenous people to blend in and marry non-Indigenous people. In doing so, it was expected that Indigenous Australians would eventually become part of the majority white population.

7.2 SOURCE STUDY

The assimilation policy

Source 3

> The destiny of the natives of aboriginal origin, but not of the full blood, lies in their ultimate absorption ... with a view to their taking their place in the white community on an equal footing with the whites.

From a conference paper from the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937

Source 4 This illustration from A. O. Neville's 1947 book, *Australia's Coloured Minority* shows how he believed the 'Aboriginal blood' could be bred out. This photo shows three consecutive generations, each of which had one white parent.

INTERPRET

1. What do these two sources reveal about policy regarding 'the destiny of the natives of aboriginal origin' in Australia in the 1930s and 1940s?
2. Identify what 'ultimate absorption' in Source 3 means. What implications would this approach have for Indigenous Australians?
3. What point is Source 4 trying to make? What implications for Indigenous Australians does this have?
4. Identify the date of each source. What do these sources reveal about attitudes towards Indigenous Australians in Australia at that time?

Indigenous rights and freedoms after Federation

When the Australian colonies federated in 1901, Indigenous people were not considered to be part of the 'new' country. A number of Acts passed by the new Commonwealth Parliament meant that if you were an Indigenous person in Australia in 1901:

- you were not entitled to vote in federal elections unless previously registered to vote in your state
- you did not receive the basic wage
- you were not eligible for aged and invalid pensions, and if you had a baby you did not receive the baby bonus that was given to non-Indigenous mothers
- travel restrictions were often enforced on you
- you were excluded from military training
- you were not counted as a member of the Australian population in the census
- you had to get a 'Certificate of Exemption' to gain employment and sometimes allow your children into schools. Once you received a Certificate, you were not allowed to make contact with any other Aboriginal people, no matter their relationship to you (e.g. grandparent, parent, sibling).

Western Australian Senator Alexander Matheson was one of the strongest opponents of Indigenous Australians being given the right to vote (see Source 5).

Source 5

> We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters ... we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country ...
>
> *Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901*

STRANGE BUT TRUE

In 1963, Liberal Prime Minister Robert Menzies broke the law. He was hosting a group of Indigenous Australian leaders and offered them alcoholic drinks. The Prime Minister was then told that offering the group alcohol had been against the law.

Segregation was another effective way to control Indigenous people and prevent them from fully participating in society. 'Colour bars' were rules that prevented Indigenous Australians from entering clubs, pubs, restaurants, theatres, public swimming pools or using public transport. Separate sections in theatres, separate wards in hospitals, and denial of school enrolment to Indigenous children were common, as was ensuring Indigenous people were not in town after sundown. This practice resulted in a form of **apartheid**.

apartheid
a system of racial segregation enforced in South Africa from 1948 to 1994; an Afrikaans word literally meaning 'the state of being apart'

For the first 30 years after Federation, segregation was applied quite consistently across the states and territories of Australia.

7.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. List some of the main ways in which Indigenous people were discriminated against in Australia from 1788 to the 1960s.
2. What were the features of the policy of assimilation?
3. Explain how segregation helped control Indigenous Australians.

APPLY AND ANALYSE

4. Explain how Source 5 is a good example of the need to study sources in their historical context.

EVALUATE AND CREATE

5. Create a visual presentation that explains the status of Indigenous people in Australia before 1945.

GO DEEPER

6. Conduct research to compare British policies for Indigenous peoples at the time when they made contact and established settlements in Australia and in New Zealand. How were they similar? How were they different?

7.3 INDIGENOUS PROTESTS

KEY CONTENT

In this topic you will:

- explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest.

SPOTLIGHT

RESEARCH

Research is the most basic tool of the historian and History student. You will be continually coming across terms and events you are unfamiliar with, such as 'Day of Mourning'. Research primary and secondary sources to help you understand both the context and meaning of those terms and events.

From the late nineteenth century, Indigenous Australians made repeated attempts to have their traditions and rights recognised. Many of the people who went on to become important figures in the struggle for Indigenous civil rights came from Reserves and Missions.

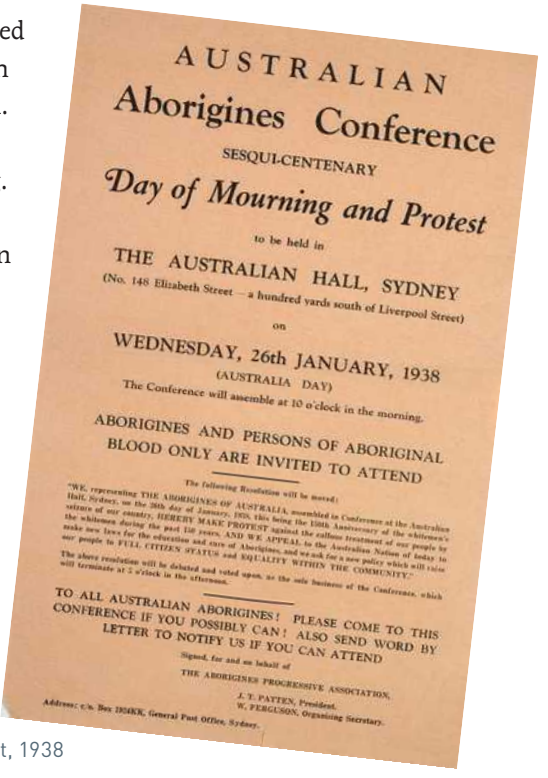
The Day of Mourning, 1938

At the centenary (100th anniversary) of British colonisation in 1888, little attention was paid to Indigenous Australians during the celebrations. All colonies except South Australia proclaimed a public holiday known as 'Anniversary Day'. Indigenous Australians boycotted the celebrations, although very few people of European descent noticed. As we have seen, Indigenous Australians were excluded from public life and largely ignored.

When the sesquicentenary (150th anniversary) of British settlement took place in 1938, organised groups of Indigenous Australians decided to use the anniversary as a chance to make a point. The Australian Aborigines League (Victoria) and the Aborigines Progressive Association (New South Wales) had been petitioning for civil rights for Indigenous Australians. They refused to participate in the re-enactment of the First Fleet's landing at Farm Cove in Sydney, which was the focus of white celebrations. Instead, they marched to Sydney Town Hall in protest. They also held a meeting at the Australian Hall in Elizabeth Street that was open only to Indigenous people. The day's events were publicised as a Day of Mourning and Protest (see Source 7).

The Day of Mourning and Protest is remembered as one of the most historically significant events in the struggle for Indigenous civil rights in Australia. A manifesto (written declaration) titled *Aborigines Claim Citizen Rights* was distributed at the meeting. The manifesto opened with a declaration that, 'This festival of 150 years of so-called "progress" in Australia commemorates also 150 years of misery and degradation imposed on the original native inhabitants by white invaders of this country.' It was a powerful statement that introduced white Australians to an alternative view of their history. One of the protesters at the meeting, Jack Patten, delivered an address that marked a turning point in the fight for acceptance by Indigenous Australians (see Source 8). Patten would go on to be one of the most significant figures in this struggle.

Source 6 Jack Patten (right) at the Day of Mourning and Protest meeting in Sydney, 1938



AUSTRALIAN
Aborigines Conference
SESQUI-CENTENARY
Day of Mourning and Protest
to be held in
THE AUSTRALIAN HALL, SYDNEY
(No. 148 Elizabeth Street—a hundred yards south of Liverpool Street)
on
WEDNESDAY, 26th JANUARY, 1938
(AUSTRALIA DAY)
The Conference will assemble at 10 o'clock in the morning.
ABORIGINES AND PERSONS OF ABORIGINAL BLOOD ONLY ARE INVITED TO ATTEND
The following Resolution will be moved:
"WE, representing THE ABORIGINES OF AUSTRALIA, assembled in Conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the whitemen's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian Nation of to-day to make new laws for the education and care of Aborigines, and we ask for a new policy which will raise our people to FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY."
The above resolution will be debated and voted upon, as the sole business of the Conference, which will terminate at 5 o'clock in the afternoon.
TO ALL AUSTRALIAN ABORIGINES! PLEASE COME TO THIS CONFERENCE IF YOU POSSIBLY CAN! ALSO SEND WORD BY LETTER TO NOTIFY US IF YOU CAN ATTEND
Signed, for and on behalf of
THE ABORIGINES PROGRESSIVE ASSOCIATION,
J. T. PATTEN, President.
W. FERGUSON, Organising Secretary.
Address: c/o. Box 1924KK, General Post Office, Sydney.

Source 7 Flyer advertising the Day of Mourning and Protest, 1938

7.3 SOURCE STUDY

The Day of Mourning and Protest

Source 8

> On this day the white people are rejoicing, but we, as Aborigines, have no reason to rejoice on Australia's 150th birthday. Our purpose in meeting today is to bring home to the white people of Australia the frightful conditions in which the native Aborigines of this continent live. This land belonged to our forefathers 150 years ago, but today we are pushed further and further into the background.
>
> The Aborigines Progressive Association has been formed to put before the white people the fact that Aborigines throughout Australia are literally being starved to death. We refuse to be pushed into the background. We have decided to make ourselves heard. White men pretend that the Australian Aboriginal is a low type, who cannot be bettered. Our reply to that is, 'Give us the chance!'
>
> We do not wish to be left behind in Australia's march to progress. We ask for full citizen rights, including old-age pensions, maternity bonus, relief work when unemployed, and the right to a full Australian education for our children. We do not wish to be herded like cattle and treated as a special class. As regards the Aborigines Protection Board of New South Wales, white people in the cities do not realise the terrible conditions of slavery under which our people live in the outback districts.
>
> I have unanswerable evidence that women of our race are forced to work in return for rations, without other payment. Is this not slavery? Do white Australians realise that there is actual slavery in this fair progressive Commonwealth? Yet such is the case.

Address delivered by Jack Patten, the President of the Aborigines Progressive Association, on the Day of Mourning (26 January 1938)

INTERPRET

1. Read Jack Patten's Day of Mourning address (Source 8). What were some of the main concerns he was addressing? What was he asking for on behalf of Australia's Indigenous population?
2. How would you describe the mood of Patten's address? Does Source 7 reinforce this view or challenge it?
3. In 2020, Prime Minister Scott Morrison said Australia had never experienced slavery. How would Jack Patten have responded to that comment?

7.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What event was the focus of white celebrations for Australia's sesquicentenary? Who refused to participate in the celebrations?
2. Describe the action taken by the Australian Aborigines League (in Victoria) and the Aborigines Progressive Association (in New South Wales) on 26 January 1938.

APPLY AND ANALYSE

3. Conduct research on the life and achievements of Jack Patten. Summarise key biographical information and write a paragraph explaining his main contribution to the Indigenous civil rights movement in Australia.

GO DEEPER

4. Investigate the 1938 Day of Mourning. Explain how it helps you understand criticisms of Australia Day not being an inclusive event, and how the investigation helps you identify perspectives in History.
5. Investigate the Cummeragunja walk-off in 1939 and explain why it was a significant moment in the struggle for Indigenous rights and freedoms in Australia.

7.4 THE STOLEN GENERATIONS

KEY CONTENT

In this topic you will:

- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations).

From the late 1910s to the 1970s, many thousands of Indigenous children were forcibly removed from their families and placed into state care and raised in Missions, Aboriginal Children's Homes or placed with white families. These children are now referred to as the **Stolen Generations**.

Stolen Generations
a term used to describe the children of Aboriginal and Torres Strait Islanders who were forcibly removed from their families by government officials and church missions in Australia and raised by white Australians; this practice was part of official government policy from around 1909 to 1969

Why were children removed from their families?

The same attitudes that state and federal authorities had when they officially adopted an assimilation policy in 1937 contributed to the forced removal of children from their families. This was the belief that if mixed-race children could be brought up in a 'white' community, their 'Aboriginality' could be overcome and their 'white' attributes would shine through. Unfortunately, these children often ended up being rejected by European communities and had difficulties re-connecting with their immediate and extended Aboriginal families and communities.

Full-blooded Indigenous children were also removed from their families and put into state-run institutions where they were prepared for unskilled and semi-skilled work. In New South Wales, for example, the Cootamundra Girls' Home trained girls to be domestic servants, and the Kinchela Boys' Home trained boys to work on farms and be labourers. Evidence has since emerged of severe abuse suffered by children in these homes.

Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.

Source 9 A newspaper article seeking homes for children of mixed race. The handwriting on the article says: 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

THINK, PAIR, SHARE

Think about the perspectives of the children shown in Source 9, and the person who wrote on the newspaper article.

Discuss your ideas with your partner.

Share your thoughts with the class, and discuss whether one perspective is easier to empathise with than the other.

Bringing Them Home: Stories of the Stolen Generations

The Human Rights and Equal Opportunity Commission collected the stories of the Stolen Generations for the Commonwealth Parliament in 1997. Their report, called *Bringing Them Home*, revealed the hurt felt by the many Aboriginal people who were affected by this policy.

Debate about the Stolen Generations

The extent to which mixed-race Indigenous children were removed from their families has recently been a subject of debate. Some historians and commentators ask whether the experiences of the removed children are similar enough for them to be thought of as a single group. For example, some children were moved to attend secondary school because there were no school facilities close to their home. Other children, however, were taken from their families without any justification or reason.

When *Bringing Them Home* was released, other justifications were given. These included 'child protection', beliefs that Australia's Indigenous people would 'die out', and a desire to 'civilise' Indigenous children through their assimilation into white society. However, *Bringing Them Home* dealt with many of these questions and concluded that 'In contrast with the removal of non-Indigenous children, proof of "neglect" was not always required ... their Aboriginality would suffice.' A reading of government reports and books from the period, such as *Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities* (see Sources 10 and 11) also indicate that race was the real reason for the removals.

7.4 SOURCE STUDY

Justifications for the Stolen Generations

Source 10

> A very unfortunate situation would arise if a large half-caste [mixed race] population breeding within themselves eventually arose in any of the Australian states. It seems to me that there can be only one satisfactory solution to the half-caste problem, and that is the ultimate absorption of these persons in the white population.
>
> *John Cleland, in* Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities, *Commonwealth of Australia, 1937, p. 10*

Source 11

> If the coloured people of this country are to be absorbed into the general community they must be [at least able to] read, write and count, and know what wages they should get, and how to enter into an agreement with an employer ... Once that is accomplished there is no reason in the world why these coloured people should not be absorbed into the community. To achieve this end, however, we must have charge of the children at the age of six years; it is useless to wait until they are twelve or thirteen years of age. You cannot change a native after he has reached the age of puberty, but before that it is possible to mould him ... In Western Australia we have power under the act to take any child from its mother at any stage of its life, no matter whether the mother be legally married or not ... Although the children were illegitimate, the mothers were greatly attached to them, and did not wish to be parted from them. I adopted the practice of allowing the mothers to go to the institution with the children until they satisfied themselves that they were properly looked after. The mothers were then usually content to leave them there, and some eventually forgot all about them.
>
> *A.O. Neville, in* Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities, *Commonwealth of Australia, 1937, p. 11*

INTERPRET

1. Examine Sources 10 and 11. What are the similarities in the viewpoints?
2. Outline how these two sources justify government approaches to Indigenous Australians. Outline how these two sources reflect government approaches to Indigenous Australians at that time.
3. How should historians approach these sources in any investigation of the Stolen Generations?

Experiences of the Stolen Generations

Source 12

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face ...

An extract from the account of Bill Simon, an Aboriginal man who was forcibly removed from his family when he was 10 years old

Source 13

Most of us girls were thinking white in the head but were feeling black inside. We weren't black or white. We were a very lonely, lost and sad displaced group of people. We were taught to think and act like a white person, but we didn't know how to think and act like an Aboriginal. We didn't know anything about our culture. We were completely brainwashed to think only like a white person. When they went to mix in white society, they found they were not accepted [because] they were Aboriginal. When they went and mixed with Aborigines, some found they couldn't identify with them either, because they had too much white ways in them. So that they were neither black nor white. They were simply a lost generation of children. I know. I was one of them.

Extract from Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families, *April 1997, Human Rights and Equal Opportunity Commission*

INTERPRET

1 What do Sources 12 and 13 reveal about the experiences of the Stolen Generations?
2 Assess the value and limitations of these sources for anyone trying to understand the experiences of the Stolen Generations.
3 How do the perspectives in the Sources 12 and Source 13 differ from that of Source 14?
4 Consider Sources 10 to 13.
   a Who wrote or produced them? Identify and analyse the perspectives in each of these sources.
   b After examining these sources, explain whether you accept or reject the suggestion that the justifications given for the treatment of Indigenous Australians makes the experiences of the Stolen Generations understandable.

Source 14 Marita Ah Chee was taken from her family to Garden Point Mission on Melvin Island in 1947. After 13 years she came back to work as a nanny in Alice Springs and her Indigenous mother, having heard through the nuns that she was in Alice Springs, went 'doorknocking' until mother and daughter were finally reunited after 15 years.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Empathetic understanding requires you to understand another person's point of view. Sometimes that can be extremely challenging. Sources 10 and 11 reflect perspectives from 1937 that might appear out of step with modern values. Sources 12 and 13 reflect experiences that may be well outside your own. It is important to understand perspectives, values and experiences that challenge your own.

7.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What does the term 'Stolen Generations' refer to?
2 What type of evidence did the *Bringing Them Home* report rely on to establish the impact of government policies on Indigenous Australians?

APPLY AND ANALYSE

3 Identify people or groups of people who were involved in or affected by the practice of forcibly removing Indigenous children from their families and communities. These people may have been affected directly or indirectly. Describe the roles or positions that these people or groups held in society.
4 Of these groups and individuals, whose perspectives are ***not*** represented in Sources 10 to 13?
5 Conduct some research to locate additional primary source documents that help to illustrate the perspectives of these other groups or individuals. Identify and analyse these perspectives.

EVALUATE AND CREATE

6 The History syllabus describes empathetic understanding as *the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.* Write an explanation showing how this topic on the Stolen Generations has helped your empathetic understanding.

GO DEEPER

7 Investigate the *Bringing Them Home* report. What was its purpose? What contribution to Australian history do you think it has made?

7B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA STRUGGLED FOR RIGHTS AND FREEDOMS?

» Outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board

1 Outline the rights and freedoms that were denied to Aboriginal and Torres Strait Islander peoples in Australia in the period before 1965. (3 marks)

2 Explain the role of the Aboriginal Protection Board. Outline its major policies in the period before 1965. (2 marks)

» Describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

3 Describe the assimilation policy that was used towards Aboriginal and Torres Strait Islander peoples. (5 marks)

4 Describe the effects the assimilation policy had on the rights and freedoms of Aboriginal and Torres Strait Islander peoples. (5 marks)

» Explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest

5 Explain when and why Aboriginal and Torres Strait Islander people protested against government policies in the first half of the twentieth century. How significant were these protests? (5 marks)

» Using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families (Stolen Generations)

6 Drawing on the accounts of the Stolen Generations, describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families. (5 marks)

Total marks [/25]

Source 15 Neville Austin received an apology from the government for being taken from his mother, Eileen Austin, whose portrait he holds.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

7C HOW DID THE US CIVIL RIGHTS MOVEMENT INFLUENCE AUSTRALIAN CAMPAIGNS AND LEAD TO SIGNIFICANT ACHIEVEMENTS?

7.5 THE US CIVIL RIGHTS MOVEMENT

KEY CONTENT

In this topic you will:

- outline the aims and methods of the US civil rights movement.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

As we have seen earlier with Indigenous Australians, language use changes across time. The term 'African American' to describe Black Americans is falling out of use, just as the term 'Negro' did before it. This section will use the term 'Black' to describe those Americans, in keeping with the language the community itself currently favours.

For many years, when historians studied the growth of political activism and protest by Indigenous Australians, they compared it with the struggle for rights and freedoms by Black Americans in the United States in the 1950s and 1960s. Comparisons were generally made with the US civil rights movement and Martin Luther King Jr. However, influences from the United States go back much further, to the 1920s, when the Black American leader Marcus Garvey organised the Universal Negro Improvement Association. Garvey was a controversial and charismatic figure. His calls for Black American cultural and racial pride had an impact on Indigenous Australian leaders such as Fred Maynard, founder of the Australian Aboriginal Progressive Association.

Garvey's claim that 'a people without the knowledge of their past history, origins, and culture is like a tree without roots' was supported by Maynard, who opposed assimilation. Like Garvey, Maynard called for self-determination for Indigenous peoples in Australia; in other words, greater control of their own affairs.

Source 1 Marcus Garvey

SPOTLIGHT

SIGNIFICANCE

Significance can be contested. White Americans see the Emancipation Proclamation and 13th Amendment as significant steps towards equality, while for Black Americans they were merely stepping stones along a very long path towards the achievement of equality.

Background to the struggle for rights and freedoms for Black Americans

In the United States, slavery had ended in 1863 with the Emancipation Proclamation during the American Civil War and with the 13th Amendment to the US Constitution in 1865. However, segregation and discrimination were still features of life for Black Americans for many years afterwards. They were denied the same opportunities in employment, housing, health and education as those enjoyed by white citizens.

In some US states, there were also obstacles set by authorities to stop Black Americans from voting. Many Black Americans therefore found the process of voting difficult if not impossible. Most notable was the poll tax, requiring citizens to pay a fee to register to vote. The tax was imposed in southern states, where a significant proportion of Black Americans lived. This tax made it difficult for poorer Black Americans (as well as poorer whites) to vote.

Violence against Black Americans was also common in the South. The racist and terrorist organisation known as the Ku Klux Klan (KKK), which appeared just after the Civil War, had significant influence on race relations in the United States. There was a major revival of the Klan and its influence during the 1920s. Attacks by the KKK against Black Americans took the forms of beatings and general intimidation. The worst forms of violence were lynchings – 'mob justice', where white groups simply hanged or otherwise killed Black American people thought to have been guilty of 'crimes' against whites (see Source 2).

During World War II, many Black men served in the war and many died for their country. This, combined with the evidence of the crimes by the Nazis in the name of white racial supremacy, contributed to changes in the civil rights of Black people after the war. It was felt that they could no longer be denied their rightful place in their country and armed services. The segregation of Black and white soldiers in the US army was officially abolished by President Harry Truman in 1948.

In the southern states, segregation of the races had been legally enforced since the American Civil War ended in 1865. Following the action to end segregation in the US army, the US Supreme Court began to rule against segregation generally. In 1954, the Supreme Court ruled that segregation in US schools was unconstitutional. This meant that it was illegal under US law to have separate schools for people based on the colour of their skin. This ruling became famous as the *Brown vs the Board of Education* ruling. Even so, state governments, particularly in the South, continued to resist federal changes to the law.

SEE, THINK, WONDER

Look at Source 2.

What do you see?

What do you think?

What does it make you wonder?

Source 2 Violence against Black Americans was common in the southern states of the USA, including lynchings.

Civil disobedience

Despite the steps taken by the US government against segregation, many Black Americans were still frustrated by the slow pace of change. From the 1950s, many began to find new ways to fight for equality. As well as legal action, activists started to use 'civil disobedience' to change attitudes and draw attention to their cause. Civil disobedience was the use of non-violent protest, such as marches, sit-ins and the refusal to respect unfair laws.

The 'Little Rock Nine'

In 1957, the National Association for the Advancement of Colored People (NAACP) decided that the Supreme Court's decision to end segregation in schools had to be implemented. They decided that Central High School in Little Rock, Arkansas, would be the place. Nine Black American students were enrolled in this previously white-only school. The Governor of Arkansas, Orval Faubus, fought against the integration of Black and white students and used the Arkansas National Guard (a state military reserve force) to physically prevent the nine Black American students from entering the school grounds. These students were also faced with death threats and protests by white people.

Dr Martin Luther King wrote to US President Dwight Eisenhower calling on him to uphold the Supreme Court's decision. Eisenhower agreed and sent in the 101st Airborne (an elite military division) to protect the students and ensure that they were allowed to enter the school. The Central High School is now a museum celebrating the US civil rights movement.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It is always important to understand the context of sources. Examine Source 3, and think about the questions historians need to ask to ensure that they are able to effectively analyse the source and decide how it could be useful to their research.

7.5 SOURCE STUDY

The 'Little Rock Nine'

Source 3 A photograph outside the Central High School in Little Rock, Arkansas, shows 15-year-old Elizabeth Eckford entering the school while 17-year-old Hazel Bryan (directly behind her) yells in protest. The image was widely publicised and the two girls became symbols of the struggle for, and opposition to, civil rights for Black Americans. In later years, the two women became friends and visited schools together to speak about civil rights.

Source 4 The 'Little Rock Nine' being escorted by troops to class at Central High School, Little Rock

INTERPRET

1 Closely examine Source 3.
   - **a** Explain how this image of the two students who are the focus of the photo helps you explain different perspectives towards an issue.
   - **b** How does the caption change your understanding?
2 How does Source 4 help you understand the difficulties Black American students faced in attending previously all-white schools?
3 Explain how these sources contribute to your understanding of the problems civil rights activists faced in enforcing the decision of American courts.

STRANGE BUT TRUE

One of the more extreme examples of segregation was using separate Bibles for Black people and white people when they took an oath in court in the southern state of Georgia. Also, up until the 1940s, the American Red Cross kept separate blood for Black people and white people, although there is no difference in blood types between them.

Bus boycotts

A famous example of civil disobedience was the action of Rosa Parks and the Montgomery Bus Boycott that followed. At the time, Black Americans were expected to ride in the back of the bus and sit in seats set aside for them. In 1955, in Montgomery, Alabama, Rosa Parks refused to move from her seat on a crowded bus when ordered by the bus driver to give it to a white man. She was arrested by police and charged with disorderly conduct and breaking local laws. When Rosa Parks was convicted, Black American leaders organised a boycott of the Montgomery bus service. This meant that Black Americans in Montgomery stopped using the buses in protest.

Source 5 Rosa Parks

Source 6 Claudette Colvin

The boycott was immensely successful, lasting for over a year and reducing the bus company's income by as much as four-fifths. In 1956, Montgomery was forced to stop segregating its buses. One of the key figures of the US civil rights movement involved in the Montgomery Bus Boycott was Dr Martin Luther King.

Rosa Parks was not the first Black American woman to defy bus segregation in this way. Nine months before, a 15-year-old schoolgirl named Claudette Colvin was arrested for refusing to give up her seat for a white woman and move to the back of the bus. Rosa Parks was remembered and became the symbol of the civil rights cause because Black American leaders felt that, as an adult, whose skin was not too dark, she was more likely to elicit sympathy as a symbol for the cause.

Source 7 A separate waiting area for Black Americans at a bus station in the United States, 1960s

The Freedom Rides, 1961

The Freedom Rides were a significant example of civil disobedience. In 1960, the US Supreme Court passed laws to end racial discrimination on public transport. From 1961, white and Black students travelled through cities and towns in the South to challenge local laws that still enforced segregation.

The first group of Freedom Riders were seven Black and six white Americans who boarded public buses from Washington to the southern states of Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi and Louisiana. The riders' strategy was a simple one: they would sit side by side, Black and white, and at least one Black rider would sit in the front section, previously reserved for white passengers. They ate in restaurants together and ignored segregation signs when using toilets and drinking fountains.

The Freedom Riders' journeys were interrupted by frequent mob attacks, usually organised by the KKK. They were also arrested by southern law enforcement officers on various charges and placed in jails. When the county jails were full, a number of Freedom Riders were transferred to maximum-security jails where they were denied their basic rights.

The riders also faced difficulty seeking medical treatment after their frequent beatings by the mobs and law enforcement officers. This racist brutality was one of the reasons that many other Freedom Riders joined the campaign over the course of the summer of 1961. After pressure from Dr Martin Luther King and other leading activists, Attorney-General Robert Kennedy intervened. In September 1961, he insisted that states comply with federal desegregation laws. He used his federal powers to send in 600 armed marshals, who used tear gas to disperse white mobs, as he would again in 1962, when he sent thousands of federal troops to support Black American student James Meredith who was attempting to become the first Black American student at the University of Mississippi.

Source 8 Freedom Riders sitting on board an interstate bus escorted by members of the Mississippi National Guard

The 'March on Washington'

The success of civil disobedience campaigns, largely due to the courage of ordinary US citizens, also helped to make leaders such as Martin Luther King household names. In 1963, King helped organise a march of about 250 000 people in support of civil rights, and demanding an end to segregation. At the 'March on Washington', on 28 August 1963, King gave his 'I have a dream' speech, urging the American people and their lawmakers to put an end to racial discrimination.

After the assassination of President John F. Kennedy, who had slowly come around to the idea of supporting civil rights, President Lyndon Johnson signed the *Civil Rights Act* in 1964. This was a turning point in the civil rights movement, extending the rights of Black Americans by prohibiting discrimination when they buy or rent housing.

STRANGE BUT TRUE

Once in jail, the Freedom Riders would sing freedom songs as a continued protest and, in some cases, were released simply because the police could not stand the singing.

Source 9 Martin Luther King addresses the crowd gathered for the 'March on Washington' in 1963 in support of civil rights for Black Americans.

7.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the *Brown vs Board of Education* case? Why was it so significant for civil rights in the United States?
2. Explain what the Freedom Riders hoped to achieve, and explain the methods they used.
3. Why would state governors in the South be upset by Federal Attorney General Robert Kennedy sending federal troops into their states to support civil rights?

APPLY AND ANALYSE

4. Research the song 'Strange Fruit' by Billie Holiday. Read the lyrics and explain them in relation to Source 2.
5. Investigate other examples of civil disobedience in segregated places such as cafeterias, libraries and cinemas. Use sources to describe the responses of white Americans to these actions.
6. Find sources to create a presentation about key events and achievements during the leadership of Martin Luther King. How is his role in the struggle for rights and freedoms recognised in the United States today?

EVALUATE AND CREATE

7. Investigate how the murder in 1955 of Emmett Till, a 14-year-old Black American boy, became a major turning point in the US civil rights movement.
   - **a** Use information and sources to write a newspaper article about the circumstances of his death and the subsequent trial of two white men.
   - **b** Describe the major developments in US civil rights that came from the momentum generated by the public reaction to his case.
   - **c** Listen to or find the lyrics of the Bob Dylan song 'The Death of Emmett Till' and identify Dylan's view of the death of Emmett Till. Based on your research, argue for or against the historical accuracy of the song.

GO DEEPER

8. Investigate the life and achievements of Marcus Garvey and Fred Maynard. Write a summary of their views and contributions in the struggle for rights and freedoms for Black Americans and Indigenous Australians.

7.6 AUSTRALIA'S CIVIL RIGHTS MOVEMENT: SIGNIFICANT INDIVIDUALS AND EVENTS

KEY CONTENT

In this topic you will:

- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

By the 1960s, some improvements in the rights of Indigenous Australians had been made through legislative changes:

- In 1959, the government had agreed to provide welfare payments to Indigenous Australians under the *Social Services Act*, though the Act required that these payments be paid to a third party.
- In 1962, all Indigenous Australians were given the right to vote in federal elections.
- In the 1967 referendum, Australians voted in support of changing the Constitution to allow Indigenous Australians to be included in the census.
- In 1968, Indigenous people were granted equal pay with other Australians. Unfortunately this had some unintended consequences. Until that time, most Indigenous workers had only been receiving half the minimum wage paid to non-Indigenous Australians. In some areas, particularly in farming communities, some Indigenous Australians were sacked because their employers could not afford to pay the higher wages.

Despite these changes, racist attitudes were still common in society, and Indigenous Australians had a life expectancy almost 20 years less than non-Indigenous Australians.

The success of the US civil rights movement inspired many non-Indigenous Australians to fight for greater equality for Indigenous Australians. As in the United States, the small steps of some brave individuals created a momentum for genuine change.

The Australian Freedom Rides

Indigenous Australian leaders adopted the 'freedom rides' tactic used by the US civil rights movement. Like their American counterparts, Indigenous and non-Indigenous students travelled in buses around New South Wales. They left Sydney on 12 February 1965 and headed initially for Wellington and Gulargambone and then on to Walgett and Moree. They wanted to show that, in some towns, Indigenous people were refused entry to pubs, Returned and Services League (RSL) clubs and public swimming pools.

The Freedom Riders exposed the racism and the contradictions in the state. In Moree, for example, Indigenous Australian children were allowed in the public swimming pool for school sport and swimming carnivals. Once the school group left, however, they were not allowed back into the pool, but their non-Indigenous schoolmates were. The local council claimed that it was a health issue.

STRANGE BUT TRUE

In Bowraville, the focus of the Australian Freedom Ride was the local cinema. The owner of the cinema later closed the business rather than give in to desegregation.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

As a History student you need to communicate your historical understanding, and you may choose the most effective method of communication. Reflect on which method you think would be most effective to communicate your understanding of the similarities and differences between the American and Australian Freedom Rides.

Source 10 University students from the group Student Action for Aborigines took part in the Freedom Rides in country NSW in 1965.

The Freedom Riders upset the locals and even encountered violence because of the negative attention that came with the protests, the reporters and TV cameras. However, the Australian Freedom Riders succeeded in highlighting everyday practices of racial discrimination against Indigenous people in parts of rural Australia. What began as a kind of fact-checking mission by the Australian Freedom Riders ended as a genuine protest against segregation. Many of the protesters were students from the University of Sydney. One of the student leaders of this group was Charles Perkins, who would go on to become a central figure in the civil rights movement in Australia. These students were encouraged and supported by key Aboriginal leaders, such as Pearl Gibbs, Jack Patten and Jack Ferguson.

7.6A SOURCE STUDY

Australia's Freedom Rides, 1965

Source 11

By the mid-1960s, many Aboriginal people were demanding a change. They wanted recognition, respect and genuinely equal treatment, with full access to decent housing, jobs, education and community facilities. They also wanted to retain their identity as Aboriginal people, with a strong system of kinship and connection to their own country...

During 1964 there was increasing student activity on issues of racial equality, such as a massive demonstration in support of African-American civil rights. Stung by an observer's query about why they were focusing their attention on this cause when there was similar prejudice at home, the students discussed how best to support Aboriginal people and oppose racism. They decided to hold a Freedom Ride, modelled on the successful 1961 Freedom Rides in the United States, to visit country towns known as hotspots of discriminatory behaviour.

[After the Freedom Rides] ... The Moree and Kempsey pools were desegregated, and so too (eventually) was the Walgett RSL Club. Charles Perkins became a well-known Aboriginal leader, and student support for Indigenous rights continued to grow. Many other campaigns followed, such as 'Vote Yes' during the 1967 Referendum, wage equality for pastoral workers and campaigns for land rights. The aftershocks continue to this day.

Freedom Riders: Art and activism 1960s to now, *University Art Gallery, The University of Sydney 2011, p. 7*

INTERPRET

1 According to Source 11, what were the aims of the Indigenous rights movement?
2 What inspired the student group to hold a Freedom Ride?
3 What was the impact of the Freedom Ride for the civil rights of Indigenous peoples?

Source 12 The route taken by the Australian Freedom Riders

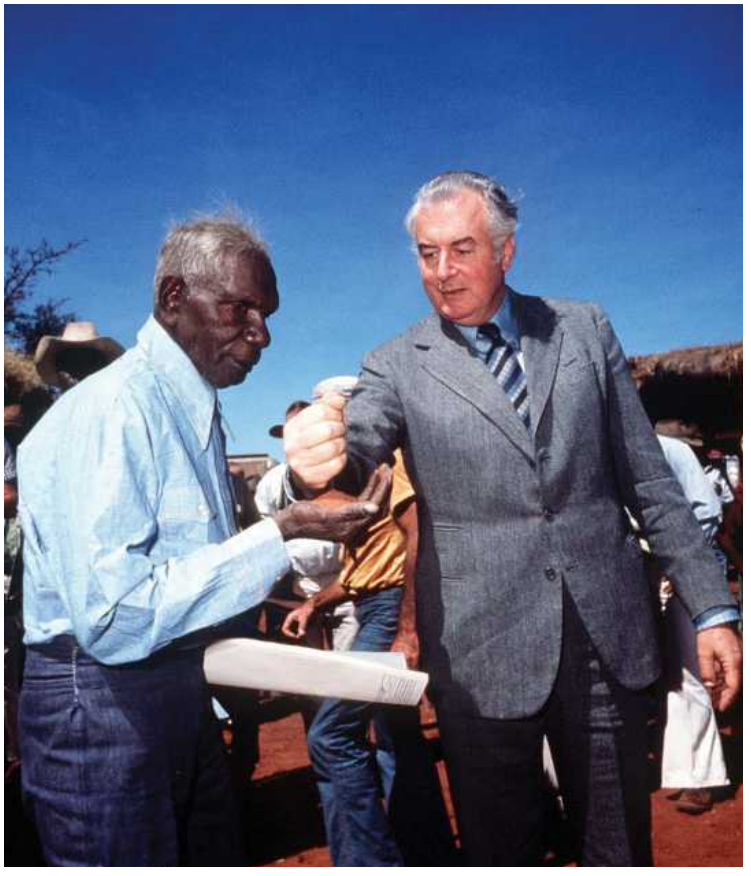
Source 13 Charles Perkins

Source 14 Freedom Riders protesting outside the RSL Club in Walgett

The Wave Hill walk-off

Arguably, one of the most significant turning points in the struggle for Indigenous rights was the Wave Hill Station walk-off on 23 August 1966. At this time Wave Hill Station, a large farming and cattle property in the Northern Territory, employed many Indigenous workers, mainly Gurindji people. Working and living conditions for these workers were very poor and wages were not equal to those paid to non-Indigenous employees.

An attempt to introduce equal wages for Indigenous workers was made in 1965, but in March 1966 the government body set up to rule on the matter decided to delay the payment of award wages to Indigenous men in the cattle industry until 1968. In protest, Vincent Lingiari (a Gurindji spokesman) led a walk-off of 200 Indigenous stockmen, house servants, and their families from Wave Hill in August 1966.



Source 15 Vincent Lingiari and Gough Whitlam, 1975

The walk-off highlighted the discrimination that was a part of Australian society. But it also brought attention to the issue that would become central to claims by Indigenous Australians for the next two generations – land rights. Vincent Lingiari quickly ensured that the Wave Hill protest had a more fundamental goal: the return of traditional lands to the Gurindji. Lingiari and other Gurindji leaders petitioned the Governor-General in 1967, arguing that morally the land was theirs and should be returned to them. This claim was refused by the Governor-General.

The walk-off finally ended in 1973, and in 1975 one of the decisive moments in Indigenous Australian history took place. Prime Minister Gough Whitlam symbolically poured earth into Vincent Lingiari's hand as he handed over 3300 square kilometres of land to the Gurindji people (see Source 15). The *Aboriginal Land Rights (Northern Territory) Act 1976* granted the Gurindji and other Indigenous Tribes in the Northern Territory title to some of their traditional land. For the first time, a specific group of Indigenous Australians had recognition of their connection to their land.

The 1967 referendum

In 1967, the Liberal government of Harold Holt had rejected the land rights claim of the Gurindji people at Wave Hill in the Northern Territory. However, Holt recognised that there were inequalities that had to be dealt with. He therefore called a referendum to make changes to the Australian Constitution that would allow Indigenous Australians to be counted in the Australian census.

The referendum would also allow the federal government to legislate for Indigenous Australians, rather than leaving this to different state governments. At the time, differing state laws created confusion. For instance, Indigenous Australians who were acting within the law in New South Wales could be arrested for doing the same thing in Queensland.

All major political parties and the churches supported the proposal. The referendum was overwhelmingly passed in all six states, with more than 90 per cent of Australians agreeing to the proposal.

Historians have suggested that many people voted 'yes' because they believed that resources for Indigenous Australians, including welfare, would be more readily available if delivered by the Commonwealth. Other people may have simply thought it was fair that Indigenous Australians be counted as human beings in the Commonwealth of Australia. Contrary to popular belief, this referendum did not 'give Indigenous Australians the vote'. That right had already been granted in all states by an Act of Parliament in 1962. In fact, between 8000 and 10 000 Indigenous Australians voted in the referendum.

In spite of the overwhelming 'yes' vote, many challenges remained. The problems of land rights and the Stolen Generations were still unresolved. Indigenous Australian people continued to endure inadequate access to health services and education.

Source 16 Results of the 1967 referendum by state

State	Yes		No		Informal (spoiled and not counted)
	votes	%	votes	%	
New South Wales	1 949 036	91.46	182 010	8.54	3 461
Victoria	1 525 026	94.68	85 611	5.32	19 957
Queensland	748 612	89.21	90 587	10.79	9 529
South Australia	473 440	86.26	75 383	13.74	12 021
Western Australia	319 823	80.95	75 282	19.05	10 561
Tasmania	167 176	90.21	18 134	9.79	3 935
TOTAL COMMONWEALTH	5 183 113	90.77	527 007	9.23	59 464

Source 17 An Aboriginal woman casts her vote at a Sydney polling booth during the 1967 referendum.

7.6B SOURCE STUDY

The 1967 Referendum

Source 18

51. The Parliament shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth with respect to:

(xxvi.) The people of any race, **other than the aboriginal people in any State,** for whom it is deemed necessary to make special laws.

127. In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.

INTERPRET

1 The 1967 Referendum proposed to delete the words bolded in the sections of the Constitution shown in Source 18.
   - **a** Discuss why the original wording was included in these phrases. What does it tell us about Australian government attitudes to Indigenous people?
   - **b** What implications did the inclusion of these phrases have for Indigenous Australians?
   - **c** What did the removal of these phrases open the way for?

2 How could the signs shown in Source 19 have influenced non-Indigenous Australians to support the referendum?

Source 19 Campaigning for 'yes' in the 1967 Referendum included traditional poster and newspaper campaigns, as well as a television debate, with 87 per cent of households owning a television in that year.

7.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the rights and freedoms obtained by Indigenous Australians in each of the following years: 1959, 1962, 1967, 1968, 1975.

2 Describe the aims and achievements of the Australian Freedom Ride.

3 What was the Wave Hill walk-off? Explain its significance in the struggles for rights and freedoms by Indigenous Australians.

APPLY AND ANALYSE

4 Charles Perkins was the one of the first Aboriginal people to graduate from an Australian university. A former professional soccer player, he was also the first Indigenous Australian to head a government department. Conduct research to prepare a presentation about Charles Perkins, including the following aspects of his life and achievements.
   - **a** What was Perkins' childhood like and how did this motivate his later activism?
   - **b** What were some of his sporting and academic achievements?
   - **c** What was the Australian Freedom Ride and what was Perkins's role in it?
   - **d** Assess the role that Perkins played in improving life for Indigenous people in Australia.

EVALUATE AND CREATE

5 **a** Use Source 12 to identify the towns of Walgett, Moree and Kempsey.
   - **b** Conduct research on the activities and focus of the Freedom Riders in these towns. Use the information to create a video or written diary of the events in one of these towns from the perspective of an Indigenous local resident and from the perspective of a non-Indigenous local resident.

GO DEEPER

6 Listen to the songs inspired by Vincent Lingiari and the Gurindji walk-off: 'The Gurindji Blues' by Ted Egan and 'From Little Things Big Things Grow' by Kev Carmody and Paul Kelly. Write a short paragraph to explain why these songs are useful historical sources.

7.7 LAND RIGHTS

KEY CONTENT

In this topic you will:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

SPOTLIGHT

CONTINUITY AND CHANGE

The struggle for Indigenous Australian land rights for has been a continuity in contemporary Australian history. Historians have to make important decisions when examining continuities and changes. In this particular area it is important for historians to determine a clear context by establishing the time period they will be examining and commenting on.

The Indigenous struggle for land rights has a long history in Australia. The concept of *Terra Nullius* that was established at the time of British settlement ensured that there would be no recognition of Indigenous land rights. The 'frontiers' of British settlement continued to expand onto Indigenous land throughout the nineteenth century, almost without restriction.

Early European farmers leased large amounts of land, including traditional Indigenous land, from the Crown (British Government). The occupation of the land by non-Indigenous people was equated with ownership. This situation was challenged from time to time. From the 1840s, the British Colonial Office wanted the Australian colonies to give formal recognition to native title and to grant rights for Indigenous Australians to share rural lands. Farmers and their allies rejected this. In the 1870s, Indigenous groups in parts of New South Wales petitioned for their right to own farming land.

The *Aboriginal Land Rights Act 1976*

The 1970s offered some hope for activists. The Whitlam government was elected in 1972, and announced that Indigenous peoples would be **self-determining**. This meant that Indigenous people could best determine what happened to themselves and their lands. This approach put an end to applications for mining licences on Commonwealth Aboriginal Reserves – but only for a short time.

self-determination the right of people to control and govern their own needs and futures

This landmark piece of legislation was introduced by the Whitlam government, then supported and passed in 1976 under the Fraser government. The Act officially granted land title to the Gurindji and other Nations/Clans in the Northern Territory, and represented the beginning of a powerful shift in the Indigenous rights movement. While it provided some hope, Indigenous leaders knew they still had a long way to go. State governments continued to negotiate directly with mining companies to grant leases without consulting traditional land owners. Although the civil rights movement and land rights campaigns of the 1960s and 1970s had laid the basis for great change, many issues remained unresolved.

Source 20 The Tent Embassy in 1972

Tent Embassy

Before Whitlam's election, an Aboriginal Tent Embassy was established on the lawn in front of the Australian Parliament in 1972. The embassy started as just a beach umbrella, but ultimately became a collection of tents and shacks. Key figures of the embassy, including Roberta (Bobbi) Sykes, Gary Foley and Michael Anderson, established the Tent Embassy in the middle of the night on Australia Day in 1972.

STRANGE BUT TRUE

The Tent Embassy was first established by four protesters who planted a beach umbrella on the lawns outside Parliament House. It was called an embassy because of the idea that as Indigenous people had no rights to their own land, they were 'aliens' and therefore needed an embassy.

The embassy was created in response to the slow progress being made on Indigenous land rights, and in particular to a court decision allowing mining on Indigenous land. The embassy leaders had a list of practical demands that they wanted to negotiate. These included:

- legal and title rights to land currently being mined
- the preservation of all sacred sites
- compensation for lands not returnable – a $6 billion down payment and an annual percentage of gross national income.

The demands were rejected and the police removed the tents and arrested a number of activists. Over the next five years, the embassy was erected, demolished and re-erected several times, until Charles Perkins negotiated its temporary removal on the promise of action on land rights. Whitlam established a formal bureau to support Indigenous welfare and land rights claims and, as discussed earlier, the *Aboriginal Land Rights Act* was passed in 1976.

The Tent Embassy was re-established on the grounds of Old Parliament House in 1992. It is still there, where it continues to remind the nation of the ongoing issues relating to **reconciliation**. The Australian Government does not officially recognise the Tent Embassy as an embassy.

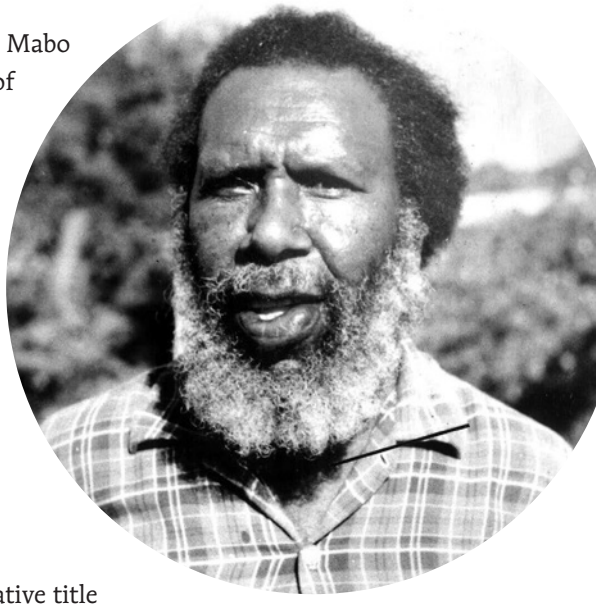
reconciliation
the act of coming to an agreement after a quarrel; in Australia the term is used to refer to the bringing together of Indigenous and non-Indigenous Australians; reconciliation is a process that involves working to overcome past divisions and address inequalities between Indigenous and non-Indigenous Australians

Source 21 The Australian Aboriginal flag was designed in 1971 by artist Harold Thomas, and flown at the Tent Embassy in 1972.

Mabo decision and *Native Title Act*

In June 1992, a group of Torres Strait Islander people, led by activist Eddie Mabo, won a historic land rights case in the High Court of Australia. The judgement meant that the Islanders had a right to their traditional land because they had been the original owners before European settlement. The court ruled that native title may apply to all claims to land that had not been sold or given away. In other words, the ruling applied to all Crown land (land considered to belong to the state). The ruling stated that 'there may be other areas of Australia where an Aboriginal people maintaining their identity and their customs are entitled to enjoy their native title'. In other words, the High Court's decision on the Mabo case overturned the principle of *Terra Nullius*.

In December 1993, the government passed the *Native Title Act* to place the Mabo decision in Australian law. The *Native Title Act* also addressed some concerns of non-Indigenous Australians who felt their ownership of property could be challenged as a result. It did this by confirming land ownership for those who had purchased property. It also declared that future native title claimants must prove that Indigenous people had an unbroken link with the land in question. The federal government established a National Native Title Tribunal and developed a research process that was necessary before a native title application could be made. This was done to reassure groups such as landowners and miners who feared that their titles or claims might be taken from them. Unfortunately, for many Indigenous claimants it can take decades to work through the process, with little progress for them.



Source 22 Eddie Mabo on Mer Island

The Wik decision

In 1996, the High Court of Australia decision in the Wik case stated that native title could exist alongside pastoral leases. Pastoral leases allow Crown land to be used by farmers and graziers but do not grant them sole tenure. These leases account for 42 per cent of the Australian land mass, so it was a major issue in the land rights campaigns.

The Wik people of Cape York argued in court that native title could exist at the same time as a pastoral lease. The court agreed but stressed that pastoralists' rights should come before Indigenous rights. The court pointed out that pastoralists had the exclusive right to pasture but not exclusive rights to the ownership of the land. Because of criticism and concern expressed by pastoralists and conservative leaders, the Howard government introduced a Native Title Amendment Bill in 1997. This legislation effectively ended native title, not only on pastoral land but also on most other Crown land. The United Nations Committee for the Elimination of Racial Discrimination demanded that Australia explain its stance. Australia was the first Western nation to have to explain its human rights position to this UN committee.

Source 23 The Mabo land rights cheque is received by Betwel, Bonita and Meleta Mabo, 1993.

7.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who were the prime ministers responsible for the *Aboriginal Land Rights Act 1976*? What did this Act mean for Indigenous people?
2. What was the purpose of the Tent Embassy? List the key demands.
3. What was the Mabo ruling and what did it mean for Indigenous peoples?
4. What was the High Court's ruling in the Wik case?
5. Why was the Australian government asked to explain their actions to the United Nations Committee for the Elimination of Racial Discrimination?

EVALUATE AND CREATE

6. Create a visual representation that could explain why Indigenous Australians were so positive about the Mabo Decision.

GO DEEPER

7. Find out what the symbols and colours on the Aboriginal flag represent, and create a visual presentation to explain this information. Investigate the copyright of the Aboriginal flag, and discuss what you believe would be an appropriate solution to the controversy over the clothing copyright for the flag that took place in June 2019.

7.8 TOWARDS RECONCILIATION

KEY CONTENT

In this topic you will:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

reconciliation
the act of coming to an agreement after a quarrel; in Australia the term is used to refer to the bringing together of Indigenous and non-Indigenous Australians; reconciliation is a process that involves working to overcome past divisions and address inequalities between Indigenous and non-Indigenous Australians

An Australian local government website describes **reconciliation** in this way: '*Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians.*'

Reconciliation is not a single event that has been or will be completed. It is a continuing process that is reflected in the common objectives of most Australians.

Some of the key events that we have discussed – the acceptance of the 1967 referendum, the move towards land rights in the mid-1970s and the passage of the *Aboriginal Land Rights Act 1976* – were seen as steps towards genuine reconciliation. They paved the way for more organised and consistent efforts to acknowledge the wrongs committed by governments and individuals against Indigenous peoples in the past. These include the following:

Source 24 Celebrations at the ceremony to return Uluru to the traditional Anangu owners in 1985. On the left is the Governor-General, Sir Ninian Stephen, and on the right is the Minister for Aboriginal Affairs, Clyde Holding.

- Ayers Rock was returned to its original owners by the Hawke government in 1985 and regained its traditional name – Uluru. From 2019 the Anangu had the authority to ban climbing on Uluru under Tjukurpa (Anangu law and culture).
- The *Aboriginal and Torres Strait Islander Commission Act 1989* was passed by Parliament. Its objectives were designed to ensure full participation by Indigenous people in decision making.
- The Aboriginal and Torres Strait Islander Commission (ATSIC) was established under the Hawke government in 1990.
- The Council for Aboriginal Reconciliation was formed in 1991, with the purpose of creating harmony and reconciliation between Indigenous and non-Indigenous Australians.
- The Mabo case in 1992 and the Wik decision were historic developments that had profound impacts on all Australians.

The Aboriginal and Torres Strait Islander Commission (ATSIC)

The Aboriginal and Torres Strait Islander Commission (ATSIC) was established in 1990. It was a group of people elected by Indigenous Australians and designed to be an organisation through which all Indigenous Australians could be formally involved in government processes. It was also seen as a first step towards self-determination, when Indigenous people could take control of their own affairs.

ATSIC was to have both representative and executive roles, with 35 regional offices and a budget. The Hawke government saw it as an important vehicle for managing Indigenous affairs.

In the early years of the twenty-first century, however, there was government criticism about what was seen as a lack of achievements by ATSIC for Indigenous communities. Some felt that there were problems with the structure of ATSIC and that the Western democratic process did not work well with traditional Indigenous values, where family group relationships are most important.

Lowitja O'Donoghue, first chairperson of ATSIC (see Source 26), described the problems this way: 'You elect your own mob [and they] vote for funding for their own mob rather than those who have the greater need ... What I've always said is, "We're dealing here with taxpayers' money. This is a white fella organisation, not a black fella one. And so we've got to operate in a different way." That's the dilemma.'

Many felt that lack of funding and no responsibility for the areas of health care, social security and education also limited what ATSIC could achieve.

In its last few years, the majority of ATSIC's budget was spent on economic development programs, including the Community Development Employment Projects (CDEP) scheme. Supporters saw it as providing genuine work for young Indigenous people who chose to live in traditional communities. Others were concerned that it could never deliver the skills training and economic benefits that it set out to.

Because of concerns about mismanagement and funding discrepancies, ATSIC was abolished in 2004 by the Howard government. The CDEP continued to operate, even though a number of thriving CDEP businesses were closed.

Source 25 Aboriginal people protesting against the abolition of ATSIC

Source 26 Lowitja O'Donoghue

I USED TO THINK, NOW I THINK

Reflect on Paul Keating's Redfern Park speech and complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

The Redfern Park speech

In December 1992, Prime Minister Paul Keating launched the UN International Year of the World's Indigenous Peoples with a speech to a mainly Indigenous Australian audience in the Sydney suburb of Redfern. The 'Redfern Park speech' is now seen as one of the most significant delivered by an Australian prime minister on Indigenous issues. It was the first time an Australian prime minister had publicly acknowledged the injustices Indigenous people had experienced because of past policies (see Source 27). They were the words many Indigenous people never thought they would hear from an Australian prime minister. It was thought the Redfern Park speech heralded a major breakthrough on the path to reconciliation. By honestly recognising the injustices of Australia's past it kept the Reconciliation debate alive in the public eye.

7.8A SOURCE STUDY

Paul Keating's Redfern Park speech

Source 27

Isn't it reasonable to say that if we can build a prosperous and remarkably harmonious multicultural society in Australia, surely we can find just solutions to the problems which beset the first Australians – the people to whom the most injustice has been done.

And, as I say, the starting point might be to recognise that the problem starts with us non-Aboriginal Australians.

It begins, I think, with that act of recognition.

Recognition that it was we who did the dispossessing.

We took the traditional lands and smashed the traditional way of life.

We brought the diseases. The alcohol.

We committed the murders.

We took the children from their mothers.

We practised discrimination and exclusion.

It was our ignorance and our prejudice.

And our failure to imagine these things being done to us.

With some noble exceptions, we failed to make the most basic human response and enter into their hearts and minds.

We failed to ask – how would I feel if this were done to me?

As a consequence, we failed to see that what we were doing degraded all of us.

Extract from the Redfern Park speech (Year for the World's Indigenous Peoples), delivered in Redfern Park by Prime Minister Paul Keating, 10 December 1992

Source 28 Paul Keating delivering his Redfern Park speech in 1992

INTERPRET

1. Identify the parts of Source 27 where it could be argued that an Australian Prime Minister was acknowledging past injustices to Indigenous Australians.
2. List the issues Paul Keating identifies for Indigenous Australians in his Redfern Park speech.

The *Bringing Them Home* report

In 1997, the Human Rights and Equal Opportunities Commission released the *Bringing Them Home* report on the separation of Indigenous children from their families. The report stated that the removal of children had been widespread and continued to have a devastating impact on Indigenous people.

The first National Sorry Day was held on 26 May 1998, to mark the anniversary of the handing down of the *Bringing Them Home* report. Each year since then, events have been staged to commemorate the findings and consider the government's response to the recommendations in the report.

Source 29 Annual 'Sorry Day' marches have been held since 1998.

Rejection of an official apology

During his term as prime minister from 1996 to 2007, John Howard rejected the idea that an official apology to Indigenous people or to groups such as the Stolen Generations was needed for the past actions of non-Indigenous people. Contrary to this view, popular opinion saw state premiers offering such apologies. Queensland started the process with a parliamentary apology in May 1997. The Western Australian, ACT, New South Wales, Tasmanian and Victorian parliaments offered formal apologies in the following months. The Northern Territory parliament moved a motion of apology to the Stolen Generations in October 2001.

Although an official apology did not come from the Howard government, it did speak of reconciliation. On 26 August 1999, John Howard said that Parliament expressed its 'deep and sincere regret' that Indigenous Australians suffered injustices under the practices of past generations, and for the hurt and trauma that many Indigenous people continue to feel as a consequence of those practices. The leader of the Opposition, Kim Beazley, spoke emotively of the need to 'unreservedly [apologise] to Indigenous Australians for the injustice they have suffered, and for the hurt and trauma that many Indigenous people continue to suffer as a consequence of this injustice'.

Prime Minister Howard and other conservative political and social leaders argued that previous generations were responsible for the experience of Australia's Indigenous peoples. An apology was therefore not necessary from members of today's society and would place 'blame' on those who were not responsible. They also argued that the intent of those who initiated the actions or events was good even if the result was damaging.

The Australian Reconciliation Convention

In May 1997, Howard spoke at the Australian Reconciliation Convention in Melbourne. This was designed to celebrate the 30 years since the famous referendum of 1967. The aim of the convention was to have reconciliation by 2001. As prime minister, Howard delivered the keynote address. His stance against a formal apology angered delegates. When he spoke, some stood and turned their backs on him and others booed. For those who saw such hope in Keating's Redfern Park speech, Howard's approach seemed a step backwards. As prime minister, Howard controlled the political agenda, and Australia had to wait until he lost his seat in the 2007 election to move towards a formal apology to Indigenous Australians.

7.8B SOURCE STUDY

John Howard's speech at the Australian Reconciliation Convention

Source 30

Reconciliation will not work if it puts a higher value on symbolic gestures and overblown promises rather than the practical needs of Aboriginal and Torres Strait Islander people in areas like health, housing, education and employment.

... It will not work if it is premised solely on a sense of national guilt and shame. Rather we should acknowledge past injustices and focus our energies on addressing the root causes of current and future disadvantage among our Indigenous people.

... Personally, I feel deep sorrow for those of my fellow Australians who suffered injustices under the practices of past generations towards Indigenous people. Equally, I am sorry for the hurt and trauma many people here today may continue to feel as a consequence of those practices.

... In facing the realities of the past, however, we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism.

... Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control.

Extract from John Howard's speech at the Australian Reconciliation Convention, 26 May 1997

Source 31 John Howard's speech at the Reconciliation Convention upset some delegates, who responded by standing and turning their backs on him.

INTERPRET

1. Discuss Prime Minister Howard's reasoning for not wanting to make an official apology. Do you agree or disagree? Why?
2. Compare and contrast Prime Minister Keating's Redfern Park speech (Source 27) with Prime Minister Howard's Australian Reconciliation Convention speech (Source 30). What are the key differences?
3. What conclusions can you draw from Source 31 as evidence of the acceptance or rejection of Howard's Australian Reconciliation Convention speech?

Popular culture and the Reconciliation movement

popular culture
film, television, music, sport, etc. that has broad appeal and is international in scope

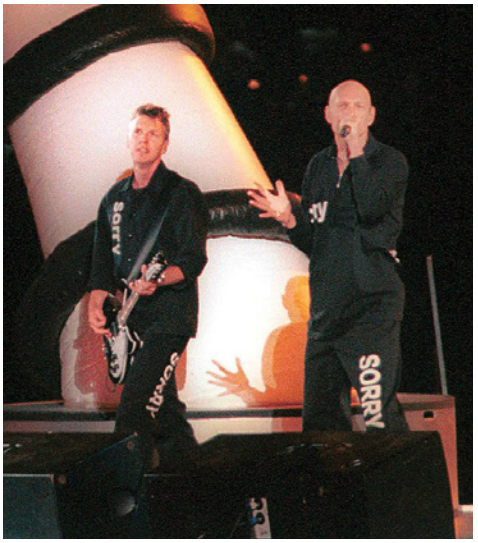
Popular support for the Stolen Generations grew significantly around the end of the 1990s. The Reconciliation movement stimulated wide-ranging creative expression, in **popular culture** from films such as *Rabbit-Proof Fence* to songs by Archie Roach and Ruby Hunter, and works by performance artists such as the Bangarra Dance Theatre.

Roach's award-winning album, *Charcoal Lane* (1990), contained the heartbreaking song, 'Took the children away'. Roach had been removed from his family as a young child and the honesty of his song awoke a wide audience to the pain and trauma that would later surface in the *Bringing Them Home* report.

The 2000 Sydney Olympics also provided a stage for popular support of reconciliation. Cathy Freeman became one of the most popular people in Australia when she both lit the Olympic flame at the opening ceremony and then won the 400-metres final. Her victory lap, where she draped herself in both the Aboriginal and Australian flags, was seen as a decisive moment in the history of the Reconciliation movement.

The closing ceremony of the Sydney Olympics provided one further step towards Reconciliation. The rock band Midnight Oil performed as part of the ceremony. The band chose to perform its song 'Beds are burning', a statement of support for Indigenous peoples. The band also performed in specially designed 'Sorry suits'.

Source 33 The rock band Midnight Oil performs a concert wearing 'Sorry suits' at the closing ceremony of the 2000 Olympics in Sydney.



Source 32 Cathy Freeman after winning gold in the 400 m final in the 2000 Sydney Olympic Games

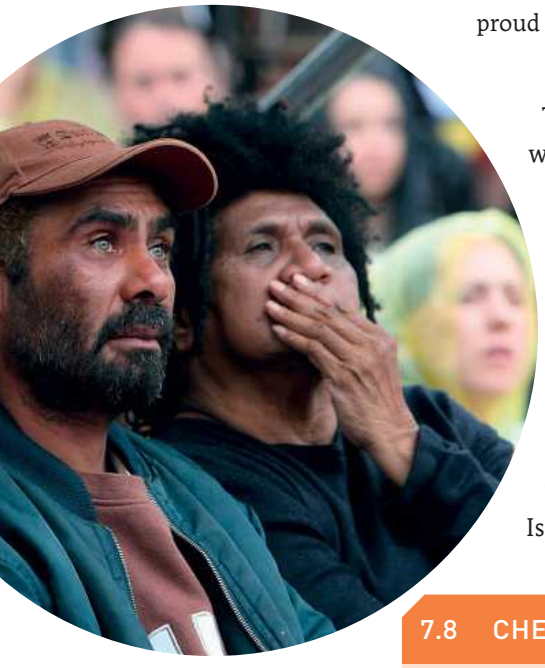
Source 35 Prime Minister Kevin Rudd delivering the official apology

The apology to the Stolen Generations

In his first week in parliament as the new Labor Prime Minister, on 13 February 2008, Kevin Rudd formally apologised to Indigenous Australians for poor or unwise treatment from the time of European settlement through to recent years. This had been one of the key election promises, and a moment that many people had been waiting for. Brendan Nelson, who had replaced John Howard as the leader of the Liberal Party, affirmed Rudd's sentiment. The parliament was packed as the apology was made, and many people gathered in public spaces, schools and offices all over the country, to watch the live telecast of the speeches.

Source 34

> We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country. For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.
>
> *Extract from Kevin Rudd's apology to the Stolen Generations*



Source 36 A crowd outside Parliament listened to the apology read by Prime Minister Kevin Rudd.

This was a turning point in our national history, and brought Australia into line with other Commonwealth countries, such as Canada, that had already dealt with this issue and moved on. Many prominent Indigenous rights leaders were in parliament, including Pat Dodson – sometimes described as the father of the Reconciliation movement. Media coverage of the apology continued for many days, and the word 'Sorry' featured prominently on all major newspapers on 14 February. Opinion polls showed that a significant number of Australians rated Rudd's apology as 'good', 'great' or 'excellent'. The major criticism of the apology was the ambiguity over compensation. Others saw the symbolism of the apology as meaningless unless it was immediately accompanied by practical measures to remove disadvantage for Aboriginal and Torres Strait Islander peoples, and bring about true reconciliation.

7.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is the official meaning of reconciliation?
2. What was the *Bringing Them Home* report? Explain how it is linked to National Sorry Day.
3. What role did the 2000 Sydney Olympics play in the Reconciliation process?

APPLY AND ANALYSE

4. Research the career of Lowitja O'Donoghue and evaluate her contribution to the rights and freedoms of Indigenous Australians. Summarise your findings in bullet points.

EVALUATE AND CREATE

5. Investigate the history of National Sorry Day, and create a poster to advertise the day for your school.

GO DEEPER

6. Find an example of popular culture contributing to the Reconciliation movement in Australia, and explain how it has done this.

7C

CHECKPOINT

HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA ACHIEVED CHANGE?

» Outline the aims and methods of the US civil rights movement

1 Outline what the American civil rights movement was trying to achieve. Identify the methods it used to help achieve those aims. (5 marks)

» Explain how the Freedom Rides in the US inspired civil rights campaigners in Australia

2 Explain what the NSW Freedom Ride took from the original American Freedom Rides. (5 marks)

» Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples

3 Discuss the success of the NSW Freedom Ride in bringing about change for Indigenous Australians. (5 marks)

» Outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

4 Create a timeline covering the period from 1960 to 2008. On the timeline identify the key developments in Indigenous peoples' struggle for rights and freedoms. (10 marks)

5 For each event you have placed on the timeline, outline the background, aim and significance of the development. (10 marks)

» Outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples

6 Outline what you regard as the most successful methods employed in bringing about the changes in rights and freedoms for Indigenous peoples that you noted in Question 4. (5 marks)

» Investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

7 Select one individual or group you have studied in this section, and explain the role they have played in securing rights and freedoms for Indigenous peoples. (10 marks)

Total marks [/50]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

7D HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS?

7.9 THE STRUGGLE FOR RIGHTS AND FREEDOMS CONTINUES

KEY CONTENT

In this topic you will:

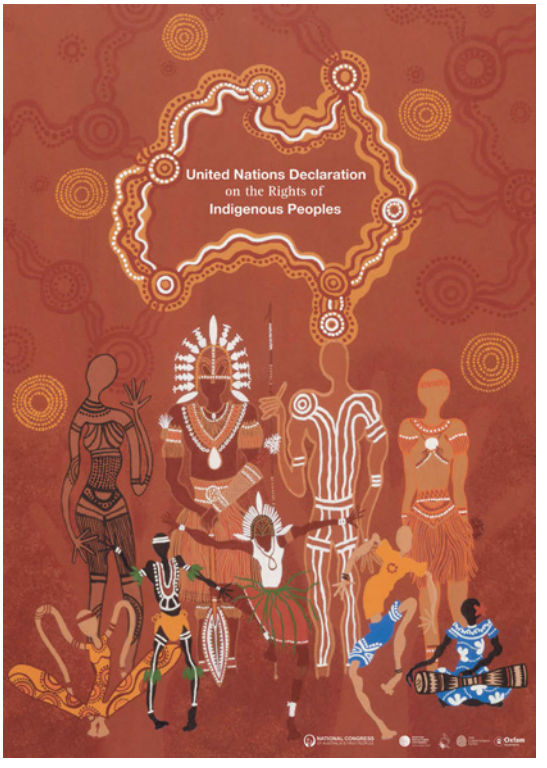
- identify current struggles for civil rights and freedoms throughout the world.

Civil rights often need to be defended. The rights and freedoms that most Australians take for granted are always potentially at risk. The biggest threat to those rights and freedoms is apathy (a lack of interest or concern). In other words, the citizens in a democratic society have a responsibility to be part of the political process.

It does not take much for civil rights to be denied or to disappear. The events of World War II and **the Holocaust** led to the UN Universal Declaration of Human Rights, which seeks to guarantee basic rights for all. The United Nations has since extended the original principles of human rights to take the lead in securing rights for Indigenous peoples with the Declaration on the Rights of Indigenous Peoples in 2007. As a declaration of the UN General Assembly, this document does not create any binding legal obligations in a country's legal system. However, it provides a framework to guide the development of laws and policies, and an international standard that countries can be judged against. Key areas in the declaration's articles relate to self-determination – the right of Indigenous people to manage themselves and their lands.

Holocaust, the
the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II; today, many Jews prefer the use of the term *Sho'ah* (a Hebrew word meaning 'catastrophe')

When the declaration was passed, Australia was one of only four nations to oppose its introduction. Since then Australia, Canada, New Zealand and the United States have all gone on to ratify (formally accept) it. Civil rights and Indigenous rights remain divisive issues for some people – the rights to lands and resources, and the rights to retain the cultural heritage of Indigenous peoples.



Source 1 The cover of the Australian edition of the *United Nations Declaration on the Rights of Indigenous Peoples*, published in 2007

Looking forward: After the apology

The path to Reconciliation is a long one. It requires much effort to deal with the continuing poverty, poor physical and mental health, low life-expectancy, and general social and political marginalisation of Australia's Indigenous peoples.

An official apology is an important step, but as Indigenous leaders noted following Prime Minister Rudd's address, practical things need to be done as well. They argue that practical measures, rather than symbolic gestures, are necessary for Indigenous people to be in a position where they are on an equal footing with other Australians. Only when health, education and job opportunities are similar to those of non-Indigenous people will it be possible to feel that a true reconciliation has come about and that Indigenous Australians have been fully recognised.

The apology to the Stolen Generations and the Mabo victory were not accompanied by improvements in social outcomes for Indigenous peoples. In fact, there has been significant worsening of social well-being in many communities. Disadvantage is particularly concentrated in rural Aboriginal communities around Australia. This was certainly not expected by Aboriginal leaders who fought for improved rights from the 1960s onwards.

A sense of urgency

In his book *The Politics of Suffering*, Peter Sutton says that well-intentioned policies in Australia from the 1970s – including improved services and welfare – have actually resulted in increased child abuse, domestic violence, and drug and alcohol abuse for the Indigenous citizens of Australia. Sutton's message has been difficult for politicians and ordinary Australians to comprehend. Why did self-determination *not* deliver significant improvements? Obviously, the answers to this question are complicated. Fundamentally, while policies provide some funding and other resources to Indigenous communities, they do not provide lasting employment, effective education, adequate policing, and provision of public services such as water and sewerage, or self-determination to resolve, govern and control problems in their communities.

Source 2 Indigenous Australians at one of the camps in Alice Springs, Northern Territory, 2007

Indigenous and non-Indigenous comparisons

SPOTLIGHT

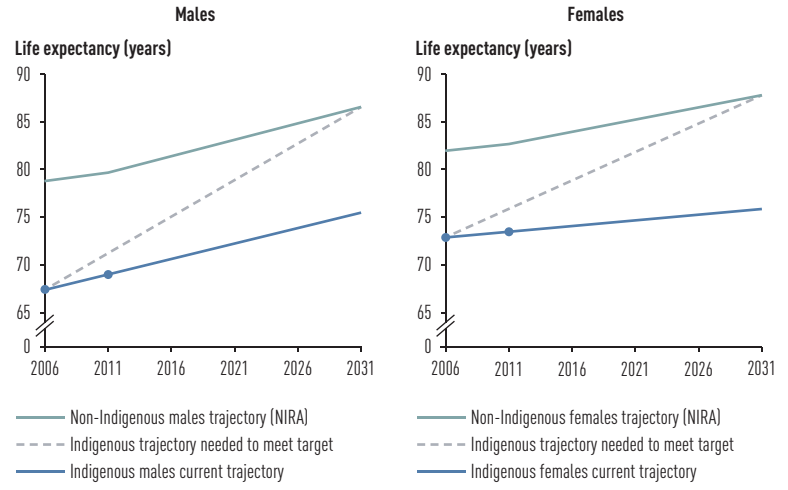
CAUSE AND EFFECT

Historians can often identify clear effects such as the discrepancy between Indigenous and non-Indigenous Australian health outcomes. Extensive research to identify causes is then required, and that work is often contested, leading to competing historical interpretations.

In 1969 the infant mortality rate in Australia was 18 per 1000 live births. By 2018 this figure had been reduced to 3.1 deaths per 1000 live births. However, in the most recent statistics for Indigenous infants in 2016, they were twice as likely as non-Indigenous infants to die in Australia.

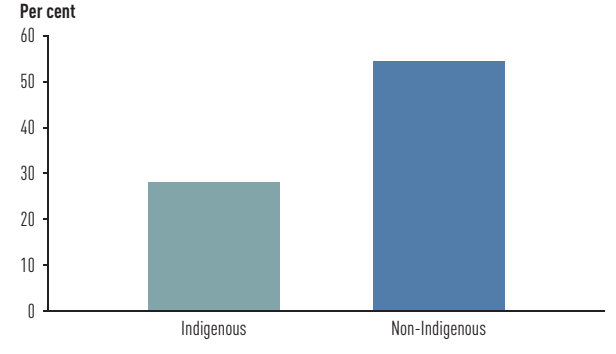
For a non-Indigenous Australian boy born between 2015 and 2017, his life expectancy is 80.5 years, and for a girl it is 84.6 years. If they were Aboriginal and Torres Strait Islander children born in the same period however, it would be 71.6 years for males and 75.6 years for females. Statistics such as these show that significant disadvantage remains in being born Indigenous in contemporary Australia.

In the period 2011–13, 28 per cent of Indigenous Australians aged between 15 and 64 were assessed to be in good health compared to 54 per cent of non-Indigenous Australians. In 2017–18, 16.1 per cent of the clients at alcohol and other drug treatment services were Indigenous, even though they only comprise 3.3 per cent of the population. In signs of progress, however, the number of Indigenous Australians over 14 likely to abstain from drinking alcohol rose (31 per cent in 2017–18 compared to 23 per cent in 2016) and the 44 per cent of Indigenous mothers who reported smoking while pregnant in 2017 was a fall from the 52 per cent in 2009.



NIRA = National Indigenous Reform Agreement
Sources: NIRA trajectories and AIHW analyses; Table S6.3.4

Source 3 Trajectories of life expectancy at birth, by sex and Indigenous status, 2006–31



Sources: AIHW analyses of ABS 2012–13 Australian Aborginal and Torres Strait Islander Health Survey, ABS 2011–12 Australian Health Survey; Table S6.7.1

Source 4 Proportion of people aged 15–64 assessed to be in good health, by Indigenous status, 2011–13

INTERPRET

1 Graphs such as those shown in Sources 3 and 4 give historians information. Use these graphs to identify:
   - **a** comparisons between Indigenous and non-Indigenous Australians
   - **b** contrasts between Indigenous and non-Indigenous Australians
   - **c** trends in both Indigenous and non-Indigenous life expectancy rates and good health.

2 Using the information you have gathered, predict future directions for both Indigenous and non-Indigenous life expectancy and good health.

The Intervention

In 2007, the Northern Territory Government's *Little Children are Sacred* report was released. One issue the report highlighted was the sexual abuse of Aboriginal children in the Northern Territory. The Howard government quickly intervened in this issue. The result was the Northern Territory National Emergency Response – or 'the Intervention', with armed police and soldiers being sent to control and manage Aboriginal communities.

The Intervention recommended that restrictions be placed on welfare payments to ensure money was spent on food and other necessities, rather than alcohol. It also recommended bans on the sale of alcohol and hard-core pornography in many Indigenous townships. It suggested that there be medical checks of children for evidence of sexual abuse, and that additional police be assigned to investigate claims of sexual abuse of children. Indigenous-owned land was revoked and five-year Township leases were now required to gain basic necessities, such as water and sewerage services. The successful Community Development Employment Projects scheme was abolished, and employees forced onto unemployment benefits.

Source 5 Noel Pearson (left) with politician Mal Brough, Minister for Families and Community Services and Indigenous Affairs, 2007

While some people in the Northern Territory expressed concern about the 'heavy-handed' nature of the Intervention, both sides of parliament and many Indigenous leaders ultimately supported it. Noel Pearson, founder of the Queensland Cape York Land Council, was one of the first to give 'qualified' support for the Intervention, and had already argued for a decade that the so-called 'progressive' policies were failing young Indigenous people. The Intervention was not supported by all Indigenous leaders. Some raised concerns that it was a return to the paternalism of the past. They said that the restrictions represented an infringement of the human rights of Indigenous people because they would apply *only* to Indigenous Australians.

Closing the gap?

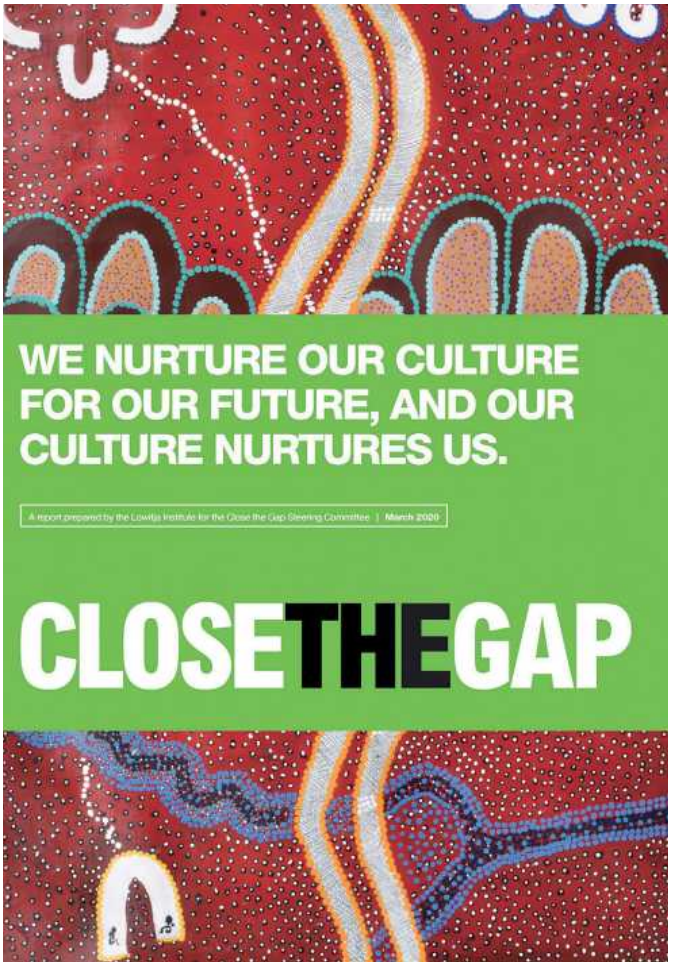
Both supporters and critics of the Intervention have closely observed its progress. In 2010, Mal Brough, the Coalition minister originally responsible for the Intervention, complained that bureaucracy and poor leadership had held up key work. Data was released in a report called *Closing the Gap* at a similar time. This report showed that reports of child sex abuse, alcohol-related violence and assault had *increased* since 2007.

In 2017, academic reports examining the impact of the Intervention, a decade on, were largely condemnatory of the way the Intervention had been used to reduce Indigenous people's control of their lives and communities, and considered that the psychological impacts could take many years to be resolved. There was also little evidence of the widespread sexual abuse of children that initially instigated the 'Intervention'.

In February 2020, Prime Minister Scott Morrison presented the *Closing the Gap* report to parliament (see Source 6). The 2020 *Closing the Gap* report again revealed that only two areas – access to early childhood education for four-year-old children, and halving the gap on Year 12 Indigenous achievement – are on track to being met. In July 2020, the federal government announced an increase to 16 targets to tackle Indigenous disadvantage. The new approach recognised previous failures and vowed to work more closely with Indigenous organisations. It received bipartisan support from all parties.

Source 6 General conclusions from the 2020 *Closing the Gap* report. Note that these are national figures – state figures vary dramatically.

Goal	Results to date
Close the life-expectancy gap within a generation by 2031	Closing the gap in life expectancy within a generation is not on track to be met by 2031. Over the period 2006 to 2018, there was an improvement of almost 10 per cent in Indigenous age-standardised mortality rates. However, non-Indigenous mortality rates improved at a similar rate, so the gap has not narrowed.
Ensure access to early childhood education for all Indigenous four-year-olds in remote communities within five years	86.4% of Indigenous children enrolled in 2018. This area is regarded as being on track.
Halve the gap in reading, writing and numeracy for children within 10 years	At the national level, the share of Indigenous students at or above national minimum standards in reading and numeracy has improved over the past decade to 2018. The gap has narrowed across all year levels by between 3 and 11 percentage points.
Halve the gap in mortality for Indigenous children under five within 10 years	The target to halve the gap in child mortality rates by 2018 has seen progress, but not enough to meet the target. In 2018, the Indigenous child mortality rate was 141 per 100 000 – twice the rate for non-Indigenous children (67 per 100 000).
Halve the gap in Indigenous Year 12 achievement by 2020	On track to be met In 2018–19, around 66 per cent of Indigenous Australians aged 20–24 years had attained Year 12 or equivalent.
Halve the gap in employment outcomes within 10 years	In 2018, the Indigenous employment rate was around 49 per cent compared to around 75 per cent for non-Indigenous Australians. Over the past decade (2008–18), the employment rate for Indigenous Australians increased slightly (by 0.9 percentage points), while for non-Indigenous Australians it fell by 0.4 percentage points. As a result, the gap has not changed markedly.
Close the gap in school attendance in ALL schools (goal is 90 per cent) within five years	School attendance rates for Indigenous students have not improved over the past five years. Attendance rates for Indigenous students remain lower than for non-Indigenous students (around 82 per cent compared to 92 per cent in 2019).



Source 7 In addition to the government's *Closing the Gap* report, 'Close the Gap' was adopted as the name of a campaign for health equality for Aboriginal and Torres Strait Islander people.

7.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain how the struggle for rights and freedoms for Indigenous Australians has continued since Kevin Rudd's apology.
2 What was 'the Intervention'? How successful do you think it has been?

APPLY AND ANALYSE

3 As a class, discuss how effective the 'Closing the Gap' program has been in improving the rights and freedoms of Indigenous Australians. Summarise the key points raised during your discussion.

GO DEEPER

4 Investigate the Intervention, and the articles that examined its impact 10 years later, and write your own report evaluating its success and failures.

7.10 INDIGENOUS RIGHTS: THE INTERNATIONAL SCENE

KEY CONTENT

In this topic you will:

- identify different methods used globally to attain civil rights and freedoms
- evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country.

In order to help make a fair judgement about aspects of Australian history in terms of the rights and freedoms of Indigenous Australians, as well as their land rights, it is helpful to compare and contrast Australia with three other 'settler societies'. Like Australia, New Zealand, Canada and the United States of America all settled on and took over lands with significant Indigenous populations.

New Zealand and the Māori

From the early days of British settlement of New Zealand, Māori people's land rights were recognised in the Waitangi Treaty, which was signed in 1840. Where the Indigenous peoples of Australia used multiple languages and were multilingual, the Māori people shared a common language and were seen as being more structured in their large-scale resistance to British occupation. The treaty and recognition of land rights, however, did not prevent the British from exploiting the Māori and taking over traditional lands, both legally and illegally. Social problems arising from policies and programs that destroyed much of the Māori way of life and family ties contributed to poverty within Māori populations. These remained significant into the twentieth and twenty-first centuries. The film *Once Were Warriors* (1994) highlighted the degrading influence of alcohol and violence on some Māori families.

Source 8 Protesters in 1989 held a rally during Queen Elizabeth's visit to New Zealand. Their banner reads 'Honour the Treaty of Waitangi'.

Over the next 10 years, government policies and programs ensured there were gains in cultural reconciliation and politics. A Māori Party was formed in 2004 and won five seats at the 2005 election. In the 2017 election, for the first time since its formation, it failed to win any seats in the election. Māori television began broadcasting in *te reo Māori* (the language of the Indigenous people) in 2004. Nevertheless, as in Australia, the struggle for rights and freedoms continues.

The United States and First Nation Americans

The United States, like New Zealand and unlike Australia, was not considered to be *Terra Nullius*. Early settlers recognised that the land belonged to the people who were living there. In 1823, the US Supreme Court ruled that 'Native' Americans were the rightful occupants and that they had just and legal claims to the land. The result was that the US government repeatedly made treaties with the 'Native' Americans. These treaties were frequently broken and the First Nation Americans were pushed on to more and more remote and barren land. They suffered the same fate as many other indigenous populations: loss of land, destruction of traditional lifestyle and the related social ills of poverty, poor education and higher incidence of incarceration. First Nation Americans in the US were expected to assimilate, and there were policies in the 1920s and 30s not unlike the assimilation policy adopted in Australia.

The rights, freedoms and historical heritage of First Nation Americans have become more contested under President Donald Trump, who was elected in 2016. Trump frequently used the term 'Pocahontas' as a racial slur against his political opponent, Elizabeth Warren. He also invoked the Wounded Knee massacre in 2019 in a tweet. He has slashed the Bear Ears public monument by 200 000 acres, reversed legislation banning pipelines across Native Treaty lands and moved to cut back the provision of healthy food packages.

Canada and the Inuit and Métis peoples

The situation in Canada offers a marked contrast to the Australian situation. In Canada the courts recognised both the Indigenous peoples' rights to the land and sovereignty (which means 'self-government'). In Canada, formal recognition of First Nations, Inuit and Métis people was marked by a 'statement of reconciliation' in 1998. In 2008, the Canadian government established the Truth and Reconciliation Commission to investigate the impacts and consequences of the 'Indian Residential Schools' on Indigenous Canadian children during the twentieth century. The rights of the Inuit and Métis people in Canada have been summarised as, 'inherent, collective rights that flow from the original occupation of the land that is now Canada, and from social orders created before the arrival of Europeans to North America'.

7.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In which country did Britain sign treaties with Indigenous peoples?
2. Which country formally recognised the rights of Indigenous peoples in 1998?

APPLY AND ANALYSE

3. Investigate the methods used by civil rights campaigners to gain rights and freedoms in one of the settler societies other than Australia. Present your findings in a 300-word report.

EVALUATE AND CREATE

4. Create a series of Venn diagrams that compare and contrast the impact of colonisation on the rights, freedoms, health and welfare of Indigenous peoples in Australia and one other colonised society.

GO DEEPER

5. Investigate the impact the Trump presidency has had on the rights and freedoms of First Nation Americans, and explain why you would describe it as a positive or negative impact.

7D

CHECKPOINT

HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS?

» Identify current struggles for civil rights and freedoms throughout the world

1 Identify the standing of indigenous peoples in the colonised societies most similar to Australia: New Zealand, the United States, and Canada. (5 marks)

» Identify different methods used globally to attain civil rights and freedoms

2 Refer to your investigation of civil rights campaigns in a colonised society other than Australia from 7.10 Check Your Learning, Question 3. What methods were used by activists there to gain rights and freedoms for their Indigenous peoples? Compare these to methods used in civil rights campaigns in Australia. (10 marks)

» Evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country

3 Select one twenty-first century campaign for civil rights and freedoms in Australia, or one other country you have studied, and evaluate the effectiveness of the methods used. (10 marks)

Total marks [/25]

Source 9 On 25 July 2013, demonstrators marched to the Canadian Aboriginal Affairs building to demand the release of documents about residential schools.

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART

Australia in the twenty-first century is very much part of a globalised world. Here, crowds gather ahead of the Sydney Gay and Lesbian Mardi Gras Parade in February 2020.

THE GLOBALISING WORLD: AN OVERVIEW

DEPTH STUDY 5: THE GLOBALISING WORLD

STUDENTS CHOOSE FROM ONE OF THE FOLLOWING OPTIONS:

POPULAR CULTURE
8 CHAPTER

THE ENVIRONMENT MOVEMENT
9 CHAPTER

MIGRATION EXPERIENCES
10 CHAPTER

THE GLOBALISING WORLD: AN OVERVIEW

SPOTLIGHT

SIGNIFICANCE

If a historian is going to claim an event is significant it is essential they provide the evidence to support that claim and outline the context. As you study this topic, reflect on whether you agree with the assertion that the events listed here are significant.

The world has changed more rapidly and more dramatically since 1945 than at almost any other time in its history. In Part D 'Rights and freedoms: an overview', we discussed the key events and impact of the Cold War, as well as developments in technology and public health. Many other significant developments have also transformed the world:

- the shift in global economic power after World War II with the decline of Europe and the rise of the United States and then Asia
- the global economic and military power of the United States
- the growing and ongoing worldwide influence of US culture and the emergence of global connections through a range of popular cultures
- the development and use of the atomic bomb and the potential environmental benefits and risks of nuclear energy
- the rapid growth in the world's population – with the associated political pressures and issues for conservation and the environment
- major movements of peoples – including the post–World War II migration of peoples from Europe and then the '**boat people**' who risked their lives to escape persecution after conflicts in Vietnam, Sri Lanka and other parts of Asia and the Middle East
- the expansion of international terrorism
- the internet revolution and advances in information and communication technology that combined with advances in transportation to contribute directly to globalisation.

boat people
a common term used to describe people who travel by sea to seek asylum (as opposed to gaining entry by land, air or via local processing centres)

Each of these developments had significant effects on Australia and the world. In this depth study you will have the chance to study Australia in the context of the globalising world through your study of popular culture, the environment movement or migration experiences from 1945 to the present.

Source 1 In August 1945 two atomic bombs were used against the Japanese cities of Hiroshima and Nagasaki. This photo shows the horrific results of the Nagasaki bombing.

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0.1 POPULAR CULTURE

History is far more than laws, wars, politicians and protest. History also includes the study of popular culture: how people were entertained and how they spent their leisure time. It includes the music, radio, television, films, fashion, art and sport that were part of the day-to-day lives of everyday Australians. An awareness and understanding of popular culture is important to complete the historical picture of the age. As historians have sought to gain a deeper understanding of the societies they study, cultural history has grown in historical significance. By investigating the cultural aspects of a society it is possible to move beyond the narrative promoted by a study of government, politics and leaders.

In this depth study topic, we explore developments in popular culture after 1945 such as the introduction of television and rock 'n' roll to Australia. We investigate changes in the music, film and television industries over the following decades, and how Australia has contributed to international popular culture.

SPOTLIGHT

PERSPECTIVES

If you study popular culture, consider the perspective of those who regard such study as less important than the study of other areas of human activity. How does that influence your own perspective?

Source 2 Bill Haley and other performers not only influenced music but also fashion, language and attitudes in post–World War II Australia.

0.1 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the idea that 'History is far more than laws, wars, politicians and protest.' How does that discussion help you understand the value of popular culture as a part of history?

0.2 THE ENVIRONMENT MOVEMENT

urbanisation
the process whereby cities grow and societies become more urban (i.e. more people live in cities instead of in rural areas)

industrialisation
the process of social and economic change by which a society is transformed from a pre-industrial state (i.e. rural communities based on farming and agriculture) to an industrial state (i.e. urban communities based on manufacturing and industry)

The twentieth century has seen continued **urbanisation** and **industrialisation**. As a result, more and more people are now engaged in the production of goods and services rather than the production of food. Urban populations drain energy resources, and create large amounts of waste and pollution. Industry, previously concentrated in Western countries, has become more global since the end of World War II because of the growth of industries in Germany, Japan, South Korea, and more recently in China and India.

These trends have had serious ecological implications, and over time the state of the environment has come into much sharper focus. By the end of the twentieth century, clear differences existed between those who saw the planet as a resource to be exploited, and those who saw it as a unique biological system to be preserved. Development and conservation frequently clashed as a range of issues and campaigns made the environment movement a critical part of historical change.

In the post-war period, environmental movements developed in response to the belief that governments were not dealing with environmental threats appropriately. Individuals formed activist groups to focus attention on issues at local, regional, national, international and global levels. International non-government organisations such as Greenpeace have brought a range of environmental issues to the world's attention.

Green politics has gradually made an impact on the international political scene and Green parties now participate at various levels of government in many countries. The environment is increasingly becoming a global issue as world governments recognise the need for coordinated efforts against threats like climate change.

The question of climate change and human contribution to it became a divisive political issue in Australia in the twenty-first century. In the summer of 2019–20, major bushfires swept through many parts of the country. Confirming the predictions of scientists, the massive damage and loss of life, including wildlife, moved the political debate closer to dealing with the issue of climate change rather than questioning whether it was real.

SPOTLIGHT

CONTINUITY AND CHANGE

It is important to consider the forces driving continuity and change. Our understanding of our environment and its role has continually changed as we have gained increasing knowledge of the interconnected role of humans and their environment.

Source 3 An aerial view of the 2019–20 bushfires. This photo shows Echo Point in the Blue Mountains, NSW.

0.2 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 To what extent do you think the 2019–20 bushfires influenced our understanding of climate change?

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0.3 MIGRATION EXPERIENCES

The post-war World War II migrant experience has changed the social, economic and cultural face of Australia. In this topic, we investigate the waves of migration to Australia since 1945, and the ways that migrants have contributed to our development as a nation.

The first wave of migration was a consequence of the devastation caused by World War II in Europe, and the displacement of millions of people. Immediately after the war, Australia also committed to a program of post-war development and migration to boost the population. Another wave of migration followed the end of the Vietnam War. It was this wave of migration that saw the official end of the White Australia policy that had influenced Australian migration since federation. In the aftermath of the war, millions fled the real threat of persecution in their homelands. Australia was among the countries involved in the Vietnam War and accepted **refugees** as part of their moral obligation to these peoples. Many others crossed the seas in small wooden boats, arriving in Australia as **asylum seekers**.

Further waves of asylum seekers have arrived in Australia, also fleeing violence in their homelands. Others come to Australia in search of opportunities for a better life, as growing world populations and the growing demands on finite resources of raw materials and food has resulted in an ever-growing gap between the developed and the developing world. Like climate change, the issue of asylum seekers and their treatment is a major political issue in Australia in the twenty-first century.

Source 4 Asylum seekers from Sri Lanka in 2013 show their relief when they were rescued by Indonesians after their ship heading to Australia ran out of fuel.

SPOTLIGHT

CAUSE AND EFFECT

Australia's migration experience is a perfect study of cause and effect. Consider international events such as World War II and the Vietnam War as causes, and consider the effect those events had on migration to Australia and Australian society.

refugee
a person who has fled their home country to seek safety in another country as a result of conflict or persecution (or a range of other reasons recognised by law)

asylum seeker
a person who has applied for recognition (or sought protection) as a refugee

0.3 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the reasons why Australia's migration policies have become a political issue. Do you think the current policies represent continuity or change in Australian history?

Source 1 Kylie Minogue performs in 2016 at the Royal Albert Hall in London, England, her dress clearly showing her support for the LGBTQIA+ community.

8

POPULAR CULTURE

From the end of World War II to the present day, popular culture has helped to transform Australian society. In this topic, you will develop the skills to assess continuities and changes in Australian popular culture and society from 1945 to the present. Through an emphasis on rock 'n' roll music, television, film and sport, you will discover the ongoing influences on Australia of Britain and the United States, and explore how Australia developed its own distinct culture.

In recent years, dramatic changes in technology have ensured that popular culture has become increasingly accessible and shared across the world. This has meant that Australians have become more aware of global directions in popular culture, and found a variety of ways to influence popular culture globally themselves.

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WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II? 8A

In this section, you will:

» identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport.

CHECKPOINT 8A

WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY? 8B

In this section, you will:

» explain ways in which Australia in the 1950s was influenced by American culture

» assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll

CASE STUDY: WHAT WAS AUSTRALIA'S FIRST ROCK 'N' ROLL RECORD?

» use a range of sources to explain the nature and impact of television on Australian popular culture.

CHECKPOINT 8B

HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II? 8C

In this section, you will:

» describe how advances in communication technology changed the music, film and television industries during the post-war period in Australia

» discuss how overseas influences have affected Australian television.

CHECKPOINT 8C

WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE? 8D

In this section, you will:

» assess the contribution of Australian men and women to international sport

» using a range of sources, investigate and assess the contribution of Australian men and women to international music and film.

CHECKPOINT 8D

WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE? 8E

In this section, you will:

» outline and assess the impact of Americanisation and global events on Australian society over time

» discuss the nature of Australian popular culture today and the legacy of past influences.

CHECKPOINT 8E

POPULAR CULTURE – A TIMELINE

Source 2 Australia's Betty Cuthbert (third from left) crosses the finishing line to win the Women's Final 100-metre event in the Melbourne Olympic Games.

TIMELINE

1940

1946
England tours Australia to resume the Ashes cricket tests after World War II.

1950

1955
The film *Jedda* is released.

1956
Television starts in Australia as the Olympic Games open in Melbourne.

1957
Bill Haley and the Comets headline the first rock 'n' roll tour of Australia.

1960

1964
The Beatles arrive in Australia.

1966
The Easybeats record 'Friday on my mind' in London.

1967
ABC TV starts the first evening soap opera, *Bellbird*.

1970

1971
Walkabout and *Wake in Fright* released.

1972
The television series *Number 96* premieres.

Source 3 The Easybeats perform their hit 'Friday on my mind'.

Source 4 A film still from *Walkabout*

Source 5 Midnight Oil perform 'Beds are burning' at the closing ceremony of the 2000 Sydney Olympics.

Source 6 Cate Blanchett at the 86th Annual Academy Awards, Los Angeles, USA, 2014

1975 Colour television arrives in Australia.

1976 Peter Finch is the first Australian to win the Academy Award for Best Actor.

1977 The rock band The Go-Betweens forms in Brisbane.

1980

1981 *Gallipoli* is released.

1985 *Neighbours* premieres on the Seven Network.

1986 *Crocodile Dundee* is released.

2000 Midnight Oil performs in 'Sorry' suits at the Sydney Olympics closing ceremony.

2000

2002 Nicole Kidman is the first Australian to win the Academy Award for Best Actress.

2010 Australian women's national soccer team, the Matildas, win the Asian Cup.

2010

2012 Gotye wins a Grammy for Record of the Year, as well as two other Grammys in that year.

2014 Cate Blanchett becomes the first Australian to have won two Academy Awards for acting.

2015 The Australian men's team, the Socceroos, win the Asian Cup in Sydney.

2018 *Neighbours* broadcasts its 8000th episode.

2020 BlackLivesMatter protests lead to a reappraisal of racial representations in popular culture.

2020

Source 7 The Matildas celebrate their win in the 2010 Asian Cup final.

TIMELINE: CHECK YOUR LEARNING

1. When was the film *Jedda* released?
2. When was 'Friday on my mind' recorded, and by whom?
3. When was the first evening soapie shown in Australia?
4. What was the international sporting achievement by Australian football teams in 2010 and 2015?
5. Which soapie broadcast its 8000th episode in 2018?

8A WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II?

8.1 WHAT IS POPULAR CULTURE?

KEY CONTENT

In this topic you will:

- identify the meaning and context of popular culture.

Culture is a significant part of any society. When we speak about culture, we are referring to the shared values, beliefs, ideas and artefacts that help give meaning to any group of people that are joined in a society. The anthropologist Clifford Geertz described culture as 'webs of significance' that humans spin for themselves. The idea of webs is an effective way of understanding culture, as the various strands of culture bind any society together.

Popular culture is, however, more complicated to define than by simply saying that it is culture that is liked by many people.

Source 1 A sociologist and a historian would differ in their recognition of Australian Rules Football as part of popular culture.

A historian's definition of popular culture

sociologist
a person who studies the way human society develops and functions

Sociologists have suggested that there are four distinguishing characteristics shared by major parts of popular cultures:

- They can move from local to international significance.
- Commercial products are associated with them.
- They can change and evolve over time.
- People have widespread access to them.

Historians prefer to focus on the idea of popular culture as being a cultural activity that reaches a level of wide acceptance. The Australian historian Richard Waterhouse has described popular culture as 'that which is widely practised, watched, heard and read, generally accepted and approved by the majority'.

In studying Australian popular culture, a sociologist would not regard Australian Rules, for example, as popular culture, because of its lack of global impact. To a historian, its significance and popularity would qualify it for study as a popular culture.

SPOTLIGHT

COMPREHENSION

The differing interpretations of the term 'popular culture' show why context is so important when reading historical texts. The correct context helps establish meaningful definitions of terms.

Studying popular culture in Australia from 1945 to the present

This study of popular culture focuses on rock 'n' roll music, radio, television, film and sport. They are not the only examples of popular culture, but they have been selected because they will help you build a strong understanding of the cultural forces that have helped to shape the country you live in.

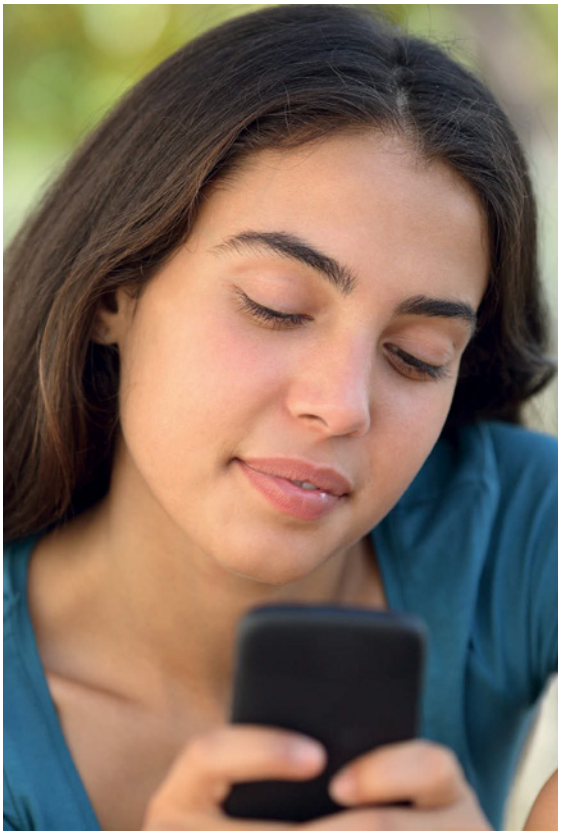
Studying popular culture in this period allows you to trace the impact of changing technology on various forms of cultural expression. You have been born into a world in which the digital storage and retrieval of data (including images and sound) is commonplace. Communication is instant and global. In contrast, at the end of World War II, telegrams were regarded as the quickest way to send written information, and Australian houses received two mail deliveries a day. Australian newspapers in the 1950s referred to an 'electronic brain' because the word computer was not yet in common use. This dramatic change in technology has helped frame the development of popular culture in Australia, which in turn has helped shape the life you lead today.

SPOTLIGHT

CONTINUITY AND CHANGE

You will often be confronted by examples of continuity and change in your study of popular culture. Reflect on the various examples of communication in the paragraph to the left to help you identify continuities and changes that influence the development and transmission of popular cultures.

Source 2 Telegrams were the quickest way to send a written message in 1945. Messages were transmitted to the telegram office closest to the recipient then delivered by a messenger.



Source 3 Instant messaging today

8.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Define the terms 'culture' and 'popular culture' in your own words.
2. How do sociologists and historians differ in the way they recognise activities as part of popular culture?

STRANGE BUT TRUE

In 2013, the world's last telegram was sent in India on 14 July. In the same year, Canada made the decision to end mail deliveries to individual houses.

8.2 POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II

KEY CONTENT

In this topic you will:

- identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport.

The immediate post-war period brought some political changes. The federal government changed from Labor to Liberal in the 1949 elections, and Australia's relationships with Britain and the United States started to change. During World War II, Australia had been under threat of invasion from Japan, but the old certainty of relying on Britain for protection had been swept away with the fall of Singapore. The new political reality was that post-war Australia 'looked to America', as Prime Minister John Curtin (1941–45) put it.

Culturally, however, it was a time of continuity rather than change. Despite the changed political relationship between Britain and Australia, the cultural ties were more enduring, assisted by a strong commitment to British immigration to Australia. A study of popular culture in Australia in 1946 reveals that, while US influence was undoubtedly strengthening, Britain's cultural influence was still strong.

Popular sports at the end of World War II

Sport was very popular in Australia, and played a key role in restoring normality after the traumas of World War II. One of the great traditions of Australian sport was test cricket clashes with England for the Ashes. These contests had been disrupted by the war, and both England and Australia were keen to see the contest resume as a sign that life was returning to normal. An English team toured Australia in the summer of 1946–47. It was to be a goodwill tour, but Australia played with a determination to show the 'mother country' how strong they were. The result was a 4–1 series win to Australia, a superiority that was confirmed when Don Bradman led the team to England in 1948 and they remained undefeated.

Source 4 Don Bradman led Australia to victory in the Ashes series against England, 1946–47.

Rugby League was another popular culture drawn from Britain. Centred in New South Wales and Queensland, the most prestigious competition was the NSWRL premiership. Rugby League was matched in the southern states by Australian Rules, a sport that had developed locally. Unlike many sports, both Rugby League and Australian Rules continued to be played throughout World War II, providing some sense of normality as young men went off to fight.

Baseball was mainly played as a winter sport in Australia, complementing rather than competing with cricket. It is thought that baseball arrived in Australia with US gold miners in the Victorian gold rush of the 1850s. Interstate baseball games resumed after the war, and its success in the immediate post-war period shows that it was not only British traditions that influenced sport in Australia.

Source 5 The first test of the Australia versus England Rugby League series, 12 June 1950

Children's literature at the end of World War II

An influential aspect of popular culture in the years after World War II was children's literature. Books by two British writers, Enid Blyton and Captain W. E. Johns, helped give Australian children a sense of a wider, if very British, world. For the post-war generation, Blyton's *The Famous Five* and *The Secret Seven* series, and Johns's *Biggles* series became must-reads for Australian children. They played an important role in reinforcing cultural links with the 'mother country' for another generation.

Source 6 The cover of a book from Enid Blyton's *The Secret Seven* series

Radio in post-war Australia

Until the 1920s, pianos and pianolas (self-playing pianos) were the main source of home entertainment. Sheet music allowed songs to be shared and the sales of that sheet music indicated a song's popularity. In 1923, public broadcasting of radio in Australia started in Sydney with radio station 2SB (later renamed 2BL). Radios soon became commonplace in Australian homes and replaced the piano as the focus of home entertainment.

Radio broadcasts helped to introduce and popularise jazz music from the United States, which had become popular during World War II with the presence of US servicemen in Australia. During the war, clubs such as the Booker T Washington club in Sydney and Dr Carver Club in Brisbane had been established to cater for visiting Black American troops, and these clubs had regular live jazz performances. American performers such as Frank Sinatra and Bing Crosby also influenced Australian tastes in music, as they were popular performers heard and seen regularly on radio and in films in Australia.

Technological developments from the 1930s led to portable radios which increased the reach and influence of radio. Portable radios meant that music could be played outside the living room, and after the development of even smaller transistor radios in the 1950s, radios were also built into cars.

By 1946, all capital cities and most regional centres in Australia boasted their own radio stations. This helped overcome the great distances involved in communicating across the country, and radio became the ideal medium for introducing Australian audiences to the recorded music that was coming from the United States.

8.2A SOURCE STUDY

Radio in post-war Australia

Source 7 Inside the Dr Carver Club, Brisbane, during World War II (AWM 015578)

Source 8 Sunbathing and listening to a portable radio, Bondi Beach, 1940s

INTERPRET

1 What evidence do these sources provide about cultural influences and technological developments in popular culture in 1940s Australia?

Radio serials

As well as recorded music, radio serials became increasingly popular. Radio serials were stories or plays presented in instalments, usually weekly. They covered all the styles, genres and age groups you find on television today: dramas such as *Hagen's Circus*, comedies such as *McCackie Mansion*, and children's shows such as *The Air Adventures of Biggles* were all popular. Quiz shows were also popular, and made stars of radio presenters such as Jack Davey and Bob Dyer.

One of the most famous radio serials was the rural soap opera *Blue Hills*, which ran on ABC radio from 1949, survived the impact of television in the 1950s and 1960s, and finally finished in 1976. To get a sense of the time span this long-running serial covered – including its original version as *The Lawsons* – Blue Hills ran while John Curtin, Frank Forde, Ben Chifley, Robert Menzies, Harold Holt, John McEwen, John Gorton, William McMahon, Gough Whitlam and Malcolm Fraser were all sitting prime ministers.

STRANGE BUT TRUE

The term 'soap opera' or 'soapie' originated from the sponsorship of early radio serials by soap companies. The serials were aired during the day when housewives were the main audience. The term transferred to television serials when they were introduced in 1957.

Film in post-war Australia

The world's first feature film, *The Story of the Kelly Gang*, was produced in Australia in 1906. In the years between 1906 and 1912, Australia led the world in feature film production, producing more films than either the United States or Britain. However, when the New South Wales and Victorian governments banned 'bushranger' films in 1912 because they were fearful of political rebellion, they effectively destroyed the early Australian film industry. From 1914 to 1918, the government placed a large import tax on foreign films to try to protect the Australian industry. After the tax was lifted in 1918, US films began to dominate Australian cinemas. By 1923, 94 per cent of all films shown in Australia were American; and in the 1930s, 'talkies' from Hollywood began to dominate the global film industry.

Source 9 A film still from *The Story of the Kelly Gang*, 1906

STRANGE BUT TRUE

The Story of the Kelly Gang, which was made only 26 years after the execution of Ned Kelly, was sympathetic to the Kelly gang. The film was said to inspire school children in Ballarat to break into a photographic studio and bail up a group of other school children at gunpoint. The film was banned in the Victorian towns of Benalla and Wangaratta because these towns had strong connections with the Kelly family.

Source 10 A film poster for the 1955 film *Jedda*

There was a brief revival in Australian film in the 1930s, and the documentary *Kokoda Front Line!* won Australia's first Academy Award in 1943, for Best Documentary. However, the Australian film industry struggled in the years after World War II. Australian actors travelled to Hollywood with hopes of success, and films made in Australia in the 1940s and 1950s were usually co-productions with US and British film companies. Some of the major Australian stars that emerged in this period were Errol Flynn, Peter Finch and Chips Rafferty.

The 1955 film *Jedda* stands out as a significant milestone in Australian film because it had two Indigenous Australian leads and was the first Australian film to be shot in colour. By introducing a mainstream audience to Indigenous issues, it also showed the potential of film to create debate and stimulate social change.

The Disney studio became the main source of children's entertainment. *Dumbo* and *Bambi* had been major hits during the war, and by the 1950s Disney films were clearly established as the must-see movies for Australian children. US serials and cartoons also emerged as staples of Saturday afternoon picture shows, and ensured that children in post-war Australia were introduced to a steady diet of US popular culture. These serials showed the merging of US popular culture influences as they frequently drew on comic-strip heroes such as Batman, the Phantom and the Green Hornet as their source.

Before television, newsreels at cinemas were the only way people could see major news events. Serials and newsreels ensured that people kept coming back on a weekly basis, as post-war prosperity made the local cinema a centre of popular culture. It also explains why, when the Australian film industry went into decline after World War II, newsreel production continued until the introduction of television eventually ended it.

SEE, THINK, WONDER

Examine Source 10.

What do you see?

What do you think?

What does it make you wonder?

Fashion in post-war Australia

Fabric had been rationed during World War II and a shortage of dress-making material meant that hemlines were shorter and clothes simpler. Many Australian women wore what was known as an 'austerity suit'. This was a plain, straight skirt and a jacket limited to four buttons and two pockets. When material became more readily available, women looked for more feminine styles.

Australia followed fashion trends particularly from Europe and the United States. Ruffles and peplums (short skirt-like additions to jacket hems) were in vogue immediately after the war.

Source 11 A woman wearing an outfit designed by Christian Dior, 1947

In 1947, Christian Dior revealed his 'New Look' collection with pinched-in waists and full skirts. His designs were a reaction against the wartime restrictions, and the popularity of full skirts continued into the 1950s.

For Australian men, a suit and a hat were the required business attire, and many companies had rules for what should be worn in the office.

For ordinary Australians, clothes were most often sewn at home or by a dressmaker.

8.2B SOURCE STUDY

Australian fashion in 1946

Source 12 An advertisement from the *Australian Women's Weekly*, 13 April 1946

Source 13 An advertisement from the *Australian Women's Weekly*, 13 April 1946

INTERPRET

1. Use your modern perspective to analyse the fashions worn by the models in these 1946 advertisements from the *Australian Women's Weekly*. What is the risk of analysing something like fashion with a modern perspective?
2. The jacket in the second advertisement is available in a range of colours including Spitfire Red, American Beauty and Californian Green. How do the names chosen for these colours reflect continuities and changes in Australian popular culture immediately after the war?
3. Describe the impression of post-war life that is created by the photo in the first advertisement.
4. Explain how these two advertisements help you understand continuities and changes in Australian fashion. What other information would you require to come to a more definite conclusion?

8.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which sports in Australia were disrupted by the war?
2. Which series of children's books were popular in post-war Australia?
3. Describe the different ways Australian audiences were introduced to jazz music.
4. How did the term 'soapie' originate?
5. For how many years did the radio serial *Blue Hills* run?
6. Explain why US films dominated Australian cinemas in the years before and after World War II.

APPLY AND ANALYSE

7. In small groups, conduct research to create a snapshot of post-war Australia. Find information such as the average age and country of birth of the Australian population, as well as details of daily life in a typical Australian family in 1945. Write a paragraph that summarises the main features of Australian society at the end of World War II.
8. Research the 1955 film *Jedda* and discuss why it is considered to be a landmark Australian film.

EVALUATE AND CREATE

9. You have been commissioned to create a documentary on life in Australia in the period after World War II. Using the material in this chapter and your own research, develop an outline for your documentary. You can negotiate the option of actually developing a documentary for presentation to the class.

GO DEEPER

10. Read a novel from the *Famous Five*, *Secret Seven* or *Biggles* series. In a 200-word report, analyse the book from a modern perspective. Is there anything in the novel that would seem dated or inappropriate now? What view of England do you get from reading the novel?

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WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II?

» Identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport

1 How do historians define popular culture? (2 marks)

2 What were the main sports that were popular in Australia at the end of World War II? Explain why these represent either cultural continuity or cultural change in Australia. (5 marks)

3 What did Enid Blyton and Captain W. E. Johns have in common? (2 marks)

4 Explain why radio became so popular in Australia from the 1940s. (10 marks)

5 Describe what you could expect to see on a visit to the Australian cinema in the late 1940s. Explain the role films played in Australian life at this time. (5 marks)

6 Outline the significance of *Jedda* in the Australian film industry. (3 marks)

7 Explain the influence of fashion in post-war Australia. (3 marks)

Total marks [/30]

Source 14 An ABC publicity photo of the *Blue Hills* cast from 1949

8A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

8B WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY?

8.3 THE ARRIVAL OF ROCK 'N' ROLL AND TELEVISION

SPOTLIGHT

SIGNIFICANCE

It is crucial to consider historical context when making decisions about significance. In 1956, it would have been difficult for a historian to see the introduction of rock 'n' roll and television to Australia as significant. By the twenty-first century, the historical significance of both was clear.

KEY CONTENT

In this topic you will:

- explain ways in which Australia in the 1950s was influenced by American culture.

It is difficult to imagine life today without rock music and television. Both rock music and television had their origins in the United States, and both became major vehicles for social and cultural change in Australia. Both allowed the transmission of US popular culture in a more direct way than film or the visits of US troops during World War II had been able to do.

In cultural terms, you can make an argument that 1956 was a year that the country changed, but that is a perspective that could only have been established in later decades.

Rock 'n' roll arrives in 1956

Sydney newspaper *The Sun* reported on 21 June 1956 that 'rock and roll raised no more than a flutter' in Australia, and many adults thought rock music was just a fad that would quickly die out. Yet six months later, rock music had become part of the cultural environment. In that year, Elvis Presley's 'Heartbreak Hotel' was released, and Bill Haley's 'Rock around the clock' broke sales records when it sold 175 000 45s and 78s (vinyl records that spun on a turntable at 45 and 78 rpms – revolutions per minute). Twelve-thousand LPs (long-playing records) were also sold.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

There is no doubt that rock 'n' roll changed Australia in the 1950s. Teenagers had a different outlook from the earlier generations that had experienced the **Great Depression** and World War II. Attendance at rock music concerts became a symbol of the enthusiastic adoption of US popular culture. For teenagers, it also signalled a break with their parents' generation. When artists such as Johnny O'Keefe, Col Joye, Betty McQuade and Lonnie Lee absorbed these influences, so did their fans. The arrival of rock music set off the start of social change in Australia. It also led to the development of original contributions to Australian culture by Australian songwriters and performers.

Source 1 A rock 'n' roll dance in the Manly RSL

Introduction of television in 1956

Television in the United States was critical in exposing rock music to a national audience. By 1956, teenagers across the United States could see Elvis Presley perform on nationally broadcast shows such as *The Ed Sullivan Show* and *The Milton Berle Show*. In a country the geographical size of Australia, television had the same potential to influence popular culture, but the much smaller population in Australia delayed the adoption of the new technology. Political disputes about the broadcast model to be used also delayed its introduction.

It was finally decided that Australia would have a joint government (the British model) and private structure (the US model) of television station ownership.

The Melbourne Olympic Games in November 1956 were the catalyst for the introduction of television. Both public and private stations were operating in Sydney and Melbourne in time to televise the games, and by 1960, Brisbane, Adelaide, Hobart and Perth all had television stations.

Like many new technologies, television sets were initially expensive. In 1956, a new set cost over $400 at a time when the average weekly wage was just over $30 a week. As a result, it is estimated that only about 5 per cent of Melbourne and 1 per cent of Sydney households had a television by 1960. For the first few years of television in Australia, many people could only see television by watching sets in stores.

Source 2 A family watches a television in the television lounge at a department store in Sydney on 24 November 1956.

Source 3 The 1956 Melbourne Olympics was one of the main motivating factors for the introduction of television in Australia. The games were broadcast as a test transmission by all three television stations operating in Melbourne at the time. This photo shows Betty Cuthbert anchoring Australia to win the women's 4 x 100m relay final.

STRANGE BUT TRUE

After Elvis Presley's appearance on *The Milton Berle Show*, performing 'Hound Dog', United States authorities banned the filming of Elvis below the waist because of his suggestive dance movements.

8.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the songs by Elvis Presley and Bill Haley that signalled the arrival of rock 'n' roll in Australia.
2. When was television first broadcast nationally in Australia?
3. In which year did all Australian state capitals have television stations?

APPLY AND ANALYSE

4. As a class, discuss the suggestion that 1956 was a significant year for popular culture in Australia. Summarise three key points from the discussion.

EVALUATE AND CREATE

5. Script a discussion between a father and daughter watching Elvis Presley performing on *The Milton Berle Show* in the US in 1956. Ensure the discussion reflects the social and cultural context of 1956. Then, in pairs, act out your scripts.

GO DEEPER

6. A television in 1956 cost roughly 13 times the average weekly wage. Find out the current average weekly wage for a full-time adult worker and use this figure to calculate the equivalent cost of a television in today's terms. What does this tell you about access to television in Australia today?

8.4 ROCK 'N' ROLL IN AUSTRALIA

KEY CONTENT

In this topic you will:

- assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll.

Rock 'n' roll exposed a developing generation gap in Australia. The emergence of teenagers as a distinct social group had been underway since the end of World War II. Part-time work provided disposable income for young people. With money to spend and few responsibilities, teenagers' free hours became a time for fun. Parents had less direct control over teenage children, and products such as records, magazines and cosmetics were developed for the teenage market.

Rock 'n' roll was identified as rebellious music for teenagers from its earliest days in Australia. The first rock music exploitation film, *Rock Around the Clock*, was released in Sydney on 14 September 1956. Ten days later, two youths were fined for dancing in Pitt Street after viewing the film. The link between rock music and teenage misbehaviour was established, even before there were any Australian rock bands.

Australian origins

There is some debate about the identification of Australia's first rock music record. The most likely pioneer of Australian rock music, however, was an Indigenous Australian called George Assang, who regularly fronted jazz and swing bands on the Australian live music circuit. On 12 July 1956, under his stage name of Vic Sabrino, he released a version of 'Heartbreak Hotel' simultaneously with Elvis Presley's original version. It reflects the status of Aboriginal and Torres Strait Islander people at that time that Assang felt he had a greater chance of success by passing as an Italian migrant than being recognised as Indigenous.

Typical of the early Australian rock industry, most records released were covers of US songs. The first original Australian song was probably 'Rock 'n' roll washboard' by the Schneider Sisters, written in November 1956.

Rock 'n' roll goes global

Radio, television and film all helped to spread rock music, and tours by live acts were the next step. Although Australia was geographically isolated in the 1950s, a US promoter living in Australia named Lee Gordon realised the potential of rock music. He organised the first rock music tour outside of North America when he booked Bill Haley and the Comets, Big Joe Turner, The Platters, LaVern Baker, and Freddie Bell and the Bell Boys on a package tour of Australia in 1957. The musicians were of mixed race and gender, both certain to attract controversy in a 'white' Australia where women were yet to be considered men's equals. A sign of the success of the tour was the fact that it sold out across the country, playing to 330 000 people at a time when Australia's population was around nine million.

STRANGE BUT TRUE

It took Bill Haley five days to travel (by train and plane) from the east coast of the United States to Sydney for his tour of Australia in 1957.

Different perspectives of Bill Haley's Australian tour

Reviews of the live shows confirmed that adults and teenagers viewed rock music very differently. The review in the Sydney *Sun* called it the 'noisiest show to ever hit Sydney', and included comments that 'plates rattled half a block away, dogs cringed in their kennels and the boxing stadium at Rushcutters Bay loosened its nails'.

It described scenes of teen rebellion, when 'groups of teenagers jumped up and began jiving and jitterbugging in the aisles' and 'ushers and police rushed to break them up'.

Valuable primary source materials for the tour are the recordings of the *Jack Davey Ampol Show* on Sydney radio station 2GB. In an interview with Davey, Haley said that rock 'n' roll was ideal for people to 'relax and enjoy themselves'. As a spokesman for rock music, Haley was a long way from the rebellious image that the press was creating.

The excitement generated by the Haley tour accelerated change in Australia. Young people were prepared to announce themselves as different from their parents, and music was the easiest way to express that difference. A generation gap was emerging.

Source 4 The cover of the program for Bill Haley's tour of Australia in 1957

8.4A SOURCE STUDY

Differing perspectives of Bill Haley's Australian tour

Source 5

It will be interesting to note the effects of the visit to Sydney of a band of American entertainers. Reports of the way 'rock and roll' has been received by overseas audiences, coupled with the almost unanimous acceptance of Elvis Presley who, despite his repulsive antics, is now the current idol of the younger set, lead one to believe that the arrival of Mr Haley could be regretted for years to come.

We have only to glance through the daily papers to read the shocking manner in which teenagers of today, throughout the world, carry on. The morals of the modern generation, with the exception of a small minority, have nearly reached an all time low, and 'rock and roll' has done nothing to improve them.

Already the general outlook of the Australian teenager has begun to deteriorate rapidly and to such an extent that something must be done to prevent the low level which they are gradually approaching, being attained.

Strongly opposed by most leading musicians, both modern and classical, 'rock and roll' represents a serious threat to the community. In both Britain and the United States riots are prevalent where this form of entertainment is played. We must see that it is not given the same opportunity to take a grip on our own youth.

A letter to the editor by John Sutton, *The Sun*, Sydney, January 1957, while Bill Haley was touring Australia. It was given the heading 'Menace of rock and roll'.

Source 6

The show opened with Freddie Bell and the Bellboys. They opened with a song, 'We're Gonna Teach You To Rock,'... Their stage act was superb, with dance moves, comedy routines, all just too much. This was the first time I had seen or heard a bass guitar, and from that moment I knew what instrument I wanted to play. I was hooked on bass. The crowd reaction was sensational, no one had ever seen or heard anything like it before.

On came Bill Haley and the Comets ... They had a great stage show, namely round the sax player and bass player. He played a double bass and climbed all over it, and stood on it. They played all their hits, 'Rock a Beatin' Boogie', 'R-O-C-K', '13 Women' and 'Rock Around the Clock'. I was a little disappointed with Bill. He just stood there, sang, and played rhythm guitar – not really part of the act ... The band played and sounded great, just like the records ... I'm glad I was there, and I suppose, part of it.

John Manners sharing his memories of a Bill Haley concert at Sydney Stadium in January 1957 in a private letter. Manners is regarded as one of Australia's greatest and most innovative bass players, and was a member of the band The Whispers, with three singles reaching number one in the charts.

SPOTLIGHT

PERSPECTIVES

The examples of perspectives shown here are evidence of the so-called 'generation gap'. In examining popular culture, identify the age of the people who are expressing the perspectives you are examining to ensure you understand their context.

INTERPRET

Sources 5 and 6 show two very different perspectives on the first international rock 'n' roll tour of Australia in 1957.

1. Identify the perspectives of John Manners and John Sutton.
2. List the words used that help you identify each perspective.
3. Mr Sutton's age is not given. Is there any evidence to indicate his approximate age?
4. Is one perspective more accurate than the other?
5. How would you use these two sources as evidence to argue that rock music created a generation gap in Australia in 1957?

Source 7 Johnny O'Keefe performing on stage in 1963

Australia's early rock music industry

The early Australian rock music industry was centred on Johnny O'Keefe – who led what was initially regarded as Australia's only working rock 'n' roll band – and Festival Records. O'Keefe introduced a live rock music circuit of suburban dances, while Festival Records gave local artists the opportunity to record in their studios.

O'Keefe released his first single 'You hit the wrong note, Billy Goat' in 1957. His 1958 release 'The wild one' was the first genuine Australian hit record. It was inspired by a riotous night at one of the suburban dances, where teenagers took the opportunity to cut loose from the conservatism of the time.

The Australian music industry continued to develop in the early 1960s. Artists such as Lonnie Lee, Col Joye and Johnny Rebb pioneered an Australian rock music sound with local songs that often drew on American rockabilly influences.

Surf music

From 1962, the international surf music boom launched the next phase of Australian music. A Sydney band called The Atlantics created a huge local hit, 'Bombora', which was released internationally, even attaining status as US Cashbox Magazine's 'Record of the Week'. Following the impact of 'The wild one', this showed that Australian rock music was already developing the capacity to have an influence internationally. Suddenly, surf bands were everywhere, playing suburban dances and imitating the British band The Shadows.

The classic rock line-up of guitars, bass and drums emerged at this point, and major international labels such as CBS and HMV started investing in the local music industry. As The Beach Boys started to hit the charts, vocals started to influence surf music, and 14-year-old Little Pattie entered the charts with 'He's my blonde headed stompie wompie real gone surfer boy' late in 1963. The summer of 1963–64 was the high point of the surf music craze in Australia, before British popular culture reasserted itself with The Beatles.

STRANGE BUT TRUE

Little Pattie was studying at Sydney Girls High School when she first entered the charts. She abandoned plans to become a doctor, and has been performing continuously ever since.

The Beatles arrive

On 11 June 1964, The Beatles arrived in Australia for their only visit. The tour had been arranged before the start of Beatlemania, but by the time the band arrived they were arguably the most famous people on the planet. Crowds, such as the 350 000 people who lined the entire drive from Adelaide's airport to the city, were repeated wherever The Beatles went. For two weeks, Australia was the centre of the popular culture universe.

The Beatles' tour had a direct impact on Australian society. Many teenagers disobeyed authority for the first time in their lives, ignoring police instructions as they massed anywhere that The Beatles might appear. The mobilisation of so many teenagers was an early sign of the mass movement that would later protest against the Vietnam War.

Source 8 Police hold back Beatles fans at Sydney airport in June 1964, as Ringo Starr and Brian Epstein (manager of The Beatles) arrive.

The Beatles' tour changed the face of Australian music. Groups replaced solo singers almost instantly. The music industry boomed from 1964, as teenagers across the country demanded records and live concerts. Music became the quickest way for many migrants to assimilate into Australian culture. The Easybeats in Sydney and The Twilights in Adelaide, two bands that formed after The Beatles' tour, consisted mainly of migrants. By 1966, The Easybeats and Normie Rowe, two of the biggest names on the local scene, had moved to England to try to crack the international market.

Source 9 The Beatles at their press conference in Melbourne, June 1964

SPOTLIGHT

SIGNIFICANCE

An event can be considered significant because of its impact at the time, its impact on later times, or a combination of both. Reflect on The Beatles' 1964 Australian tour to consider which interpretation of significance applies to it.

8.4B SOURCE STUDY

Rock 'n' roll in Australia

TOP 20

1 Friday On My Mind – The Easybeats (AUS)
2 Ooh La La – Normie Rowe (AUS)
3 No Milk Today – Herman's Hermits (UK)
4 Let It Be Me EP – Johnny Young (AUS)
5 Sorry – The Easybeats (AUS)
6 The Boss's Daughter – Gene Pitney (USA)
7 The Loved One EP – The Loved Ones (AUS)
8 Winchester Cathedral – The New Vaudeville Band (UK)
9 Bend It – Dave Dee, Dozy, Beaky, Mick and Tich (UK)
10 Stop Stop Stop – The Hollies (UK)
11 I'm A Boy – The Who (UK)
12 Spicks and Specks – The Bee Gees (AUS)
13 Dandy – Herman's Hermits (UK)
14 Psychotic Reaction – Count Five (US)
15 It's Not Easy – Normie Rowe (AUS)
16 I Can't Control Myself – The Troggs (UK)
17 Mellow Yellow – Donovan (UK)
18 Needle In A Haystack – The Twilights (AUS)
19 Ever Lovin' Man – The Loved Ones (AUS)
20 Green, Green Grass Of Home – Tom Jones (UK)

Source 10 The Top 20 in Australia, 16 March 1966

TOP 20

1 Women – The Easybeats (AUS)
2 These Boots Are Made For Walkin' – Nancy Sinatra (USA)
3 We Can Work It Out – The Beatles (UK)
4 Gloria – Them (Ireland)
5 Barbara Ann – The Beach Boys (USA)
6 The Carnival Is Over – The Seekers (AUS)
7 Tennessee Waltz – Ray Brown and the Whispers (AUS)
8 Love Letters – Billy Thorpe and the Aztecs (AUS)
9 Listen People – Herman's Hermits (UK)
10 My Generation – The Who (UK)
11 Michelle – The Beatles (UK)
12 Someday – Tony Barber (AUS)
13 Warlord – The Shadows (UK)
14 As Tears Go By – The Rolling Stones (UK)
15 The Sounds Of Silence – Simon and Garfunkel (USA)
16 To Whom It Concerns – Chris Andrews (UK)
17 Tell Him I'm Not Home – Normie Rowe (AUS)
18 The Best In Africa – The Groop (AUS)
19 Some Sunday Morning – Wayne Newton (USA)
20 Second Hand Rose – Barbara Streisand (USA)

Source 11 The Top 20 in Australia, 4 January 1967

INTERPRET

1 Why are these Top 20 charts primary sources?
2 How could a historian investigating the impact of American and British popular culture on Australia use these sources?
3 What evidence is there that Australia was able to absorb and respond to overseas popular culture in the 1960s?
4 Is there any evidence in these charts to support the suggestion that The Beatles' tour of 1964 changed the face of Australian music?
5 Identify the elements of continuity and the elements of change between the two charts.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Popular culture provides an opportunity to explore new sources that reflect the nature of the topic. Top 20 music charts would once never have been regarded as historical sources, but new topics such as 'pop' music led to new understanding of the value of various sources.

8.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What did police and ushers try to stop at a Bill Haley concert?
2 What was the first Australian hit record, and who was the performer?
3 How did the tour of The Beatles affect the behaviour of Australian teenagers?

EVALUATE AND CREATE

4 Create a playlist that you think captures the sounds Australians your age would have been listening to in the mid-sixties. Explain the differences with today in terms of continuities and changes.

GO DEEPER

5 Investigate which performers have recorded versions of Johnny O'Keefe's single 'The wild one'. Use this information to write a paragraph about the significance of O'Keefe to Australian and global popular culture.
6 Because of the strong cultural links between Australia and Britain, The Beatles entered the Australian charts six months before they charted in the United States. Newly arrived British migrants had kept Australians up to date on the pop boom in England. Search for websites that provide copies of Top 40 charts in the 1960s and investigate the differences between the Australian, British and US charts at that time.

CASE STUDY

What was Australia's first rock 'n' roll record?

Sometimes during your study of History, you are confronted by questions that don't appear to have a clear and obvious answer and may appear to have a range of responses that could be correct. Asking, 'which was Australia's first rock 'n' roll record?' is one of those questions. The correct approach to this type of question is to research as much reliable information as you can and come to a decision based on the evidence. That evidence can then also be used to support your response.

In this case study, you will be guided through the steps you can take to answer this question. You will then be required to make up your own mind and support your conclusion with evidence. You are the historian! If you simply search online for 'what was Australia's first rock 'n' roll record?', you will get over one million results. Obviously with that much information available, it is impossible to quickly assess which would be useful resources. If you simply followed the featured snippet that topped the Google results, you could also have an answer: *Rock-A-Beatin'-Boogie* by Frankie Davidson. That's not historical research though, and it is important to never simply accept the first site offered to you by Google. Instead, develop an organised approach to your investigation.

Step 1: Define your question, key terms and search

You have had the question set for you: 'What was Australia's first rock 'n' roll record?' Firstly, what do you understand by the term 'rock 'n' roll'? How you define this will have an impact on what can be categorised as a rock 'n' roll record. Another important point to consider is what is meant by 'Australia's'. To be Australia's first rock music record, does it need to have been written and recorded by Australians? Does an American song covered by an Australian qualify? Does it have to be released by an Australian record company? Defining these sorts of terms before you get started helps to make your search more focused.

A good starting point is to investigate a range of possibilities. In your initial research, develop a list of possible artists and songs that you think are worthy of further research. This is not a quick process, because you will have to make sure you have considered a range of resources that suggest candidates. That list becomes the basis of your next step. Keep a list of the resources you use and assess during your research, so that you can show where your information and understanding has come from.

Step 2: Refine your research

As you become more familiar with the material, and your list becomes final, make your research more specific. Look for evidence to keep a song on or off the list, with the aim of bringing your list down to a manageable number of candidates.

Step 3: Move to detailed research

With your list finalised, it becomes the focus of more detailed research. Each song can be the focus of a specific search as you assemble evidence. Each search should help you refine your list further. Assemble the evidence that justifies including or excluding a song.

Step 4: Interrogate your research

It is important to ask questions of your research. What is reliable? Why is it reliable? What is fact and what is opinion? These are key questions that drive reliable historical research.

Step 5: Prioritise your research

You have now reached the stage where you can prioritise your research. Which songs have the strongest claims? Why? Are there songs you can now rule out because of the date? Can all the songs remaining on your list be described fairly as rock music according to the definition you established? Are there any songs where the only supporting evidence is opinion rather than fact?

Step 6: Analyse your findings closely

You are coming closer to a conclusion. Make sure that your final analysis relies on evidence. Assemble the evidence and reflect on why your conclusion is valid. What makes the evidence you have assembled convincing?

Step 7: Come to a conclusion

What are you going to argue was Australia's first rock 'n' roll record? What evidence are you going to use to support your choice? Which evidence are you going to reject? Why?

Step 8: Present your conclusion

How are you going to present your argument? Have you been given specific instructions or a free choice? It is vital that whoever accesses your response can clearly see what choice you've made, what evidence you have to support it, and what sources you have relied upon to come to your conclusions.

Source 12

The Schneider Sisters – Washboard Rock 'n' roll – 1956

Frankie Davidson – Rock a Beatin' Boogie – 1956

Vic Sabrino – Rock Around the Clock – 1955

Les Welch – Saturday Night Fish Fry – 1954

Four songs listed under the heading 'Rare Collections: What was the First Australian Rock 'n' roll Record' by David Kilby and Jordie Kilby on abc.net.au

Source 13

The late Johnny O'Keefe is regarded as the true founder of Australian rock 'n' roll, his 1957 song The Wild One being the first of its type recorded here. An Australian-composed rock song by an Australian artist, it lives on 48 years later in Iggy Pop's version *Real Wild Child*, which has propelled the ABC music show Rage for nearly two decades.

Extract from: 'Discovered: Rock 'n' roll's Scratchy Start' by Steve Waldon, *The Age*, June 4, 2005

Source 14 Vic Sabrino (centre back row) after he had reverted to his original name of George Assang and developed a successful career as an actor

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain why some historical questions appear to have no clear answer.
2 Why is it important to define key terms early in any historical investigation?

EVALUATE AND CREATE

3 Create a fully researched presentation that allows you to argue what you believe was Australia's first rock 'n' roll record.

GO DEEPER

4 Investigate the career of Vic Sabrino. Could he be described as Australia's first rock music star? What evidence supports your response?

8.5 TELEVISION IN AUSTRALIA

KEY CONTENT

In this topic you will:

- use a range of sources to explain the nature and impact of television on Australian popular culture.

The arrival of television in Australia in 1956 caused great cultural change, as it ensured easy access to US popular culture. At the time, there were no local content requirements or quotas, to encourage investment in television stations. This meant that early Australian television was dominated by American shows, as television companies found it was cheaper to import ready-made shows from the United States, in particular. When a Senate Committee reported on Australian content on television in 1963, it estimated that 97 per cent of all television drama shown between 1956 and 1963 was American. This became a powerful agent of cultural change. Australian kids grew up with *The Mickey Mouse Club* and *The Wonderful World of Disney*, while cowboys such as Roy Rogers and Hopalong Cassidy meant Australians became more familiar with the Wild West than the Outback. Crime-based shows such as *Perry Mason* and *Dragnet* were popular adult fare. Sitcoms such as *Father Knows Best* and *I Love Lucy* also attracted large audiences.

At the time, there were few facilities and no equipment in Australia to produce programs or record broadcast material. As a result, local content consisted of live quiz and game shows that had been popular on radio. For historians, one of the difficulties in studying the early years of Australian television is that so little primary source material survives. With no videotape or equipment to record television shows, live broadcasts were unique events.

Source 15 The absence of local content requirements meant that Australians saw more of Roy Rogers and the Wild West than the Outback.

The Mickey Mouse Club

The stars of *The Mickey Mouse Club*, which featured talented young performers called Mouseketeers, were invited to tour Australia in 1959. The television show was a must-see show for suburban Australian children whose families had television sets. Thousands of excited Australian children and teenagers flocked to the airport, hotel and concert appearances of the Mouseketeers. Streets were closed and the Mouseketeers required security to ensure their safety. The memories of some of those young television stars were recorded in an oral history of *The Mickey Mouse Club*, which is a valuable primary source on the impact of US television on Australia in those early years. Mouseketeer Sharon Baird remembered, 'There were more people to greet us there than Frank Sinatra when he arrived. I thought that was really something. Before then, I don't think I realised how big the show was.'

The excitement generated by the tour helped inspire a generation of Australians to become consumers and, in some cases, producers of Australian popular culture. In 2020, popular culture expert Glenn A. Baker remembered the Mouseketeers at Sydney Stadium as his first concert. As with the first rock music tours, personal experience helped Australians connect to an increasingly global popular culture.

Television in Australia

These two Sydney television program guides, a decade apart, give historians the opportunity to examine primary sources that provide evidence of the impact of television on Australian popular culture.

Source 16 Television program guide for Monday 13 July 1959, Sydney

	ABN2	ATN7	TCN9
4PM	4pm Woman's World 4.30 New Zealand Parade 4.45 Kindergarten Playtime	4pm Sheena Jungle Queen 4.30 Captain Fortune Presents	4pm These Were the Hits 4.30 OSS
5PM	5pm Children's TV Club	5pm Rocky Jones Space Ranger 5.25 Crusader Rabbit 5.30 Teen Time. Keith Walshe	5pm Annie Oakley 5.30 Desmond and the Channel 9-Pins
6PM	6pm Wells Fargo 6.30 Life of Riley 6.55 Focus	6pm Popeye's Cartoon Theatre 6.30 Laurel and Hardy 6.56 News, Weather	6pm The Mickey Mouse Club 6.25 Tom Terrific 6.30 Huckleberry Hound 6.45 News, Weather
7PM	7pm News, Newsreel, Weather 7.30 Glencannon	7pm McKenzie's Raiders 7.30 Movie: Gallant Legion	7pm Abbott and Costello 7.30 Border Patrol
8PM	8pm Overseas Press Club 8.30 Any Questions?		8pm The Restless Gun 8.30 I Love Lucy
9PM	9pm Assignment Foreign Legion 9.30 Sports Cavalcade	9pm The Loretta Young Show 9.30 Movie: Double Jeopardy	9pm Whitehall Playhouse 9.30 Trackdown
10PM	10pm Science Makes News 10.30 News, Newsreel 10.55 Close		10.30 Movie: Give Me Your Heart. 1936

Source 17 Television program guide for Monday 6 October 1969, Sydney

	ABN2	ATN7	TCN9	TEN10
4PM	4pm Play School 4.30 Adventure Island	4.25 Little Folk 4.30 The Munsters	4pm Junior New Faces 4.55 Name to Remember	4pm Batman 4.30 Operation Starlift
5PM	5pm Cartoons 5.05 Kimba 5.30 Why Is It So? 5.40 The Forest Rangers	5pm The Three Stooges 5.30 Bugs Bunny Show	5pm National Velvet 5.30 Ozzie and Harriet	5.30 Blind Date
6PM	6.05 The Ghost and Mrs Muir 6.30 GTK 6.40 Bellbird 6.55 In a Good Cause	6pm Beverly Hillbillies 6.30 News. Roger Climpson	6pm The Lucy Show 6.30 News. Brian Henderson	6pm News. John Bailey 6.30 Paycards 6.32 Gilligan's Island
7PM	7pm ABC News 7.25 Weather 7.30 This Day Tonight	7pm Pick a Box 7.30 Department S	7pm Skippy 7.30 Voyage to the Bottom of the Sea	7pm Hogan's Heroes 7.30 Showcase 69
8PM	8pm That's Life 8.48 News in Brief 8.50 Sue Becker	8.30 Movie: Major Dundee. 1965	8.27 News 8.30 Ironside	8.30 Name of the Game
9PM	9.05 The Export 9.55 News, Weather		9.27 News 9.30 The Outcasts	
10PM	10.05 Dialogue 10.35 Soccer		10.30 News 10.45 Movie: Blue, White and Perfect. 1942	10pm Paycards 10.30 Sports Magazine

THINK, PAIR, SHARE

Think about what Sources 16 and 17 reveal about television in Australia compared to your personal experiences.

Discuss your thoughts and reflections with a partner.

Share your ideas with the class and discuss what they reveal about continuities and changes.

INTERPRET

1. How reliable are television program guides as a historical source for examining the impact of popular culture on Australian society?
2. What limits are there on using this evidence in a historical argument about the impact of popular culture on Australian society?
3. What evidence is there that the development of television encouraged the emergence of more Australian popular culture?

Television expands

The early 1960s saw the expansion of television into regional New South Wales and Victoria. In 1964 new commercial channels (Channel 0 in Melbourne and Channel 10 in Sydney) commenced broadcasting. Technological development saw a coaxial cable installed between Sydney and Melbourne which allowed for closer networking, and the use of a split screen which wowed audiences by allowing Graham Kennedy in Melbourne and Don Lane in Sydney to appear simultaneously.

Source 18 *Our World* was the first worldwide live satellite broadcast.

The world's first live satellite broadcast

The other major change to television in the 1960s was the development of satellite broadcasts. Perhaps more than any other technological development, this helped bring the world to Australia. In 1964, *Everybody's Magazine* had boldly predicted that Australians would be able to watch the 2000 Ashes series played in England live on television. By 1967, they were watching The Beatles recording 'All you need is love' live from Abbey Road studios as part of the historic *Our World* broadcast. On 25 June 1967, the two-hour live show was watched by 400 million people, the largest worldwide audience of the time. It linked the world by satellite, with contributing countries showing the world an aspect of life in their country.

Source 19 Australia's contribution to the *Our World* program

8.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain why there was very little local content shown in the first years of Australian television.
2. Why is primary source material from the early years of Australian television so scarce?

APPLY AND ANALYSE

3. Explain why *The Mickey Mouse Club* television show and the tour of Australia by the Mouseketeers were so significant.

EVALUATE AND CREATE

4. Select a program from Sources 16 or 17, and research to find information about it. Then use that information to create a front cover from a television magazine that highlights an aspect of that show.

STRANGE BUT TRUE

Some British viewers of the *Our World* broadcast complained to the BBC about choosing The Beatles as a symbol of British life and culture, with comments such as, 'What a dreadful impression they must have given the rest of the world.'

8B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY?

» Explain ways in which Australia in the 1950s was influenced by American culture

1 What evidence is there that rock 'n' roll arrived in Australia in 1956? (5 marks)

2 Explain the implications of the Menzies government decision not to include a quota for local content when television was introduced into Australia in 1956. (5 marks)

3 How widespread was television ownership in Australia by 1960? How can you explain this level of ownership? (5 marks)

» Assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll

4 How does the career of George Assang reflect the emerging cultural influence of American rock 'n' roll in Australia? (5 marks)

5 Who were the artists involved in the first global rock music tour? Where did they travel to? Describe the impact they had there. (10 marks)

6 What evidence is there that American rock music had a cultural impact in Australia between 1956 and 1965? (5 marks)

7 Explain the significance of 11 June 1964 in Australian popular culture. Outline the impact of the event. (5 marks)

» Use a range of sources to explain the nature and impact of television on Australian popular culture

8 What impact did the 1959 tour by the stars of *The Mickey Mouse Club* have in Australia? Explain how that helps you to understand the impact of television on Australia. (5 marks)

9 Explain what television program guides reveal about the nature and impact of television on Australian popular culture. (5 marks)

Total marks [/50]

Source 20 Early stars of *The Mickey Mouse Club*

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

8C HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II?

8.6 DEVELOPMENTS IN THE AUSTRALIAN MUSIC INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the music industry during the post-war period in Australia.

Australian music became more diverse in the 1970s. A new range of performers, such as Tully, Tamam Shud and Levi Smith's Clefs, reflected the changes in society and alternative lifestyles that mirrored foreign trends. As the first rumblings of punk music erupted in both Britain and the United States, Brisbane produced The Saints. By the late 1970s Australian music had developed a sound that could be recognised as distinctly Australian. Names such as Midnight Oil, AC/DC, INXS, Cold Chisel and The Angels would all come out of Australian pubs to find varying degrees of international success.

As music became popular at festivals such as Ourimbah and Sunbury, and required bigger venues, technology created larger amplifiers for concert sound. Sound recording studios moved from machines that could only record two tracks of sound to tape machines that could record up to 32 tracks. With other new technological developments such as colour television and FM radio broadcasting, Australian music was able to enter an era of genuine international status.

Source 1 Peter Garrett, the lead singer of the band Midnight Oil

The development of concert sound became a crucial element in the ongoing development of rock music as a popular culture. The 60s moved into the 70s, and rock music moved from dance halls into major stadiums and outdoor arenas. At the forefront of that technological development was an Australian engineer called Bruce Jackson. Moving from creating his own sound and lighting systems in Australia, Jackson helped revolutionise the way sound reached audiences. So successful was he that he became the sound engineer for artists as significant as Elvis Presley and Bruce Springsteen.

8.6A SOURCE STUDY

Bruce Jackson's sound mixing revolution

Source 2

> We got there, eventually, and I took it out on the first Elvis tour. It did everything we wanted. I used it with Elvis for six years and then – still good – with Bruce Springsteen through the eighties. The ten we built were the Clair (sound company) mainstay for a dozen years. It was the first live concert touring console to use parametric EQ.

Bruce Jackson speaking about the development and application of the first multi-channel, portable, folding live sound mixing consul for concerts. Quoted in, *Bruce Jackson; On the Road with Elvis by Gary Jackson,* Band Book Publishers, Australia, 2018, p. 82

Source 3 The famous 'Jackson/Elvis board' sound consul in 1973 that revolutionised concert sound

Source 4 Bruce Jackson working his sound desk for Elvis Presley in concert

INTERPRET

1. Investigate Bruce Jackson's life and achievements, and describe the contribution he made to popular culture through technological development.
2. Investigate the reputation Elvis Presley and Bruce Springsteen have in rock music history. How important was their ability to perform live? Is it fair to say that Bruce Jackson contributed to their global reputation?

Impact of television: *Countdown* across Australia

Since the 1950s, television had played a significant role in providing access to rock music. As the only national broadcaster at the time, the ABC was able to bring popular culture to the more remote areas of Australia. *Countdown* first aired on 8 November 1974. A television show dedicated to music and showing live acts, it became an essential venue for emerging Australian artists.

The show quickly became compulsory viewing on Sunday evenings if you wanted to know what was happening in Australian music. Appearances on *Countdown* made stars of acts such as Skyhooks, Sherbet and John Paul Young, while alternative bands such as Cold Chisel and Midnight Oil made careers from resisting Countdown's star-making power.

Impact of FM radio: Triple J

The first new radio licence in an Australian capital city since 1932 was granted to the ABC in Sydney in 1974. The ABC started Double J, the first non-commercial rock radio station, in January 1975. Committed to alternative music and challenging the commercial monopoly on rock, they started broadcasting with the Skyhooks' song 'You just like me 'cos I'm good in bed', which had been banned by commercial radio because of its lyrics.

Double J became Triple J in 1980 when the FM band was finally opened for radio broadcasting. The dream of a national youth radio network was finally realised in 1989, when Triple J became a national network. It has played a crucial role in championing Australian music, often playing music that commercial radio programmers considered to be unsuitable. The Triple J annual *Hottest 100* has become a staple of Australian music. Perhaps the greatest indicator of Triple J's contribution to the Australian music industry is its support for emerging independent Australian bands.

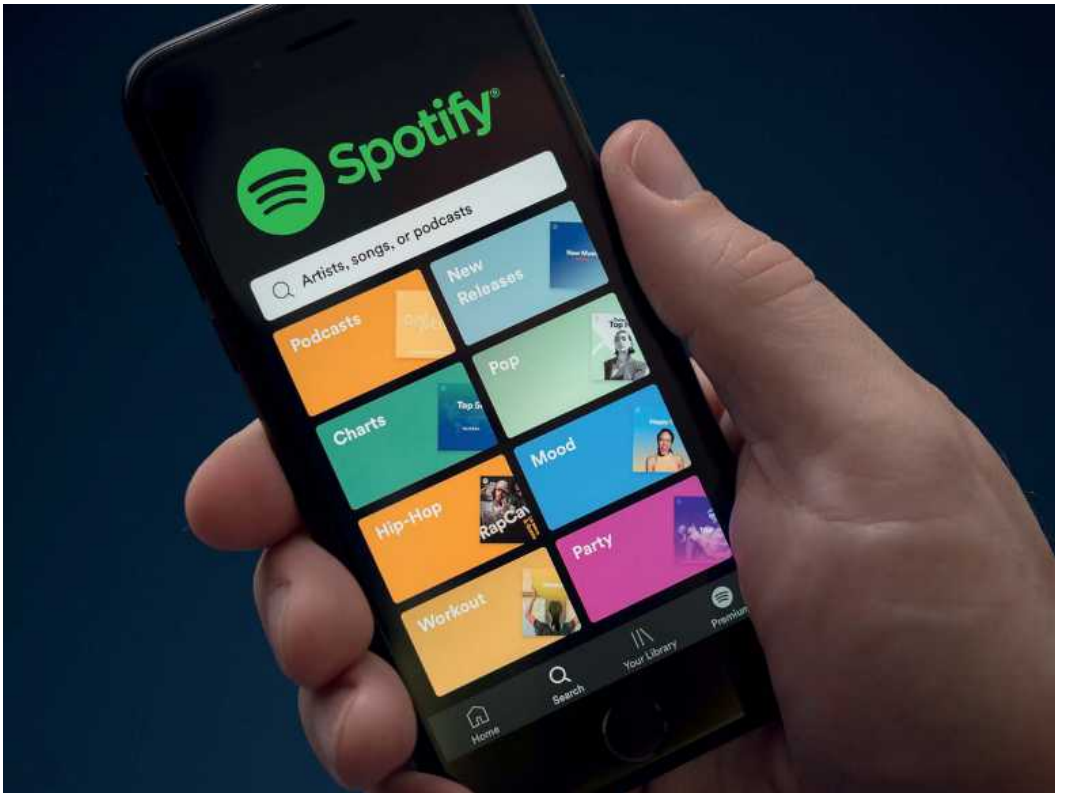
Source 5 From left to right: Daryl Braithwaite, John Paul Young, Ally Fowler, Jon English and Molly Meldrum at the launch of the Countdown Spectacular live touring show in 2006 that brought nostalgia to the original TV show's now older audience.

Source 6 Triple J Radio presenters Sally Coleman and Erica Mallett, 2019

OXFORD UNIVERSITY PRESS

Impact of digitalisation

The twenty-first century has seen an explosion of technological change that has transformed rock music as a popular culture. Digitalisation has led to the advent of non-physical formats of music such as iTunes-type platforms and streaming services such as Spotify that allow access to millions of songs without ever having to store a physical copy. Social media allows for a much more direct interaction between the artists as producers and fans as consumers. Music can be recorded in home studios and sold online as a virtual cottage industry. It is inconceivable that a band could develop a following without using social media today.



Source 8 Streaming services such as Spotify have transformed the way we access music.

8.6B SOURCE STUDY

Impact of digitalisation in the music industry

Source 7

When Beyoncé released her latest pop opus without warning last week, pundits noted the audacity of doing so without the usual three-ring marketing circus. But few commented that it was released only on iTunes. So far, it has sold more than 1 million copies and topped the US Billboard album charts – and not one sale was a CD. In the US, most music is sold online. It seems 2013 will mark a point of no return for the humble CD in Australia, too. While we still spend more on physical than digital albums, total revenue from digital sales of music will exceed physical sales this year, said the Australian Recording Industry Association (ARIA).

'We expect digital will overtake physical sales [revenues] for the first time,' said ARIA chief executive officer Dan Rosen. In 2005, less than 2 per cent of sales were online. 'It's an important milestone, it's great to see the industry continue to innovate and embrace digital culture.'

You might think the trend is driven by the growing spending power of a generation who have always shopped online. But Rosen said that's a furphy.

'My mum gets on iTunes and buys her songs and albums there. The availability of music has never been greater ... the embrace of digital is mainstream.'

Likewise, not all music fans under 30 prefer to buy online. Jonathan Notley, who performs as MC Bliss for chart-topping Australian hip hop group Bliss N Eso, said physical records remain popular with their fans.

'For us, physical [sales] are still important because of the artwork on our albums. A physical album is the complete package, you can hold it in your hands. You miss out on that with digital.'

But Notley said selling music online has big advantages for independent musicians: direct connection with audiences. 'It's created an avenue to get your music heard around the world at the click of a button.'

Peter Vincent, *Sydney Morning Herald*, 20 December 2013

Source 9 Beyoncé

INTERPRET

1. Describe the growth of digital sales compared to sales of music CDs between 2005 and 2013, according to Source 7.
2. What evidence does Dan Rosen provide that digital albums have a mainstream market?
3. Why do some music fans still prefer to buy physical albums according to Jonathan Notley?
4. Comment on how you think the consumption of music has changed since this article in 2013. Do you think it reflects more continuity or change?

8.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why were *Countdown* and Triple J important for the Australian music industry?
2. How have changing technologies allowed bands and their audiences to connect directly?

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8.7 DEVELOPMENTS IN THE AUSTRALIAN FILM INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the film industry during the post-war period in Australia.

Australia has had a vibrant film industry at various times in its history, and film has become a significant way for Australians to reflect on their national identity and confront aspects of Australian life. The early 1970s saw the emergence of what has been called the 'new wave' of Australian film.

The great film revival

The timing of the new wave reflected a growing interest in Australian culture and the political support of two Australian prime ministers: Liberal Prime Minister John Gorton (1968–71) and Labor Prime Minister Gough Whitlam (1972–75).

Gorton established the Australian Council for the Arts, the Australian Film Development Corporation and the National Film and Television Training School. Whitlam continued the support by creating the Australian Film Commission to help finance and produce films that could reach an international market. This was the first time film had received such specific government support and the result was a boom in Australian film making.

The themes of films in this period also signalled a new confidence in Australian culture. *Stork, The Adventures of Barry McKenzie* and *Alvin Purple* celebrated the larrikin Australian spirit. Uniquely Australian stories such as *Picnic at Hanging Rock*, *Caddie* and *Sunday Too Far Away* all received attention outside of Australia.

The vastness of the Australian outback was captured in *Walkabout*, which introduced Australians to the Indigenous actor David Gulpilil. *Wake in Fright* focused on the darker side of country life.

Australian literature was a rich source of material for film-makers in this period, and showed the capacity of Australian culture to change and evolve. *Walkabout*, *Picnic at Hanging Rock*, *The Chant of Jimmie Blacksmith* and *My Brilliant Career* were all 1970s films that were based on great Australian novels. Playwright David Williamson had two plays turned into successful 1970s films, *Don's Party* and *The Removalists*, and continued that trend into the 1980s with *The Club*, *Travelling North* and *Emerald City*.

Directors Peter Weir, Gillian Armstrong, George Miller and Bruce Beresford, and future international film stars such as Mel Gibson, Sam Neill, Jacki Weaver and Judy Davis all starred in new wave movies of the 1970s.

Australian film has built on the new wave. The 10 highest-grossing Australian films have all been made since 1982, and have told mainly Australian stories such as the fictional *Crocodile Dundee* and *Babe*, through to film versions of historical events such as *Lion* and *Australia*, which focused on the bombing of Darwin during World War II.

Australian film in the twenty-first century

Digital film technologies are allowing film-making to become less labour- and resource-intensive. One section of the industry that has benefited from these changes is film animation. Digital technologies have been embraced by Australian animators who have received international recognition for their work. Examples include *Harvie Krumpet* (2003), made using the method of stop-motion claymation, and *Happy Feet* (2006), featuring computer generated 3D animation. Both films went on to win Academy Awards.

One of the difficulties for new and unknown Australian film-makers is getting their films distributed in cinemas. As an alternative, digital technology is being used by young film-makers, allowing them to produce films on small budgets and then use alternative media platforms and sites such as YouTube to release their films to the public. The popularity of festivals such as Sydney's Tropfest – the biggest short-film festival in the world – is also on the rise as young film-makers look for alternative ways to distribute their films through cinemas to reach their audience. Tropfest has now expanded globally, another example of an Australian contribution to popular culture being exported.

8.7 SOURCE STUDY

Australian film in the 1970s: The 'new wave'

Source 10 A poster for the 1971 film *Walkabout*

Source 11 A still from the 1971 film *Wake in Fright*

INTERPRET

Sources 10 and 11 are from two films from the start of the 'new wave' of Australian film-making.

1. Are these primary or secondary sources?
2. Describe the image of Australia conveyed in the two sources.
3. What are the limitations of these images as sources of information for understanding life in Australia in the 1970s?

8.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did political support help to foster the new wave of Australian cinema in the 1970s?
2. Name three films that were made during the Australian new wave period.
3. What effect is digital technology having on the Australian film industry today?

8.8 DEVELOPMENTS IN THE AUSTRALIAN TELEVISION INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the television industry during the post-war period in Australia.

SPOTLIGHT

CONTESTABILITY

Historians often clash over the meaning and significance of events. Reflect on how the success of *Skippy the Bush Kangaroo* could lead to contested interpretations of its significance.

Australian television suffered at first because of a government decision not to require a quota of locally produced shows when television was launched in 1956. As a result, Australian television was colonised by US and British popular culture with only an occasional locally produced hit show. With little Australian material, Australian television did not have an impact globally until the 1980s.

The one exception to this was *Skippy the Bush Kangaroo*, produced in Sydney between 1966 and 1968. The stories of the adventures of a clever kangaroo that guided his human friends to safety and captured baddies with ease presented a distinctly Australian vision to the world. Skippy's international success was unprecedented at the time, and gave audiences around the world their only knowledge of Australia. It was sold to the United States, Canada, Czechoslovakia, Spain and Iran; it was also translated into Spanish and Portuguese and sold throughout Latin America.

STRANGE BUT TRUE

The one country Skippy couldn't crack was Sweden, where authorities refused to show it because they were afraid it would give children false ideas about the capabilities of animals.

Australian soapies

Like the radio soapies that preceded them, television soapies are characterised by an ongoing storyline that continues across several episodes. They often try to depict 'real life' with the day-to-day dramas of a family, neighbourhood or workplace, but still require viewers to accept some unrealistic scenes and plots. Cliffhanger endings are frequently used to end individual episodes or at the end of a season, leaving viewers waiting anxiously for the next show. This is a technique that now seems ancient in the age of streaming and on-demand viewing.

Australia's first television soapie was *Autumn Affair*, which ran for 15 minutes a day in 1958–59. In 1967, the ABC launched the first early evening soapie, *Bellbird*, dealing with life in a fictional rural town of the same name. *Bellbird's* 15-minute episodes drew a large and loyal following at a time when the ABC was the only network to broadcast nationally. Bellbird lasted until 1977, when viewers were left shattered by its abrupt end as it became a victim of government budget cuts.

Source 12 Skippy and Sonny from the children's television program *Skippy the Bush Kangaroo*

The 1970s: From *Number 96* to *The Sullivans*

The 1970s was a time of social, political and cultural change. After 23 years of largely conservative governments, Australia at the end of the 1970s was unrecognisable from the country that had had black-and-white television, refused to recognise China, conscripted young people to fight in Vietnam and had a 'White Australia' **immigration** policy.

The sense of excitement and social change in early 1970s Australia was picked up by television programmers. *Number 96* was launched in 1972, and caused a sensation with its depiction of topics that had previously been taboo on television. These included nudity and the acknowledgement of sexual activity, homosexuality and drug use.

A new style of soapie was introduced in 1976 when *The Sullivans* was launched. Set in Melbourne during World War II, it followed the lives of its fictional family. *The Sullivans* reflected an interest in Australians exploring their own culture and history. Its success was echoed in the 1980s by *A Country Practice*, which revived a Bellbird-style of storytelling set in a country town. *Prisoner* and *Sons and Daughters* also found long-running success in the 1980s, as television emerged as a major focus of Australian popular culture.

Source 13 Actors Abigail and Joe Hasham in a scene from the television show *Number 96*

Source 14 Over a thousand episodes of *The Sullivans* screened from 1976 to 1982.

Source 15 Almost 700 episodes of *Prisoner* screened from 1979 to 1986.

The 1980s: The miniseries boom

immigration
the act of entering and settling permanently in a country that is not the person's country of origin

The election of Bob Hawke in 1983 returned the Labor Party to power, and heralded a period of consensus in Australian politics. The Hawke government was re-elected three times and was characterised by economic reform and a confidence in Australian popular culture. Television launched a number of miniseries that depicted aspects of Australian life. Miniseries were longer than a traditional film, but limited to a single, self-contained story rather than an open-ended narrative that would be found in a series.

Australian history and culture became favoured topics for exploration. These included *Bodyline*, which looked at the events behind the 1932–33 cricket series between Australia and England; *The Dismissal*, which examined the sacking of the Whitlam government; *The Cowra Breakout*, a famous incident from World War II; and *Vietnam*, which was a major examination of a war that was still a hotly debated topic in Australian society. Ruth Park's novels *The Harp in the South* and *Poor Man's Orange*, and Nevil Shute's novel *A Town Like Alice*, and memoirs such as Albert Facey's *A Fortunate Life*, all provided material for successful miniseries. Indigenous issues were firmly placed on the television agenda with the acclaimed *Women of the Sun*, while *Bangkok Hilton*, starring Nicole Kidman, fictionalised the experiences of young Australians caught attempting to smuggle drugs out of Asia.

Neighbours and *Home and Away*

Australia's interest in gathering around the television to share the lives of fictional soap characters reached a peak with two extraordinarily long-running shows, *Neighbours* and *Home and Away*. When *Neighbours* was first shown in 1985, Ronald Reagan was President of the United States and the **Cold War** still pitted the United States and the Soviet Union against each other. *Home and Away* followed, premiering in January 1988, as Australia celebrated its bicentennial of British settlement. *Neighbours* and *Home and Away* have been training grounds for aspiring actors and musicians. Among the talent to have emerged from *Neighbours* and *Home and Away* are Guy Pearce, Kylie Minogue, Jason Donovan, Natalie Imbruglia, Delta Goodrem, Melissa George, Julian McMahon, Isla Fisher and Margot Robbie.

These long-running television soapies have, between them, aired over 15 500 episodes. Like the miniseries boom, they emerged from an Australia that was becoming increasingly confident about using popular culture to explore its own stories. As the bicentennial approached, there was a focus on national reflection and a questioning of what being Australian meant. The lives of 'ordinary' Australians in the fictionalised settings of Erinsborough and Summer Bay were now seen as a valid source of entertainment. Teen audiences emerged as a target for advertisers, and this helped cement the emergence of these two soapies that dominated the 1990s and early 2000s.

STRANGE BUT TRUE

Neighbours was so successful in Britain that in 1988, programmers were forced to move it from early to late afternoon because so many school students were failing to return to school after going home at lunchtime to watch it.

Source 16 Characters from an early episode of the long-running Channel 7 soapie *Home and Away*

Source 17 Former and current cast members attend the *Neighbours* 30th anniversary party in Melbourne, 2015.

Both shows have dealt with social issues such as drugs, sexuality and teen pregnancy, but they have both attracted criticism for failing to reflect the ethnic diversity of Australian society in their cast members. However, in recent years, *Neighbours* in particular has transitioned towards a more diverse cast, reflecting the diverse nature of Australian society.

Both series project a vision of Australia that has proven extremely attractive to foreign viewers. *Neighbours* and *Home and Away* have had extraordinary international success. The image of Australia as a country of sunshine, surf and white faces proved irresistible in many markets. *Neighbours* was a huge hit in Britain and has been shown in countries as diverse as Kenya, Barbados, Iceland and Ireland. In the 1990s, it was broadcast in the prized US market. *Home and Away* has also been popular throughout Europe, as well as Israel and Canada.

More recently, each show has enthusiastically embraced social media as a way of interacting with its young audience. In 2009, *Neighbours* became the first Australian television show to establish Twitter accounts for its characters and, in 2011, was the first television show to be available on an iPhone app.

Australian television in the twenty-first century

In the twenty-first century, digital and satellite television and access to shows online mean that people can watch a wider variety of shows from Australia and other countries than ever before. As a result, shows have an increased chance of making an impact globally.

Australian comedian Chris Lilley is an example of someone who has been able to take advantage of these technological changes to take Australian popular culture to the world. From an appearance on Channel 7's *The Big Bite* in 2003, Lilley has developed a series of successful television programs. *Summer Heights High* was shown on the HBO network in the United States, as well as such diverse markets as Togo, Kenya and Croatia. His shows were reappraised in the light of the BlackLivesMatter movement, and Lilley's use of brownface and blackface saw most of his shows removed from Netflix in 2020.

In the wake of Lilley, comedians like Hannah Gadsby and Josh Thomas have presented a new vision of Australia internationally. Gadsby has risen through the ranks of Australian comedy competitions, from regular television appearances on *Adam Hills Tonight*, to global success when Netflix released the film version of her stage show *Nanette*. The follow up *Douglas* proved just as popular in 2020 as all areas of live entertainment became impacted by the COVID-19 pandemic. Gadsby's success was mirrored by the work of Josh Thomas. Gadsby contributed to Thomas's breakthrough *Please Like Me* series, which also broke through in the United States on a new digital/satellite channel, Pivot. His follow up series, *Everything's Gonna Be Okay*, premiered on the US Freeform digital channel in 2020, and has already been picked up for a second season. Both Gadsby and Thomas have opened the door for more realistic portrayals of same-sex-attracted characters, while utilising changing technology to achieve international success.

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the USA (and its allies) from 1945 to 1990; characterised by threats, propaganda and public competition, but not resulting in direct fighting or military conflict

Source 18 A still from Josh Thomas's series *Please Like Me*

Pay television

The early 1990s saw two major changes to the Australian television landscape. A policy introduced by the Hawke government meant that regional areas suddenly had access to three commercial channels rather than one. This meant that regional Australia was seeing virtually the same programs as their city counterparts for the first time ever.

The next major change was the introduction of subscription (pay) television. It was a complete change in the way Australians consumed television. It commenced in Australia in 1995, and Foxtel emerged as the major player. By 2012, it had absorbed its rivals and dominated pay TV.

Source 19 Sport is the main driver in encouraging people to subscribe to pay TV.

Sport has been the main driver in encouraging people to sign up for pay TV, but numbers have stabilised. Despite predictions by Foxtel in 1999 that three-quarters of Australian homes would have pay TV within 10 years, the take-up stalled. By mid-2013, Foxtel had only 2.5 million subscribers, and by December 2019 that had dropped to 2.2 million. The impact of the COVID-19 pandemic in 2020 placed further pressure on the Foxtel sport-dominated model when live sport disappeared from television screens at the pandemic's height. The desire of pay-TV companies to monopolise sports broadcasting to drive up the purchase of subscriptions has led to heated debate over which sporting events should be guaranteed access on free-to-air television.

Digital television

Australia switched to digital-only television in December 2013. Free-to-air stations developed spin-off channels catering to specialised audiences. When combined with pay television, it meant viewers had greater choice than ever before. That would help prepare the country for the next major technological innovation: streaming.

Source 20 Continuity and change: television viewing in the 2020s

Video on demand and digital downloads

As the development of the National Broadband Network expanded across Australia, bandwidth increased. This in turn created increased demand for streaming services that brought viewing into the home, and also to a wide range of devices. In 2015, the US company Netflix launched in Australia, and by 2019 it was estimated that it reached 50 per cent of the population. Other companies entered the market, and free-to-air offered streaming options to allow viewers to catch up with programs. Streaming transformed what Australians regarded as 'television', and has changed traditional viewing patterns. It also raised questions about whether foreign streaming companies such as Netflix, Prime and Apple should be forced to provide new Australian content, which would further facilitate the global spread of Australian talent and culture.

8.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which show in the 1960s was the first Australian series to have an international audience?
2. How did content in *Number 96* reflect a time of social and cultural change in the 1970s?
3. How have shows such as *Neighbours* and *Home and Away* reflected social issues in Australian society, and what criticism have these shows received about their depiction of 'ordinary Australians'?
4. Give three examples of Australian television shows that have succeeded overseas in the twenty-first century.

APPLY AND ANALYSE

5. Explain how the advent of streaming has changed the Australian television landscape. Why do you think this change has occurred?
6. Discuss the impact of the BlackLivesMatter movement on popular culture. Do you think companies such as Netflix did the right thing in dropping Chris Lilley's shows?

8.9 THE IMPACT OF OVERSEAS INFLUENCES ON THE AUSTRALIAN TELEVISION INDUSTRY

KEY CONTENT

In this topic you will:

- discuss how overseas influences have affected Australian television.

As we have seen, Australian television programming was originally dominated by shows from the United States and Britain. The presence of these shows encouraged the strong cultural ties that Australia already had with these countries. But from the 1960s onwards, Australian television became more multicultural as a reflection of its audience. The early success of Japanese television shows in Australia led the way, while by the 1980s, Australia had its own multicultural broadcaster called Special Broadcasting Services (SBS).

The success of *The Samurai*

Children growing up in 1960s Australia had been watching multicultural television without the term ever being used. Channel Nine had started showing a Japanese series called *The Samurai* in 1964 to take advantage of the interest in the Olympic Games in Tokyo that year. They invited viewers to write in if they wished to see more episodes and received many positive replies. *The Samurai* became a massive hit in mid-1960s Australia.

Japanese anime

Japanese anime was also introduced to Australian television viewers in the 1960s. *Astro Boy* was a mid-1960s favourite, and the Japanese-style drawing was quite different from the traditional US cartoons that were shown on most afternoon television. Another Japanese cartoon series that was a hit in Australia in the 1960s was *The Adventures of Kimba the White Lion*. By the time *Sailor Moon* arrived on Australian television screens in the 1990s, Australian viewers had long accepted anime as a form of television popular culture.

Multicultural broadcasting

The composition of the Australian population had changed significantly since World War II. The establishment of SBS in Melbourne and Sydney in 1980 under the Fraser government was the first real mainstream media recognition of this. Broadcasting in a wide range of languages, it played a crucial role in helping migrants adjust to their new homes in Australia. By the mid-1980s it had expanded throughout most of the country, using new technology to reach a national audience.

8.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When was Japanese anime first introduced to Australia?
2. How does SBS differ from other television stations in Australia?

GO DEEPER

3. Investigate Studio Ghibli anime cartoons, and compare and contrast them with traditional US cartoons. Create a table summarising the key differences and similarities of the two forms of animation.

8C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II?

» Describe how advances in communication technology changed the music, film and television industries during the post-war period in Australia

1 Outline the role the ABC has played in promoting Australian rock 'n' roll through television and radio. How important do you think it has been? (10 marks)

2 Discuss the role technology has played in the development of the Australian rock music industry. (5 marks)

3 Explain how digitisation has changed the way television and film is accessed in Australia today. Include examples of continuity and/or change in your explanation. (10 marks)

4 Outline the influence of Australian television soapies on the development of Australian popular culture. (10 marks)

5 Outline the influences on the revival of Australian film in the 1970s. (5 marks)

» Discuss how overseas influences have affected Australian television

6 Explain how Australian television was influenced by a changing audience from the 1960s. (5 marks)

7 Explain why the influence of Japanese television on Australian children in the 1960s could have caused a generation gap. (5 marks)

8 In 2020, the BlackLivesMatter movement saw some of Chris Lilley's television shows removed from viewing because of his use of blackface and brownface. Discuss the impact of global social movements such as BlackLivesMatter on popular culture. (10 marks)

Total marks [/60]

Source 21 Astro Boy

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

8D WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE?

8.10 AUSTRALIAN SPORT TO THE WORLD

KEY CONTENT

In this topic you will:

- assess the contribution of Australian men and women to international sport.

Australia has always been regarded as a sporting nation. This has been interpreted to mean that Australians like playing sport, watching sport, discussing sport and developing policies that reflect a national interest in sport. It has been suggested that Australians are more interested in sport than politics. Sport is seen by many Australians as a way of measuring the country's international impact.

Cricketing traditions on the world stage

The Ashes test series with England, already an important tradition in 1945, remains an important part of Australia's sporting culture. The Ashes has particular significance in Australian culture not only because it has been played since the nineteenth century, but also because it has been used by Australia as an opportunity to demonstrate colonial superiority over the 'mother country'. Successive failures in the Ashes series of 2009 and 2010–11 launched a major inquiry into the state of Australian cricket. Regaining the Ashes was considered a national priority, which was achieved with widespread celebration in December 2013. This reaction reflected the significant role cricket still plays in Australian life and popular culture. This role was challenged by the infamous 'Sandpapergate' scandal in South Africa in 2018. The ball tampering incident saw captain Steve Smith, vice-captain David Warner and batsman Cameron Bancroft banned from playing for up to a year. The heroics of Steve Smith in helping to retain the Ashes in England in 2019 was seen as a restoration of national pride.

Source 1 Steve Smith celebrates a test century against England in the 2019 Ashes series, when the precious urn was retained.

Football: The world game

Football (commonly referred to in Australia as soccer) is often referred to as the 'world game', and over 200 countries are members of FIFA, the international football federation. Football's World Cup is rivalled only by the Olympics for generating global interest, and there are over three billion followers worldwide.

Qualification to the World Cup finals is seen as one of the greatest prizes in world football, but Australia only qualified once during the twentieth century, in the 1974 finals in West Germany. Australia failed to score a goal during those finals, with a draw against Chile gaining their only point. In 2005, a new national competition, the A-League, was launched as a rebranding of Australian football. 'Old soccer' became 'new football', and even the team name, Socceroos, was briefly abandoned. The public refused to relinquish a term that had become an accepted part of popular culture, however, and it was with the name Socceroos that Australia attempted qualification for the 2006 World Cup finals. The deciding game against Uruguay at Sydney's Olympic Stadium went into extra time and ended in a penalty shootout. In front of 82 000 supporters, John Aloisi scored the most famous goal in Australian football history to secure Australia's spot in the World Cup finals.

Source 2 The most famous goal in Australian football history: John Aloisi scores a penalty against Uruguay to send Australia through to the 2006 World Cup.

STRANGE BUT TRUE

Football in Australia has been perceived as mainly a game for migrants, but the game has a long history here. The first recorded game was played in 1879, only 20 years after Australian Rules had been organised in Melbourne, and 15 years after Sydney University established Australia's first Rugby Union club. Rugby League, in contrast, didn't start until 1908.

The squad that represented Australia against Uruguay mirrored the audience that cheered them on in the stadium and on television. Although all proudly Australian, the team represented the post-war Australian migration boom. There were Australians of Croatian, German, Slovenian, Italian, Samoan, English, Greek and New Zealand heritage.

The joy that greeted Australia's qualification represented recognition of the unique role football plays in Australia's multicultural society. In 2006, Australia joined the Asian Football Confederation, reflecting an emerging understanding of Australia's future in the region on a broader scale. Successive World Cup appearances followed 2006, with Australia participating on the world stage in South Africa (2010), Brazil (2014), and Russia (2018). The success of joining Asia culminated in the Socceroos winning the Asian Cup in Sydney in 2015, the first time the men's team had ever won a major international competition.

The Matildas

The Matildas is the name given to the Australian women's football team. They were formed in 1978, and like many women's sports, have struggled for mainstream media attention. The World Cup has been a much more achievable target for the Matildas than it has been for the Socceroos. They have qualified for each World Cup since 1995, and won Australia's first major international football trophy with the 2010 Asian Cup.

Like their male counterparts, the Matildas reflect a modern, multicultural Australia. With strong players such as Samantha Kerr, Chloe Logarzo and Elise Kellond-Knight taking Australian soccer onto the world stage, they represent a different Australia from the one commonly portrayed in soapies. The heritage of these players represents the Australian story of migration, opportunity and achievement that our commitment to migration and **multiculturalism** has produced.

The Matildas' many contributions to Australian society may be the great strides they have taken in being recognised for their ability and achievements rather than their gender. If they are able to achieve this in the one sport that is truly a part of global popular culture, and make a genuine impact internationally, they will have changed Australian society. They have an opportunity to take a major step towards achieving this when Australia hosts the 2023 World Cup with New Zealand.

multiculturalism
the policy of encouraging and maintaining a diverse range of different cultures within a single country or society; a policy of multiculturalism aims to achieve a society in which a range of different cultures are included, accommodated and protected by law

Source 3 The Matildas before a game against The Netherlands in Eindhoven in 2019

8.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why are the Ashes so important in Australian sport?
2. In which years did the Socceroos reach the World Cup finals?
3. What did the Matildas achieve in 2010?
4. Explain how the team members of the Socceroos and Matildas can be seen as representative of modern Australian society.

APPLY AND ANALYSE

5. Investigate 'Sandpapergate', and explain why it created such a reaction in Australian society.
6. Select an Australian sportsperson to research. Examine their contribution to international sport. Discuss whether their sport can be regarded as a form of popular culture. Analyse the impact of their contribution locally and internationally.

8.11 AUSTRALIAN MUSIC TO THE WORLD

KEY CONTENT

In this topic you will:

- **using a range of sources, investigate and assess the contribution of Australian men and women to international music.**

The first wave of Australian rock 'n' rollers in the 1957–63 period tended to stay in Australia. Rock 'n' roll was still considered a novelty, and many musicians were amazed that they could get paid for having fun. The Beatles made rock 'n' roll an international business, and the explosion of Australian acts after The Beatles tour of Australia in 1964 developed a uniquely Australian take on rock 'n' roll.

The next group of Australian rock 'n' roll pioneers, such as The Easybeats, Twilights and Normie Rowe, travelled to England, driven by a desire to prove themselves in what was then regarded as the centre of the rock 'n' roll universe. Each created their own niche. The greatest impact was made by Sydney's The Easybeats. In 1966, they recorded 'Friday on my mind' in London. Their song reached the Top 10 in England and Top 20 in the United States, and made The Easybeats major European stars.

The desire to be successful outside of Australia continued to drive Australian acts overseas. Some achieved great success. Savage Garden dominated late 1990s charts in the United States and Britain and played sell-out concerts at Wembley Stadium in London, as did INXS. It has been a continuity in Australian cultural life that success outside of Australia is widely regarded as the measure of 'making it'. Many current bands, such as Sydney's Jezabels, have based themselves in Europe for periods of time, continuing to make a significant international contribution to the popular culture of rock 'n' roll.

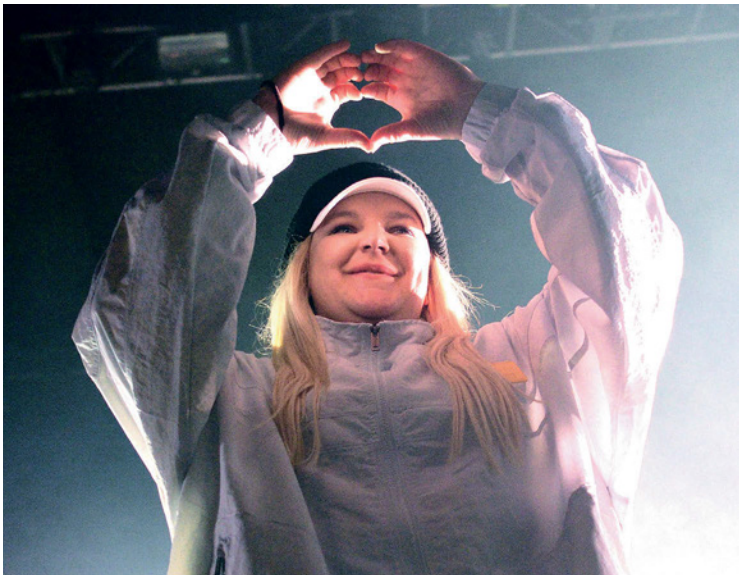
International success has continued, ranging from Gotye's (Wouter De Backer's) enormous global 2011 hit, 'Somebody that I used to know', which led to a Grammy, through to the incredible success of Tones and I (Toni Watson). Across the second half of 2019 and January of 2020, Tones and I's second single, 'Dance monkey', reached number one in over 30 countries, and became the first Australian song to top Spotify's daily streaming chart, a position it had held for 118 days by mid-February of 2020.

STRANGE BUT TRUE

During his 2014 Australian tour, Bruce Springsteen covered songs by The Easybeats, AC/DC, The Saints, the Bee Gees and INXS.

Source 4 Australian rock band The Easybeats in 1966

Source 5 Tones and I performing in London, 2020



Source 6 The Jezabels performing in London, 2011

The Go-Betweens

A study of the Australian band The Go-Betweens provides an opportunity to explore the concept of international 'success' and to recognise that influence in popular culture can be measured in terms other than the financial. Although they never sold large numbers of records, their music made a lasting impact, particularly on fans and other musicians internationally.

The Go-Betweens formed in Brisbane when university students Robert Forster and Grant McLennan met in 1977. A shared interest in popular culture, particularly American music and film, led to the formation of a band.

Brisbane at the time was very conservative. The Queensland government of Joh Bjelke-Petersen (Premier 1968–87) was infamous for suppressing opposition political activity. Police were granted unlimited power at times to deal with dissent. Because of the difficult environment this created for creative artists, The Go-Betweens left Brisbane for Britain.

The Go-Betweens were based in London for most of the 1980s where they released a series of critically acclaimed albums and toured constantly. They expanded their base of supporters from Europe to include North America. Their greatest commercial success came with the single 'Streets of your town'.

The band disbanded in 1989, but Forster and McLennan continued to occasionally perform together throughout the world. A new line-up of The Go-Betweens emerged in 2000, released further albums and finally won mainstream recognition with an ARIA award in 2005. The band formally disbanded after Grant McLennan died in 2006 in Brisbane. Tributes to McLennan and the Go-Betweens came from bands around the world. U2 dedicated the Brisbane performance of their 2006 Vertigo tour to Grant McLennan and named The Go-Betweens' song 'Cattle and cane' on their list of the greatest rock 'n' roll songs of all time. In 2010, a new bridge across the Brisbane River was named the Go-Between Bridge in recognition of the band's lasting contribution.

SPOTLIGHT

RESEARCH

Research is what enables historians to find the evidence and examples to support historical understanding and argument. Examine the section on The Go-Betweens and identify the evidence that has been researched and presented to support the suggestion 'that influence in popular culture can be measured in terms other than the financial'.

Source 7 The Go-Betweens in 1988 (from left to right): Amanda Brown, John Willsteed, Grant McLennan, Robert Forster and Lindy Morrison

Kylie Minogue

Source 8 Kylie Minogue as Charlene Mitchell in *Neighbours*, 1980s

In comparison with The Go-Betweens, Kylie Minogue has achieved great commercial success internationally. Throughout her career she has moved easily across television, music and film, but it is arguably in music that she has had the biggest international impact. She became the first female artist to have number-one albums in Britain in four consecutive decades (1980s through to the 2010s).

Minogue first emerged as a child actor on Australian television. Her first major career breakthrough came in 1986 when she was cast as mechanic Charlene Mitchell in the popular soapie *Neighbours*. It was her *Neighbours* role that established Minogue as an Australian television star. Teenage girls felt empowered by her role as a female battling in a male-dominated profession. As the show became an international success, Minogue's profile rose. Her on-screen wedding to Jason Donovan (as Scott Robinson) attracted 20 million viewers in Britain. With her profile growing, Minogue entered the recording studio to record her first single, a cover of a 1962 US dance hit 'Locomotion'. It became the biggest selling Australian single of the 1980s and spent seven weeks at number one on the charts. It led to a recording contract in Britain, and a series of international hits that led to a major recording career.

In an interview three weeks after the release of 'Locomotion' in Australia, Minogue revealed the impact popular culture had made on her. 'I grew up in the middle of the disco era. I just loved all that music. I always wanted to be in *Grease*. I just loved that film. It was the first musical I had ever seen, and it really meant something to me.' This helps us to understand the cycle of regeneration that allows popular culture to change and evolve. *Grease* was an attempt to recycle American 1950s popular culture. Some songs in the film were written by Australians Barry Gibb and John Farrar, it starred an Australian singer-turned-actress (Olivia Newton-John), and had a major influence on an Australian who would go on to achieve global fame.

Kylie Minogue's international contribution to popular culture is wide ranging. She has worldwide record sales of over 80 million; has won ARIAs, Brit Awards and a Grammy; made the ARIA Hall of Fame; and had a song placed on the National Film and Sound Archive's collection of Sounds of Australia. As well as *Neighbours*, she has appeared in such major television shows as *The Vicar of Dibley* and *Doctor Who*; starred in major international films such as *Moulin Rouge*; raised millions of dollars for a variety of charitable causes; been an outspoken advocate of gay rights; inspired girls to have regular health checks as she battled breast cancer; and appeared as a coach on *The Voice* talent show in both Britain and Australia.

8.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australian bands and performers travel to England in the mid-1960s?
2. Which Australian bands played sell-out concerts at London's Wembley Stadium?
3. What evidence is there that The Go-Betweens made a significant contribution to international popular culture, despite not having a hit record?
4. What is Kylie Minogue's most significant achievement on the British charts?

APPLY AND ANALYSE

5. Read the sections on The Go-Betweens and Kylie Minogue. Write a similar history and assessment of another Australian musician. Use a range of sources to help you assess their contribution to international popular culture.

8.12 AUSTRALIAN FILM TO THE WORLD

KEY CONTENT

In this topic you will:

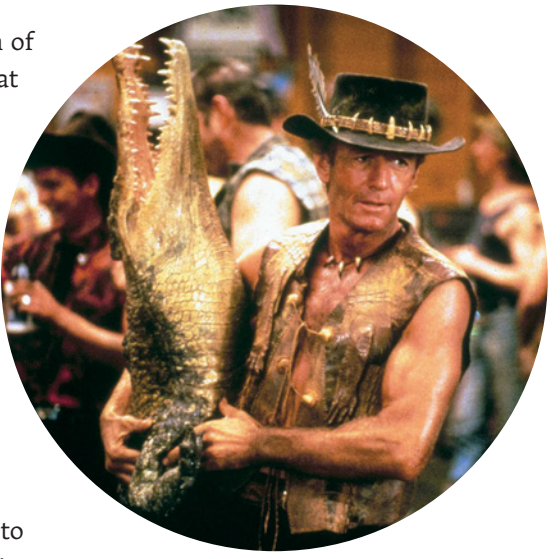
- using a range of sources, investigate and assess the contribution of Australian men and women to international film.

Since the 1980s, a series of internationally successful films have taken Australian stories and settings to the world. On top of this, Australian film-makers and actors have developed international careers and become some of Hollywood's best-known names.

The *Crocodile Dundee* effect

Crocodile Dundee, released in 1986, was the highest-grossing Australian film of all time and a huge global success. It was the second-highest grossing film at the American box office in 1986, and achieved Golden Globe, Academy Award and British BAFTA nominations. Its celebration of Australia as a laid-back, 'ocker' culture with a vast outback full of strange wildlife and laconic characters became a highly marketable vision of Australia. It made a global star of Paul Hogan and provided a huge boost to the local tourism industry.

The success of *Crocodile Dundee* was followed up in 1994 with *The Adventures of Priscilla, Queen of the Desert*. Although also bringing Australia's outback scenery onto the screen, the film has been both praised and condemned for its presentation of a variety of sexual preferences and approaches. Its positive depiction of cross-dressing entertainers certainly helped to make it a significant film, and contributed to its international success. The film won an Academy Award for costume design, and a stage version won a further award on New York's Broadway in 2011.



Source 9 Paul Hogan as Mick Dundee in *Crocodile Dundee*, 1986

Australia makes films for Hollywood

The opening of Fox Studios in Sydney in 1998 was a huge boon to the local industry. Along with major studios on the Gold Coast and in Melbourne, it ensured that Australia had the facilities to build on the success of *Crocodile Dundee* and *The Adventures of Priscilla, Queen of the Desert*. Since opening, Fox Studios has been used to make such global successes as some of the Star Wars episodes, The Matrix series, and films in the X-Men, Superman and Mission Impossible franchises.

Source 10 A still from *The Adventures of Priscilla, Queen of the Desert*, 1994, starring Hugo Weaving, Terence Stamp and Guy Pearce

Source 11 Margot Robbie in *Birds of Prey*, 2020

Australian actors take on Hollywood

Many Australian actors, after establishing their careers in Australia, have gone on to have success in Hollywood. Actors such as Geoffrey Rush, Nicole Kidman, Cate Blanchett and Hugh Jackman are now household names in the United States and regularly star in Hollywood movies.

In much the same way that Australian musicians head to Britain in search of international success, young Australian actors now regularly try their luck in Los Angeles, hoping to establish a career in Hollywood. A new generation of Australian actors is now finding success there including Chris Hemsworth (the Thor films) and his brother Liam (*Hunger Games*), Therese Palmer (*Hacksaw Ridge*), Margot Robbie (*Birds of Prey*) and Alice Englert (*Beautiful Creatures*).

Recent film successes

Australian film-makers continue to be successful internationally. *The Sapphires* (2012) and Baz Luhrmann's version of the American novel *The Great Gatsby* (2013) were internationally successful. *The Rocket* (2013), set and filmed in Laos, won film festival audience awards around the globe and proved that the Australian film industry had moved beyond the need to rely on the Australian outback or 'ocker' characterisations to tell its stories. In 2016 *Mad Max: Fury Road* won six Academy Awards, the most ever by an Australian film, and *Lion* received six nominations.

Source 12 *The Sapphires*, internationally successful in 2012, is based on the true story of four Indigenous Australian women who formed a singing group and travelled to Vietnam to entertain US troops on the frontline during the Vietnam War.

Source 13 Charlize Theron in *Mad Max: Fury Road* in 2015. Her fierce character has been described as a contrast to the male-centred hero in earlier *Mad Max* films.

Source 14 A still from *The Rocket* (2013), set and filmed in Laos, with a Laotian cast, is about a young boy who leads his family and friends across Laos to find a new home.

How film can change culture: *Gallipoli*

The 1981 film *Gallipoli* was a major example of the new wave revival of the Australian film industry of the 1970s. Directed by Peter Weir, and starring Mark Lee and Mel Gibson, it not only dramatised the role of Australian troops at the World War I site at Gallipoli, it also linked the Australian soldiers to Australian cultural values such as mateship, larrikinism and a disdain for authority.

The film was written by Australian playwright David Williamson. It focused on Western Australian members of the Australian Light Horse enlisting, training in Egypt and finally participating in the attempt to capture The Nek on the Gallipoli Peninsula from the Turks. The film placed the blame for the needless slaughter of Australian troops firmly on the shoulders of the British leadership.

A number of criticisms of the factual content of the film have been made, including that the Nek was a diversion for New Zealand troops, not the British; that other groups such as the Royal Welsh Fusiliers also suffered losses trying to support the Australians at the Nek; and that the failure to call off the attack was an Australian, not a British, decision.

The film has proven just how influential popular culture can be. Historical inaccuracies have been shrugged off, and it has become a staple of high-school history lessons since its release in 1981. It has ensured the elevation of Gallipoli to almost mythical status in Australian history.

Prior to 1981, it was an important part of Australia's historical story, but it wasn't politicised or mythologised. By linking the Gallipoli campaign so closely to the values of mateship and Australian identity, the film changed the perceived significance of the campaign.

Political leaders, starting with Prime Ministers Bob Hawke and John Howard, have travelled to Anzac Cove to attend dawn services with veterans on Anzac Day. Attendance at the Anzac Cove Dawn Service at Gallipoli has become so popular that a ballot had to be introduced to limit the number of Australian and New Zealand visitors attending the 2015 centenary events at Anzac Cove to 10 500. Former Prime Minister Paul Keating ignited controversy in 2008 when he said, 'The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia.'

The impact of the film reached beyond Australia. It was released in Britain and the United States, and was nominated in 1982 for a Golden Globe award in Los Angeles as best foreign film. It portrayed some of the key values with which Australia was keen to associate itself, and influenced foreign perceptions of the country.

STRANGE BUT TRUE

Gallipoli was denied government funding when it was being made, because a film about Gallipoli was regarded as 'uncommercial'.

I USED TO THINK, NOW I THINK

Reflect on the text showing how the film *Gallipoli* changed Australian culture, and then complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

8.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What did the movie *Crocodile Dundee* achieve in 1986 and what vision of Australia did it present to the world?
2. What Australian values did the film *Gallipoli* portray?
3. What do the recent Australian films that have been successful internationally prove about the development of Australian films since *Crocodile Dundee*?

8D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE?

» Assess the contribution of Australian men and women to international sport

1. Explain why the National Institute of Sport was established. What does this say about Australia? (5 marks)
2. Compare the achievements of the Socceroos and Matildas. Which team has had the most success at an international level? Is each team's level of success reflected in their public profile? What conclusions can you draw from this? (10 marks)
3. Discuss the suggestion that football is in the best position to be Australia's national sport. (5 marks)
4. List the major contributions Australians have made to international sport. (5 marks)

» Using a range of sources, investigate and assess the contribution of Australian men and women to international music and film

5. Discuss the evidence showing the international impact of The Easybeats. Does it support the suggestion that they made a contribution to international popular culture? (10 marks)
6. Explain how The Go-Betweens 'redefined the very meaning of success'. (5 marks)
7. Outline the impact Kylie Minogue has made internationally. Assess how successful she has been, using at least one source as evidence. (5 marks)
8. Explain how one Australian film has made an impact internationally. Explain the evidence that indicates it has made an impact. (5 marks)

Total marks [/50]

Source 15 The film *Gallipoli* has contributed to the resurgence of interest since the 1980s in the Anzac legend and increasing attendance by Australians at the Anzac Cove Dawn Services on Anzac Day.

Source 16 Mark Lee and Mel Gibson in *Gallipoli*

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

8E WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE?

8.13 THE IMPACT OF AMERICANISATION AND GLOBAL EVENTS ON AUSTRALIAN SOCIETY

KEY CONTENT

In this topic you will:

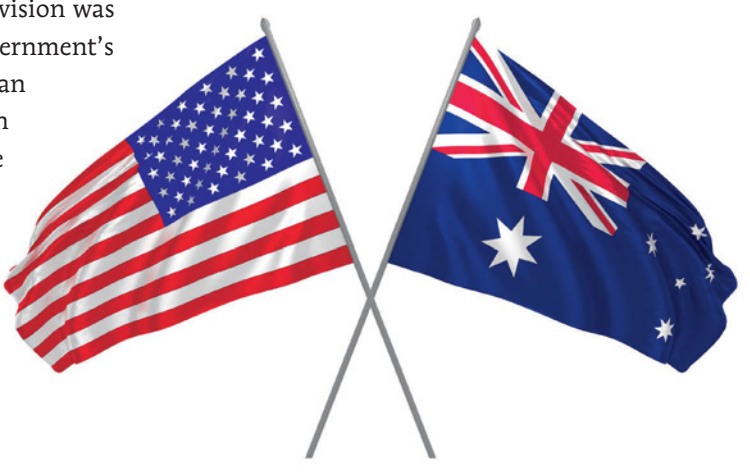
- **outline and assess the impact of Americanisation and global events on Australian society over time.**

In this section, we examine how US culture and key global events and movements have influenced Australian society over past decades.

The impact of Americanisation

Although it can seem as if US cultural influence started in 1956 with the arrival of rock 'n' roll and television, it can be traced back much further. American ideas of democracy and independence were certainly a part of the goldfields spirit that culminated in the Eureka rebellion. Baseball and basketball are home-grown American sports that have become part of global popular culture. Australia now has a national basketball competition, and in March 2014, the American baseball season commenced with two games between the Los Angeles Dodgers and Arizona Diamondbacks at the Sydney Cricket Ground. These events represent the continuity of Australians' traditional love of sport married to a change associated with the influence of US culture since World War II.

The popular cultures we have focused on – music, television and film – can also be viewed in this way. Rock 'n' roll was a musical development that drew on several American musical forms such as jazz, rhythm and blues, country and gospel. World War II allowed Australians to experience both American and local jazz musicians. American films had been a staple since the 1920s and when television was introduced, the Australian government's reluctance to demand Australian content ensured that American culture continued to dominate in this new industry.



Source 1 American culture has been a dominant player in Australian television.

8.13 SOURCE STUDY

Americanisation

Source 2 Major League Baseball stars A. J. Ellis of the LA Dodgers and Patrick Corbin of the Arizona Diamondbacks seen here on the Sydney Harbour Bridge during their promotional tour ahead of the MLB Opening Series in March 2014.

INTERPRET

1 Explain how this source could be used as part of a historical argument outlining the Americanisation of Australian society.
2 Develop your own argument explaining why you think this source represents continuity or change in Australian history.

The impact of global events and movements

At the end of World War II, Australia became caught up in global events as Australia strengthened its alliance with the United States and became a key player in helping to prevent the spread of communism throughout Asia. The post-war period was also a time of considerable social change. Global movements demanding equality for minority groups such as Indigenous and gay people also reached Australia and had a significant impact on the shape of Australian society.

The Cold War

The Cold War dominated the political environment after World War II, and Australia was completely committed to the American side. The Petrov Affair in 1954, where a Russian diplomat in Canberra sought to defect to the West, brought the world of spy films to life, and when Cold War thrillers such as *The Manchurian Candidate* were released in cinemas here, Australians felt close to this wider world of espionage.

The Vietnam War

For many Australians, the biggest impact of the Cold War was through our involvement in the Vietnam War. Australian troops were sent to this Asian conflict in support of the United States, as the Americans attempted to prevent the Vietnamese communists coming to power. Many young people took to the streets to protest against the war, defying authority in the same way they had during The Beatles' 1964 tour.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

Protests against the war became a major element of rock 'n' roll in particular. This showed a clear generation gap developing in Australian society. Adults who had experienced World War II tended to accept government decisions such as the need for **conscription** to fight a war in Vietnam, while many young people were against the war.

As the anti-war movement in Australia grew in the 1960s and 1970s, popular culture gave voice to their protest. Songs such as Barry McGuire's 'Eve of destruction' in 1965 became increasingly popular in outlining an alternative to the government view. Johnny Young wrote the 1970 hit 'Smiley' for Ronnie Burns as a comment on the conscription of teen idol Normie Rowe, sent to fight in Vietnam. Frank Lewis also reflected the impact of Vietnam with his 1970 single 'Year of war'. In 1978, the band Cold Chisel told the story of a Vietnam veteran's struggle to return to civilian life in their song 'Khe Sanh'.

Source 3 Thousands of protesters use the peace sign to call for an end to the Vietnam War at an anti-war demonstration in Melbourne, 1971.

STRANGE BUT TRUE

For showing his support for human rights on the podium, Peter Norman was never selected to run for Australia again and he was not invited to the Sydney Olympics in 2000. In 2012, six years after his death, he received an official apology from Federal Parliament. Smith and Carlos carried his coffin at his funeral in 2006. In 2019, a statue of Norman in the same pose as he stood on the podium, was unveiled in Melbourne.

Movements for Indigenous rights

Other global events that had an impact on Australian society, and showed the shared beliefs and values of Americans and Australians, were key events in the 1960s civil rights movement that raised awareness of racial issues and inequalities. In 1965, the Australian Freedom Ride was inspired by the American Freedom Rides of the early 1960s to raise awareness of discrimination against Indigenous Australians in country New South Wales.

The discrimination against Indigenous Australians also motivated Australian athlete Peter Norman to support US athletes Tommie Smith and John Carlos during a historic moment in the 1968 Mexico City Olympics. The two Americans gave 'Black Power' salutes on the podium, after coming first and third in the men's 200 metres at the Mexico City Olympics. The other athlete sharing the podium was Peter Norman. He showed his support for Smith and Carlos by wearing a badge opposing racism in sport.

Source 4 Tommie Smith (gold medallist) and John Carlos (bronze medallist) give Black Power salutes at the 1968 Mexico City Olympics. Australian Peter Norman, who won silver, is on the left.

SPOTLIGHT

CAUSE AND EFFECT

It takes time for the effects of an event to be understood. Thus, time is an important component of understanding cause and effect. Consider the length of time between some of the global events mentioned here, and their effects on popular culture.

Movements for gay equality

In 1969, the New York gay community rioted against ongoing police harassment of patrons at the Stonewall Inn, a gay bar in Greenwich Village. Known as the Stonewall Riots, this incident inspired movements by gay activists in the United States, Europe and Australia. In 1977, a demonstration in Sydney calling for an end to the discrimination of gay people and in commemoration of the Stonewall Riots was ended by police action, and 53 people were arrested. The Sydney Mardi Gras was started the next year to commemorate the police action and has been an annual event ever since.

Popular culture has played a significant role in supporting the rights of gay people, including same-sex marriage. Kylie Minogue's open support of gay rights was a significant factor in bringing these issues to mainstream attention. Television has played a key role in the normalisation of gay life, with traditional Australian shows such as *Neighbours* and *Home and Away* having gay characters, and more recent shows such as *Crownies* and Josh Thomas's *Please Like Me* portraying gay relationships. There is a strong argument that popular culture was a crucial factor in defining the change in social views that led to the legalisation of gay marriage in 2017.

Source 5 The Sydney Gay and Lesbian Mardi Gras is attended by hundreds of thousands of people from Australia and overseas.

8.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the link between The Beatles' Australian tour in 1964 and the Vietnam War in terms of causing a change in Australian society?

2 How was an Australian involved in historic events at the 1968 Mexico City Olympics?

APPLY AND ANALYSE

3 Read the Case Study in Chapter 11, and research songs about the Vietnam War (both in support of and against the war.) Some examples to get you started are 'War (what is it good for?)', 'What's goin' on?', 'Ballad of the Green Berets' and 'Eve of destruction'. Write a brief report explaining how you might have reacted to these songs if you had been an 18-year-old American at the time.

EVALUATE AND CREATE

4 Create a compilation album of anti-Vietnam War songs based on your research. Create the album cover, and include liner notes to give some background to the period, the songs and artists, to help the listener understand what they are hearing.

GO DEEPER

5 Investigate Peter Norman's career and write an opinion piece that describes his action in Mexico in 1968, and your opinion of his subsequent treatment.

8.14 THE NATURE OF AUSTRALIAN POPULAR CULTURE TODAY

KEY CONTENT

In this topic you will:

- discuss the nature of Australian popular culture today and the legacy of past influences.

We have looked at the emergence and development of Australian popular culture since World War II, particularly in the areas of music, film, television and sport. Here we look at the trends of continuity and change that can be seen across these areas and that have affected and are still affecting Australian popular culture.

STRANGE BUT TRUE

The song 'Gangnam style' was a single released by the Korean artist Psy in July 2012. By 21 December 2012, the associated video became the first YouTube video to reach one billion views.

Continuity and change

Examining Australian popular culture since World War II, it is clear that in many ways it is a hybrid of traditional British and American influences. There is no doubting the enormous impact of the US-driven forms of popular cultures such as rock 'n' roll, television and film, while sport has tended to reflect more long-standing British influences with the popularity of sports such as cricket and football.

As we have seen, popular culture is constantly changing and evolving. Australian popular culture in the twenty-first century is beginning to draw from a wider pool of inspiration and influence than its traditional sources. In recent years, the influence of Asian rock 'n' roll has begun to be recognised in Australian popular culture. The 'Gangnam style' phenomenon of 2012 showed that Australians are not immune to the impacts of globalisation and social media. Other influences from Asia include Japanese anime and Indian Bollywood films. The 2015 Bollywood film *UnIndian* is a good example of how popular culture can become integrated in a globalised world. It was an Indian film that was filmed in Sydney. The male star was cricketer Brett Lee, whose appeal in India was based on his sporting achievements. Even the soundtrack was developed by Amanda Brown who was a member of The Go-Betweens in the 1980s, but now also works in a world music context.

Source 6 Korean singer Psy (at left) performing 'Gangnam style'

These changes are logical, given the changing nature of migration to Australia, and the increasing influence of social media which has accelerated global interaction. The Australian enthusiasm for travelling overseas has also played a role, ensuring that local artists are constantly receiving new influences.

Australian popular culture today

The geographic and historical factors that have contributed to Australian popular culture reflect both continuity and change. Today we can clearly identify a diverse range of elements that are a part of a distinctly Australian popular culture. They draw from traditional British and US sources, as well as the success of Indigenous Australian artists such as Jessica Mauboy, Gurrumul and Archie Roach, television shows such as *Redfern Now* and *Total Control*, which won three Australian Academy (AACTA) Awards in 2019, films such as *Bran Nue Dae* and *Top End Wedding*, and the success of playwright Nakkiah Lui. Successive waves of migration have ensured that new cultural influences have led to gradual change in what is accepted as popular culture. Recent Asian and Middle Eastern influences, captured perfectly in the award-winning 2017 film *Ali's Wedding*, ensure that Australian popular culture will continue to reflect the diverse and changing nature of the Australian population.

Source 7 *Redfern Now* (2012) is the first drama series written, directed and produced by Indigenous Australians.

8.14 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What are three factors that play a role in changing and evolving Australian popular culture?

GO DEEPER

2 Investigate the highest grossing films and most-viewed television shows in Australia in 2010 and 2020. Explain the continuities and changes you can identify across the decade.

8E

CHECKPOINT

WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE?

» Outline and assess the impact of Americanisation and global events on Australian society over time

1 Explain what evidence a historian could use to show the impact of Americanisation on Australian society over time. Analyse whether this influence is a historical continuity or change. (10 marks)

2 Select a global event and outline the impact it has had on Australian society. (5 marks)

» Discuss the nature of Australian popular culture today and the legacy of past influences

3 Explain why you see Australian popular culture today as being dominated by continuity or change. (10 marks)

Total marks [/25]

Source 8 Bollywood dancers at a celebration marking the one-year countdown to ICC Cricket World Cup 2015 in Sydney, 14 February 2014

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

Source 1 A fire truck races to escape an inferno whipped up by sudden 80-kilometre-per-hour winds in Orangeville, New South Wales, December 2019.

9 THE ENVIRONMENT MOVEMENT

Ever since it was realised that the Industrial Revolution had caused changes in air quality in the first industrial cities, people have become aware of threats to the delicate environmental balance on Earth. This awareness, and a desire to preserve natural areas for future generations, was behind the late-nineteenth-century movement to establish national parks.

In the twentieth century, two world wars created widespread environmental destruction. The world's growing dependence on fossil fuels also contributed to a phenomenon called global warming. By the twenty-first century, governments and businesses were being pressured to become active in preserving the environment, which led to the adoption of 'green' policies – that is, policies to promote environmentally friendly products and procedures. Today, it is difficult for politicians and businesspeople – as well as ordinary citizens – to ignore environmental issues.

WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM? 9A

In this section you will:

» identify major threats to the natural environment

» outline the origins of environmental awareness and activism

» explain the purpose of the nineteenth century National Parks movement in America and Australia.

CHECKPOINT 9A

WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY? 9B

In this section you will:

» use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world

» discuss how global resource needs and trade have intensified environmental issues in developed and developing nations

» describe the response to key environmental issues in Australian agriculture.

CHECKPOINT 9B

WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT? 9C

In this section you will:

» discuss key events in the growing awareness of environmental issues in Australia and the world before 1975

» outline the origins and policies of green political parties in the 1980s

» describe the influence of one of the environmental ideas that developed in the twentieth century

» outline the important developments in one environmental event and campaign.

CHECKPOINT 9C

HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS? 9D

In this section you will:

» assess changing Australian government policies and actions towards environmental issues since the 1960s

» discuss an Australian government achievement in response to an environmental threat since the 1960s

» examine the role of international governments and organisations in dealing with an environmental threat.

CASE STUDY: THUNBERG VS TRUMP, DAVOS 2020

CHECKPOINT 9D

THE ENVIRONMENT MOVEMENT – A TIMELINE

TIMELINE

1824
The theory about a greenhouse effect is first suggested by French physicist Joseph Fourier. His work is extended by British physicist John Tyndall, who proves its existence in 1858.

1945
The first atomic bombs are dropped on Japan at the end of World War II.

1900
The world population reaches 1.6 billion.

1810 1820 1870 1900 1940 195

1816
'The Year Without a Summer' begins after ash from a volcanic eruption adds to industrial pollution, leading to crop failure and mass starvation in the northern hemisphere.

1872
Yellowstone National Park, the first national park in the world, is established in the United States. The second, the Royal National Park south of Sydney, is proclaimed in 1879.

Source 2 *Sunset* and other paintings by Joseph Turner are thought to be inspired by the dramatic sunsets experienced during 'The Year Without a Summer'.

Source 3 An eerie landscape during Australia's 2019–20 summer of bushfires

1956
Britain begins to conduct nuclear testing in Maralinga in South Australia, to 1957.

1962
The influential book *Silent Spring* is published, highlighting the damaging effects of pesticides in the environment.

1968
The crew of *Apollo 8* orbit the Moon and take the first photo of an 'earthrise'.

1971
Greenpeace is established to protest nuclear testing in Alaska. Australia's first environment ministry created.

1972
Lake Pedder, part of a national park, is destroyed after the building of several dams in south-western Tasmania. This leads to the formation of the world's first 'green' political party.

1986
The Chernobyl nuclear power plant goes into meltdown in Ukraine. The world's worst nuclear accident contaminates 24 000 square kilometres around the plant.

1983
People power saves the Lower Franklin River in Tasmania.

1997
The Kyoto Protocol is developed at a UN Framework Convention on Climate Change.

1989
The tanker *Exxon Valdez* spills 11 million gallons of oil into the northern Pacific Ocean near Alaska, destroying local wildlife.

2014
The dumping of 3 million cubic metres of sediment in the Great Barrier Reef Marine Park is approved by the Australian government.

2019–20
A summer of bushfires in Australia leads to increased concern about the impact of climate change.

2020
The world Economic Forum at Davos, Switzerland, discusses the economic impacts of climate change. The world population reaches 7.8 billion.

0 1960 1970 1980 1990 2020

Source 4 A group of Greenpeace activists protest against the nuclear testing in Amchitka, Alaska.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In what year was the famous 'Earthrise' photo taken?
2. Where and when were the world's first national parks established?
3. Name significant environmental events and campaigns that occurred in Tasmania.
4. What is the world population increase between 1900 and 2020?

APPLY AND ANALYSE

5. Explain why the bushfires of the 2019–20 summer in Australia provoked discussions about climate change and protecting the environment.

9A WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM?

9.1 EARLY ENVIRONMENTAL THREATS, AWARENESS AND ACTIVISM

KEY CONTENT

In this topic you will:

- identify threats to the environment
- outline the origins of environmental activism.

environmentalism
a political and ethical movement that seeks to improve and protect the quality of the natural environment by avoiding (or making changes to) human activities that are environmentally harmful

BCE
the abbreviation of Before the Common Era, used to indicate any time before the birth of Christ

deforestation
the cutting down of trees and other plant life in a forest

On Christmas Eve in 1968, the three-man crew of *Apollo 8* became the first humans to leave Earth's gravitational pull and orbit the Moon. When they came around from the far side of the Moon, they saw Earth rise as a single, fragile ball in space, just as we see the Moon. William Anders, the Lunar Module Pilot, took a photograph of an 'Earthrise' (see Source 1). That image impressed upon many people the idea that the Earth was a small and vulnerable part of the universe.

The *Apollo 8* mission in 1968 emphasised to people how precarious and unique Earth's existence was. *Life* magazine commented on the Earthrise photo, saying that it 'inspired contemplation of our fragile existence'. Much of what we regard as **environmentalism** originated in the 1960s. A study of the historical roots of environmental thought and action is essential to understand what happened in the 1960s.

However, concerns about the human impact on the environment are not new. As early as 6000 **BCE** there is evidence that **deforestation** was contributing to the collapse of societies in the Middle East. By 200 BCE the Greek physician Galen observed copper miners and noted the danger of acid mists. Throughout history there have been individuals and groups determined to protect their environment.

SEE, THINK, WONDER

Look at the photograph in Source 1. You are now in the same situation as the *Apollo 8* astronauts, who were the first humans to ever see this view.

What do you see?

What do you think?

What does it make you wonder?

Source 1 The famous Earthrise photo in 1968 changed the way people perceived the planet.

Environmental protectors: The Bishnoi tribe in the eighteenth century

The Bishnoi tribe of Rajasthan, a region in modern-day India, linked environmental activism with strong spiritual beliefs. The Bishnoi people worshiped nature, and their warrior heritage led to their aggressive protection of all living things.

In 1730, over 300 Bishnoi people were massacred while protecting a grove of Khejri trees. A local king needed wood to build a palace, and sent officials into Bishnoi territory to remove a forest of Khejri trees. A Bishnoi woman hugged a tree to protect it, saying that she would rather die than give up her beliefs, so a soldier cut her head off. Eventually, the king gave way to the Bishnoi protesters, and today the Bishnoi territory is a green oasis in a largely desert area.

Source 2 A Bishnoi man meditating under a Jal tree. The tree is estimated to be 1000 years old.

The Industrial Revolution and environmental awareness

Britain, and then other countries in Europe, began to industrialise quickly from the mid-eighteenth century. Smoke spewed out of factory chimneys day and night, and the worsening air quality became obvious. The year 1816 became known as the 'The Year Without a Summer' when a variety of environmental problems – including a major volcanic eruption in Indonesia – caused average temperatures to drop. The result was severe food shortages and mass starvation across the entire northern hemisphere. This event showed that if the environmental balance was disturbed, whether by nature or human action, the consequences could be disastrous.

The early impact of the Industrial Revolution

From the mid-eighteenth century the world underwent dramatic and rapid changes that we now refer to as the **Industrial Revolution**. Agricultural changes – in the way crops were produced and the introduction of labour-saving machinery – meant that fewer farm labourers were needed. People had to change their living situations when they moved to cities in search of jobs at the fast-growing factories. The demand for coal increased as it became the fuel to drive the machinery of the Industrial Revolution. The invention of the **internal combustion engine** was the final step in the revolution that saw the increasing use of **fossil fuels** such as petroleum to produce energy. People at this time considered themselves to have gained control over nature.

Historians have argued about the impact of the changes, but it has become clear that major environmental degradation began in this period. The burning of coal made the air in cities polluted with smoke and other by-products of manufacturing. **Acid rain** – which forms when sulphur dioxide and nitrogen oxide mix in the atmosphere – was first identified in 1852 as a result of manufacturing processes. With population concentrating in cities, the disposal of waste also became a problem. Advanced farming techniques contributed to the rapid degradation of soil, and the deforestation of previously untouched land began in many of the colonised countries of the world.

Source 3 The Industrial Revolution saw working people move off the land and into factories. Coal was burned to drive steam-powered engines, causing the first examples of industrial pollution.

Industrial Revolution
the name given to a period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

internal combustion engine
a type of engine developed during the Industrial Revolution in which fuel is burned inside the engine itself rather than in an external furnace (as was the case with earlier steam engines); the internal combustion engine is arguably one of the most important inventions of the industrial age

fossil fuel
a type of fuel (e.g. petrol, oil, coal) that is made from the organic remains of plants and organisms that have been dead for a long time

acid rain
rainfall that has been affected by pollution so much that it becomes acidic, and in turn harms the environment

SPOTLIGHT

CAUSE AND EFFECT

Although there has been a contested debate, more and more evidence has suggested that the decisions taken during the Industrial Revolution have had an effect on the environment today.

volcanic winter
a period after a large (and particularly explosive) volcanic eruption during which global temperatures drop because volcanic ash and droplets of sulphuric acid block and reflect the sun's rays and prevent them from warming the atmosphere

STRANGE BUT TRUE

The Year Without a Summer had other effects. Because oats for horse feed became scarce, German inventor Karl Drais was encouraged to invent an early type of bicycle to replace the horse as a means of transportation. The terrible weather forced a group of writers to stay indoors that summer where they had a contest to write the scariest story to amuse themselves. Mary Shelley wrote *Frankenstein*, her friend John William Polidori wrote *The Vampyre*, and their host, Lord Byron, wrote his poem *Darkness*.

The demand for fuel resources meant mining expanded rapidly, as did international trade. Steamships required massive amounts of coal – thousands of tonnes for one transatlantic crossing. For the first time in history, large-scale burning of coal, and later oil, poured polluted air into the atmosphere.

The Year Without a Summer, 1816

In 1815, with the European Industrial Revolution in full swing, Mount Tambora, a volcano on the Indonesian island of Sumbawa erupted. It killed around 100 000 people and is regarded as one of the largest volcanic eruptions in recorded history. However, in an age before mass media, very few people knew of the devastation the volcano caused. What did become obvious was that the ash thrown up into the atmosphere by the volcano had a dramatic impact on the climate of Europe and North America, in addition to the pollution caused by industrialisation.

The large quantities of gas and ash released by the eruption reduced the amount of solar radiation reaching Earth, causing a **volcanic winter**. This was felt throughout the world, with the following effects:

- Temperatures dropped and summer snow meant that crops failed in many areas.
- In the north-eastern United States, a dry, red fog was so thick that it dimmed sunlight.
- In Europe, frosts killed crops, and temperatures varied widely, from above average heat to near freezing in a matter of hours.
- Spectacular sunsets resulted from volcanic ash in the atmosphere, which are reflected in the paintings of the English artist Joseph Turner (see Source 2 in 'The environment – A timeline').
- Brown snow fell in Hungary in the summer. Italy experienced red snow.

Crop failures across large parts of the world resulted in the rapid rise of food prices. In Europe this frequently led to riots, and hundreds of thousands died as food became increasingly scarce.

Source 4 The view from the edge of the crater on Mount Tambora, on the Indonesian island of Sumbawa

9.1 SOURCE STUDY

The early impact of the Industrial Revolution

Charles Dickens (1837–1901) is regarded as one of the great novelists of nineteenth-century Britain. Dickens's experience of poverty during his childhood, during which he worked in a blacking (shoe polish) factory, would influence much of his writing. In his novels, Dickens wrote about the impact that the growth in industry had on people's lives, including the growth of urban slums. His detailed descriptions of life in nineteenth-century London have become a valuable primary source for historians examining the impact of the Industrial Revolution on the environment.

Source 5

> Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snowflakes – gone into mourning, one might imagine, for the death of the sun.
>
> from Charles Dickens, *Bleak House* (1852–53)

Source 6

> Time went on in Coketown like its own machinery: so much material wrought up, so much fuel consumed, so many powers worn out, so much money made. But, less inexorable [hard] than iron, steel, and brass, it brought its varying seasons even into that wilderness of smoke and brick ...
>
> from Charles Dickens, *Hard Times* (1854)

Source 7 A nineteenth-century engraving of an English slum

INTERPRET

1. Identify the environmental perspective in these two extracts from Charles Dickens's work in Sources 5 and 6.
2. For historians, how important is the fact that Dickens lived at the time he was describing?
3. Explain how and why these extracts could be useful to a historian studying the environmental impact of the Industrial Revolution.
4. Describe the scene in Source 7. What evidence does it provide about the impact of the Industrial Revolution on:
   - **a** the growth of cities in Britain during the nineteenth century?
   - **b** the impact of industrialisation on the environment?

9.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the contribution of the Bishnoi people to early environmentalism?
2. What caused 'The Year Without a Summer'?
3. What impact did the Industrial Revolution have on the environment?
4. What does Charles Dickens tell us about the environment of nineteenth-century London?

APPLY AND ANALYSE

5. What is your reaction to the Earthrise photo (Source 1)? Why do you think it had such a profound effect after it was published in January 1969?

GO DEEPER

6. Investigate acid rain. What causes acid rain? What are its effects? How common is it in the world today?

9.2 THE GREENHOUSE EFFECT: RESEARCH IN THE NINETEENTH CENTURY

KEY CONTENT

In this topic you will:

- identify threats to the environment.

greenhouse effect
a natural process that warms the Earth's surface; when the sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases; also commonly used to describe the increased warming of the Earth's atmosphere to unsustainable levels due to the release of large amounts of greenhouse gases into the atmosphere caused by human activity

The **greenhouse effect** is a term that has come into common use since the late twentieth century. When gases in the Earth's atmosphere hold onto the heat from the Sun and redirect it back to Earth, the resulting warmth is like that of a greenhouse. In its natural state, the greenhouse effect makes life on Earth possible because it allows the Sun's warmth to be retained in the atmosphere and the surface of the Earth.

Since the Industrial Revolution, however, the burning of fossil fuels and clearing of forests has made the greenhouse effect more severe. This is called the enhanced greenhouse effect. Scientists argue that when we burn fossil fuels, there is an increase in carbon dioxide in the air. This means that less infrared radiation can escape from the atmosphere, which leads to the warming of the planet. Because Earth is warming too much now, sea levels are higher. Higher sea levels have led to the destruction of many island and coastal habitats.

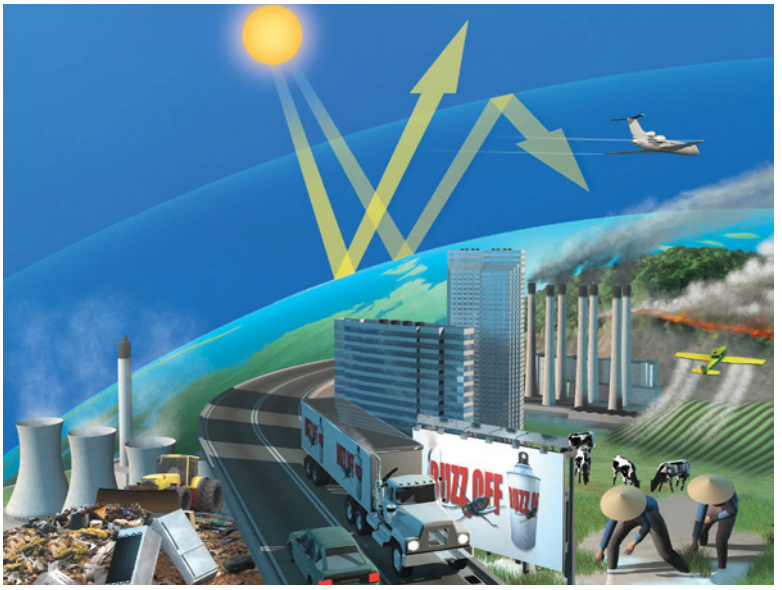
A French mathematician and physicist, Joseph Fourier, first introduced the theory of a greenhouse effect. In 1824, he calculated that the Earth should be significantly colder than it is because of its distance from the Sun. His research suggested that the Earth's atmosphere may act as an insulator, helping it retain warmth. Fourier's work was built on by British physicist John Tyndall in 1858. Tyndall developed technology that measured the ability of various gases to absorb infrared heat. His experiments proved that water vapour absorbed large amounts of infrared radiation, and was the major controller of air temperature. He was the first to accurately measure the capacity of gases such as nitrogen, oxygen, carbon dioxide and ozone to absorb infrared radiation. This work proved the existence of the greenhouse effect.

Despite the pioneering work of Fourier and Tyndall, there are still arguments among scientists and politicians. There is considerable debate about whether human activity (such as large-scale manufacturing and the use of fossil-fuelled cars) is responsible for or contributes to global warming and climate change.

SPOTLIGHT

COMPREHENSION

It is important to know the meaning of context specific terms such as 'greenhouse gasses'. Being able to comprehend these types of terms enables you to use them correctly to enrich responses.



Source 8 The greenhouse effect

9.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Who first developed a theory about the greenhouse effect?
2 Explain why increasing levels of carbon dioxide in the atmosphere would cause Earth to become warmer.

GO DEEPER

3 Investigate current arguments for and against the concept of the greenhouse effect. Create a table that briefly outlines these arguments.

9.3 THE NATIONAL PARKS MOVEMENT OF THE NINETEENTH CENTURY

KEY CONTENT

In this topic you will:

- briefly describe the purpose of the nineteenth-century national parks movement in America and Australia.

The national park movement of the nineteenth century reflected an emerging awareness of the need to preserve natural landscapes for future generations. At a time when the Industrial Revolution was changing the world forever, national parks represented a vision for the future.

Yellowstone National Park, USA

When US President Ulysses S. Grant signed into law the creation of Yellowstone National Park in 1872, he protected nearly 9000 square kilometres of wilderness for future generations. This decision created a tourist site that has continued to attract visitors from around the world. A geological survey in 1871 included both a photographer and an artist, and their images helped to convince Congress of the value of preserving the area.

The leader of the geological expedition, Ferdinand Hayden, was the main force behind the area's protection. As well as preserving the area for the future, Hayden believed the area would become a place people in his own time could travel to for recreation. The development of the railway and car eventually allowed that to happen.

In 1978, Yellowstone was included on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage list. Its significance was that it contained half of the world's known geothermal features. It contains two-thirds of the world's known geysers (see Source 9). It is also a storehouse of information about the history and functioning of the Earth, and has been preserved rather than commercialised. The foresight of those early pioneers ensured that both scientists and tourists could continue to benefit from Yellowstone National Park.

Royal National Park, Australia

The National Park in New South Wales was formally opened in 1879, which made it the second national park in the world, after Yellowstone. In nineteenth-century Sydney, which was the first urbanised part of Australia, it was felt that city dwellers needed an outdoor place for recreation and fresh air. Initially, it was this role rather than preservation for future generations that drove the formation of the park.

STRANGE BUT TRUE

Yellowstone National Park contains the Yellowstone Caldera, which is a supervolcano. It is thought by scientists that the supervolcano beneath Yellowstone is large enough to severely disrupt the United States if it ever erupted. Although the lava would most probably be contained within the park itself, the effects of the huge volume of ash in the air would ruin crops and pollute waterways for hundreds of miles.

Source 9 'Old Faithful' is Yellowstone's most famous geyser, which shoots boiling water up to 55 metres about every 90 minutes.

In keeping with the British influences of the time, the park was seen as a recreational area, and native flora was replaced with imported species. The intention was to try and reproduce the rolling parks of England. Native trees were logged, and deer, rabbits and foxes were imported for hunting. These introduced species remain a major problem in the park.

The National Park became more popular when a branch line from the Illawarra railway station was built in 1886, making direct access from Sydney easier. The park eventually became the Royal National Park, in 1955, after a brief visit from Queen Elizabeth. In 1967, the management of the park was taken over by the newly formed National Parks and Wildlife Service, in recognition of the park's increasing importance as an area of conservation and preservation. In 2006, the Royal National Park was added to Australia's National Heritage List.

SPOTLIGHT

SIGNIFICANCE

The significance attached to an event can change across time. The creation of national parks to preserve areas for future generations could be seen to have more significance today than at the time they were created.

Rocky Mountain Parks, Canada

The construction of a railway across Canada led to the discovery of hot springs in the Banff area of the Rocky Mountains. A dispute between companies who wanted the rights to exploit them was settled by the Prime Minister, John Macdonald, with the creation of a 26-square-kilometre public park in 1885. To protect one of Canada's most beautiful mountain regions, four adjoining national parks were added, until its final size was 6697 square kilometres. In 1984, the entire area was proclaimed a World Heritage Area by UNESCO because of its natural beauty and the information its geological features provide about the evolution of Earth.

Tongariro National Park, New Zealand

New Zealand also became part of the emerging movement to conserve natural areas for the future when Tongariro National Park on the North Island was set aside as a reserve in 1886. The local Māori people used a Native Land Court to have the area, based on three sacred volcanoes, set aside in the names of local chiefs. This secured the area against exploitation by European settlers. Like other early national parks, the coming of the railway in 1908 made the area more accessible, and like the Royal National Park in Sydney, an introduced species – heather – was planted to reproduce the landscape of the Scottish Highlands. Heather has spread rapidly and remains a threat to the **ecosystem**. In 1993, Tongariro National Park was added to the UNESCO World Heritage list because of its cultural significance to the Māori people.

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation for 'ecological system'

9.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the world's first national park? Why was it established?
2. Explain how Sydney's Royal National Park reflected a British rather than an American view of a national park.
3. What do the Royal National Park and Tongariro National Park have in common?

APPLY AND ANALYSE

4. As a class, discuss the value of national parks for preserving the natural environment for future generations. Do you think this is a worthwhile goal? Give reasons for your answer.

EVALUATE AND CREATE

5. Create a poster to encourage people to both visit and preserve one national park you have visited, or would like to visit.

GO DEEPER

6. Select a national park you are familiar with and find out why and when it was created. How effective has the preservation and management of the natural environment in this area been? Summarise your findings in a table.

9A

CHECKPOINT

WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM?

» Identify major threats to the natural environment

1 Outline the major threats to the natural environment that people have become aware of over time, as a result of human activity or events in the natural world. (5 marks)

» Outline the origins of environmental awareness and activism

2 Outline examples that show that human impact on the environment has been a concern since ancient times. (5 marks)

3 Explain how the Industrial Revolution made people more aware of the environment. In your response, refer to sources that show how this awareness was expressed by writers and artists. (5 marks)

4 Outline how developments in science and technology in the nineteenth century influenced environmental awareness. (5 marks)

5 Discuss the environmental impacts in the twenty-first century of decisions made during the Industrial Revolution. (5 marks)

» Explain the purpose of the nineteenth-century national parks movement in America and Australia

6 Explain why national parks were established in the late nineteenth century. (5 marks)

7 Analyse the impact that developments in transport had on the growth and popularity of national parks in the nineteenth century. (5 marks)

Total marks [/35]

Source 10 A bushwalker enjoys spectacular natural scenery in the Royal National Park, south of Sydney.

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

9B WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY?

9.4 THE TWENTIETH CENTURY: A RAPIDLY CHANGING WORLD

KEY CONTENT

In this topic you will:

- identify major threats to the natural environment.

THINK, PAIR, SHARE

Think about what Source 1 tells you about the impact of humans upon the environment.

Discuss with a partner whether the global environment can afford any more wars.

Share your thoughts with the class.

By the start of the twentieth century, improvements in areas such as agriculture, transport, communications and health were some of the positive consequences of the Industrial Revolution. Industrialisation meant that mass-produced goods were more affordable. Reforms in cities that replaced slums with new settlements led to some improvement in living conditions. However, for many urban dwellers, cities were still places where disease thrived and environmental issues from the ongoing effects of air pollution were starting to emerge.

Threats to the environment

Two world wars in the twentieth century also had an impact on the environment. The massive destruction of trench warfare in World War I had shown the destructive potential of modern warfare for the environment. The development of nuclear weapons – and their first military use at the Japanese cities of Hiroshima and Nagasaki – meant that the future of the entire planet seemed precarious, as people now had the power to destroy their world for the first time in history. The traumas of war and rising tensions brought on by the arms race of the **Cold War** helped to increase awareness of environmental issues. The use of chemical weapons, such as **Agent Orange** in the Vietnam War, also contributed to widespread environmental degradation.

A technological revolution that called for increasing reliance on fossil fuels, rapid urbanisation, and an increasing reliance on substances such as fluorocarbons (a human-made chemical compound) and pesticides all emerged as environmental threats during the twentieth century.

Population pressures also developed dramatically during the twentieth century. This has meant greater demand on land and resources, and helps explain the growing awareness of environmental issues. In the following topics, we explore how population increase, urbanisation, increasing industrial production and trade have affected the environment in the twentieth century.

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the USA (and its allies) from 1945 to 1990; characterised by threats, **propaganda** and public competition, but not resulting in direct fighting or military conflict

Agent Orange
a highly poisonous herbicide sprayed onto areas of thick jungle by US forces during the Vietnam War to deprive Viet Cong troops of cover

Impacts on the environment during the twentieth century

Source 1 A devastated environment on the Western Front, World War I

Source 2 An aerial view of Nagasaki, one of the two cities that were levelled by atomic bombs in World War II

Source 3 A plane spraying pesticide over crops

Source 4 Cars travelling on a freeway in Los Angeles in the United States

Source 5 A street scene in Shanghai, China

INTERPRET

1. Create a graphic organiser to describe all the possible threats to the environment, based on your examination of Sources 1 to 5.
2. What evidence do the sources provide about the intensification of environmental threats during the twentieth century?

9.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Name two effects of war on the environment during the twentieth century.
2. List three environmental threats that emerged during the twentieth century.
3. On which two Japanese cities were the first atomic bombs dropped?

APPLY AND ANALYSE

4. Find sources that provide evidence that cities in Australia were still unhealthy places to live and work at the start of the twentieth century. What evidence do your sources provide about the effect of growing cities and industries on the environment at this time?

EVALUATE AND CREATE

5. Create a dialogue between two generations discussing the environmental impacts of the technological changes of the twentieth century. What warnings or advice could the younger generation give the older?

GO DEEPER

6. Investigate how fluorocarbons are used in products. Summarise the effect they have on the environment.

9.5 THE IMPACT OF POPULATION INCREASE AND URBANISATION

KEY CONTENT

In this topic you will:

- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world.

Since the beginning of the twentieth century, the population of the world has grown immensely, and people have become increasingly urbanised. Where once most people lived in rural communities as farmers and small tradespeople, now half the world lives in urban centres.

Population increase in the twentieth century

Over the past century, our planet has sustained a rapidly growing population. The total world population in 1900 was estimated to be 1.6 billion. In January 2020, it rose to 7.8 billion. In 1901, the first census of the newly federated Australia revealed a population of 3 773 801. In January 2020, the population of Australia exceeded 25.5 million.

SPOTLIGHT

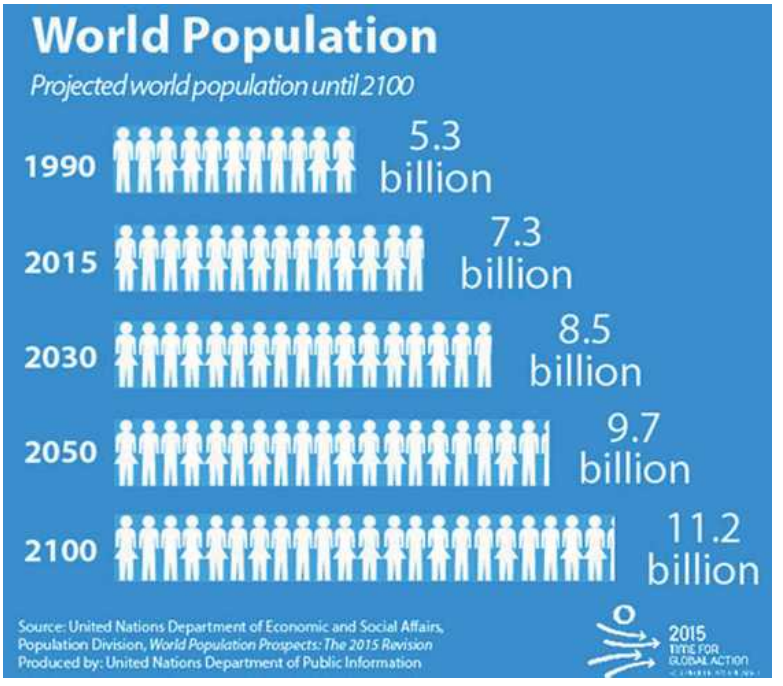
ANALYSIS AND USE OF SOURCES

Consider what makes a source such as the United Nations authoritative. This helps a historian understand why some sources may be more reliable or useful than others.

Future population predictions

On 17 June 2019, the United Nations released its latest World Population Prospects. It revealed that, 'The world's population is expected to increase by 2 billion persons in the next 30 years, from 7.7 billion currently to 9.7 billion in 2050.' It concluded that the world's population would reach a peak of nearly 11 billion at the end of the twenty-first century. It predicts that India will overtake China as the world's most populous country by 2027. The population of Australia and New Zealand was only expected to increase by 28 per cent by 2050. Sub-Saharan Africa is expected to see a population growth rate of 99 per cent in the same period, meaning its population will double by 2050.

UN predictions have historically had to be updated regularly, but they can give us a general idea of what the world can expect in the future. We know that the population of the world will be considerably greater than it is now. It is obvious that there will be major decisions to be made regarding distribution of resources. We also must recognise the impact that providing resources for that population will have on the environment.



Source 6 The United Nations' predicted world population growth to 2100

Urbanisation

The United Nations' World Urbanization Prospects report showed that the world's urban (city) population had increased from 13 per cent in 1900 to 49 per cent in 2005. It showed that 2007 was the 'tipping point' year when more people on Earth lived in urban rather than rural areas. The move from rural to urban areas increased quickly after World War II, when increasing industrialisation spread across the globe. Cities became the major source of employment in most countries. In its 2018 World Urbanization Prospects report the United Nations predicted that 2.5 billion people will be added to the world's urban population by 2050. India, China and Nigeria are expected to contribute 35 per cent of the world's urban growth in that period.

The growth of cities has major ecological implications. Most of an urban population is engaged in producing goods and services rather than food. Cities are a major drain on energy resources, and they concentrate problems such as waste disposal. It takes energy to process and transport food to urban areas, and cities are built over the natural environment. It is predicted that cities could contain 5 billion people by 2030, with the greatest growth coming in Asia and Africa. There is no general agreement on what numbers the Earth can sustain.

Source 7 High-density living in large apartment buildings, such as these in Hong Kong, is becoming an increasingly common urban experience.

CE
the abbreviation of Common Era, which refers to any time after the birth of Christ

Source 8 The world's most populous cities through time

Year CE	Most populous city	Population
100	Rome, Italy	450 000
1000	Cordova, Spain	450 000
1500	Beijing, China	672 000
1900	London, England	6 480 000
1950	New York, USA	> 12 000 000

9.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which organisation is regarded as a reliable source on future population?
2 How much did the world's population increase between 1900 and January 2020?
3 What does the United Nations predict will be the world's population by the end of the twenty-first century?
4 When is it predicted that India will replace China as the world's most populated country?
5 Outline some of the environmental problems associated with cities.
6 What is the predicted population of cities for 2030?

APPLY AND ANALYSE

7 Use the data provided to calculate the percentage growth in the Australian population between 1901 and 2020, and the world population from 1900 to 2020.
8 Write a statement based on your observations of Source 6.
9 List potential problems the world could face if the United Nations' predictions are accurate.

EVALUATE AND CREATE

10 Create a graphic representation of the impacts of continued population growth on the planet.

GO DEEPER

11 In 1987, a historian called Tertius Chandler did the first serious study of urban population through history. Source 8 summarises his findings on the world's most populous city over time. Conduct research to find out what the world's most populous city is today. What impact is that city having on the environment?

9.6 THE IMPACT OF INCREASING INDUSTRIAL PRODUCTION AND TRADE

KEY CONTENT

In this topic you will:

- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world
- discuss how global resource needs and trade have intensified environmental issues in developed and developing nations.

Industrial powers in the twentieth century

At the start of the twentieth century, Britain dominated industrial production. It had been the first country to adopt new technologies and systems in the Industrial Revolution. Its empire had grown because of its industrial and military strength. Its need for more and more raw materials and new markets saw it expand its colonies across the globe.

After World War II, the United States emerged as the world's strongest economy. The war had helped the United States recover from the economic impact of the **Great Depression**, and the Cold War with the Soviet Union helped fuel an economic boom in the 1950s and 1960s. The first major shock to the economic dominance of the USA came with the oil crisis. This crisis resulted when oil-producing Arab nations, such as Saudi Arabia, refused to supply the United States with oil in 1973 and 1974 because of its support for Israel in the 1973 Yom Kippur war. The shortage of oil had a significant impact on the US economy.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

Source 9 Pipes loading oil onto an oil tanker, at the port of Ahmadi in Kuwait

non-renewable resource
a resource that cannot be regenerated once it is used up (e.g. oil, coal, natural gas)

Oil became a major commodity in the world after World War II. Oil is a limited, **non-renewable resource**, but the world is still largely dependent on it as an energy source. The environmental impact of the reliance on oil became more obvious as East Asian nations started to industrialise.

By the twenty-first century, the United States was the industrial leader of the world. But as the world began to globalise at this time, East Asia became the most rapidly industrialising region in the world. China, India, South Korea and Japan now represent a huge international industrial power. In 2018, China had the world's largest manufacturing output, valued at over US$2.01 trillion, followed by the United States with US$1.87 trillion, and Japan with US$1.06 trillion. South Korea was fifth with US$372 billion.

STRANGE BUT TRUE

The initial impact of the COVID-19 pandemic in China saw carbon emissions fall by 25 per cent, a trend that continued globally as air and road traffic fell. It was offset to some extent by the rapid rise of medical waste to be disposed of.

Environmental impacts of China's industrialisation

Increasing industrial production, and the trade that goes with it, brings massive rises in energy consumption. With its huge demands for coal, China's industrialisation is now having severe environmental effects. It is estimated that uncontrolled fires in Chinese mines burn 20 million tons of coal each year. The huge industrial output of China, which is largely fuelled by coal, is causing major environmental problems. Already large clouds of pollutants from northern China's industrial region have blown into Korea. It is estimated that the increase in global-warming gases from China's coal use over the next 25 years will probably exceed that for all industrialised countries combined.

Source 10 An assembly line at an electronics factory in Guangdong Province, China

Source 11 Air pollution in Beijing, China

Source 12 Ballast water being discharged from a container ship

Environmental impacts of global trade

Shipping has increased throughout the twentieth century. It is the main means of transporting industrially manufactured products around the globe. However, shipping brings with it a range of environmental issues.

In 2009, Britain's *Guardian* newspaper reported that the world's 15 largest ships emit as much pollution as all the cars in the world combined. It was shown that one giant container ship can emit almost the same amount of cancer- and asthma-causing chemicals as 50 million cars. Other research cited indicated that pollution from the world's 90 000 cargo ships leads to 60 000 deaths each year in the United States alone, and costs up to $330 billion a year from lung and heart diseases.

The discharging of ballast water (water that has been loaded onto ships for stability) from one port to another affects marine environments. This has led to the transfer of bacteria and species from one ecosystem to another. These introduced species can bring in diseases that affect native species or compete with native species for food and habitat.

The northern Pacific sea star (a species of starfish) is one example of a pest that has been introduced into Australia's marine environment in this way. Marine experts believe that sea star larvae were introduced into Tasmanian and Victorian ports in ballast water. The natural habitat of the sea star is coastal China, Korea, Russia and Japan. In Australian waters, it has no natural predators but is itself a predator, forcing open the shells of oysters, mussels and other shellfish. Marine authorities consider it to be a threat to native species and shellfish fisheries. The only way, at present, to control its numbers is to physically remove it.

Source 13 The northern Pacific sea star

Transporting oil by sea poses additional risks. The *Exxon Valdez* oil spill showed the devastating impact of oil spills in pristine areas. On 24 March 1989, the US oil tanker the *Exxon Valdez* struck a reef off the Alaskan coast. Although the actual figure is still disputed, it is estimated that around 41.6 million litres of oil spilt into the pristine waters surrounding Prince William Sound. It had a major impact on the environment.

A wide range of wildlife populations such as seabirds, otters, seals, eagles and orcas were all devastated. Long-term monitoring of the area has indicated that some species have still not fully recovered, 30 years later. The destruction of Alaskan wildlife and environments was a graphic reminder of the impact oil spills can have. Unfortunately, *Exxon Valdez* was simply one of many similar incidents that have occurred since the mass transportation of oil began in the late 1960s. The *Exxon Valdez* spill was neither the first nor the largest, nor will it be the last.

Even the extraction of oil and gas from the ocean floor can have a devastating impact when things go wrong. This was dramatically shown in April 2010 when British Petroleum's Deepwater Horizon oil rig in the Gulf of Mexico exploded. It was the largest oil spill in history, with an estimated 60 000 barrels of oil a day escaping into the marine environment. The oil slick covered thousands of square kilometres, and 1.8 million gallons of dispersants were used to try and control damage. It was estimated that 1770 kilometres of shoreline were polluted.

Source 14 The 2010 oil spill at BP's Deepwater Horizon drilling rig caused major environmental damage.

Source 15 Workers spray oil-covered rocks on the shore of an Alaskan island after the *Exxon Valdez* oil spill.

Source 16 Recovery crews collect dead sea otters along Green Island, Alaska, following the *Exxon Valdez* oil spill.

9.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which country is now the world's largest manufacturer?
2. How much coal is China burning in mine fires each year?
3. How much pollution do the world's 15 largest ships produce each year?
4. What was the name of the ship that produced an oil spill in Alaska in 1989?
5. How much coastline was polluted by the Deepwater Horizon oil rig explosion?

GO DEEPER

6. Analyse the impact of the 2020 COVID-19 pandemic on the environment. How lasting do you think this impact will be?
7. Conduct research on either the *Exxon Valdez* oil spill or the marine oil spill from BP's Deepwater Horizon drilling site in the Gulf of Mexico. Create a presentation to evaluate the impact of the spill on the environment, including written and image sources.

9.7 AUSTRALIA'S RESPONSE TO ENVIRONMENTAL ISSUES IN AGRICULTURE

KEY CONTENT

In this topic you will:

- describe the response to key environmental issues in Australian agriculture such as the back-to-the-land movement, organic farming and permaculture.

Australia has traditionally relied on agricultural production as a key element of its economy. In the nineteenth century, wool and wheat were major exports. Colonial produce such as this helped fuel the British economic boom. As a member of the British Empire, the colony of Australia had a guaranteed market.

In the twentieth century, Britain moved closer to Europe. In 1973, it became a full member of the European Economic Community, and Australia lost its status as a preferred supplier of agricultural produce. The twentieth century also saw Australian agriculture having to deal with the impact of urbanisation and the extreme climatic conditions that are a part of Australian agricultural life. There have been attempts to cultivate food crops in challenging environments, such as the failed Humpty Doo rice production project in the Northern Territory in the 1950s. There was greater success, however, in the late twentieth century when mangoes became a significant crop at Humpty Doo. Increasing controversy over the management of the Murray–Darling river system, described as one of the most stressed river basins in the world, and the selling of water has drawn increasing attention, particularly after the massive fish kill of 2019.

Back-to-the-land movement

Two US publications found their way into Australia by the early 1970s, and influenced a movement usually referred to as 'back to the land'. The *Whole Earth Catalogue* and *Mother Earth News* were influential, initially in the United States, and eventually globally. They encouraged a more sustainable, and often communal, living style that coincided with the social changes of the late 1960s that are associated with the hippie movement.

In Australia, the Aquarius Arts Festival of 1973 was held at Nimbin, on the north coast of New South Wales. At the conclusion, several festivalgoers remained in the town. An alternative community developed that embraced many of the ideals of the back-to-the-land movement: communal living, sustainable food production and people removing themselves from what they regarded as the commercial rat race.

Source 17 The 2019 'fish kill' at Menindee, New South Wales: a shocking demonstration of the environmental stress that water management schemes have created.

Source 18 Festival-goers at the Aquarius Arts Festival, Nimbin 1973

Source 19 Marine biologist and author Rachel Carson (1907–64)

Organic farming

In 1962, the US author Rachael Carson published a book called *Silent Spring*. It was a condemnation of the use of pesticides and their impact on the environment. The book exposed the dangers of pesticide use, with Carson concluding that pesticides not only killed insects but also entered the food chain. She explained how the powerful pesticide DDT could accumulate in the tissues of animals, including people.

Publication of *Silent Spring* helped to make environmental issues more mainstream. Technological developments had led to increasingly effective pesticides that removed pests and allowed larger crop production. Many of these pesticides were also dumping poisons into the environment and affecting human and animal life, as well as destroying natural vegetation. *Silent Spring* is now seen as one of the foundation stones of the modern environmental movement. One impact was the development of an organic farming approach. This entailed a reversion to natural methods of fertilisation and pest control. Its popularity increased in response to the introduction of genetically modified crops.

The Organic Federation of Australia was formed in 1998 to draw together all areas of the organic food industry that were making an emerging contribution to Australian agriculture. The organic food industry in Australia has now reached mainstream supermarkets; and cruelty-free, free-range animal farming has become normalised. The contamination of organic crops by genetically modified crops has also emerged as a significant issue in Australian agriculture.

Permaculture

In 1978, two Australians – Bill Mollison and David Holmgren – first used the word 'permaculture'. Permaculture refers to 'permanent agriculture', which Mollison describes as working with rather than against nature. It is designed to encourage agriculture that is sustainable and treats the Earth as a resource that requires renewal rather than unrestrained exploitation. The emphasis in permaculture is the development of systems that encourage:

- the building of environmentally sustainable homes
- the careful management of natural resources such as rainwater
- recycling
- the restoration of degraded areas
- the safe and sustainable production of food.

As environmental concerns have increased, the principles underlying permaculture have also grown in popularity. The success of Bruce Pascoe's 2014 book *Dark Emu* has seen an increasing interest in the agricultural techniques of Indigenous Australians prior to colonisation. Research is now indicating that they may have mastered the ongoing production of safe and sustainable food 40 000 years ago.

Source 20 Organic produce is now widely available in mainstream supermarkets.

9.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australian agriculture have a guaranteed market in the nineteenth century?
2. What is the back-to-the-land movement?
3. Why is *Silent Spring* regarded as a significant environmental text?
4. Who were the Australians who first used the word 'permaculture'?

APPLY AND ANALYSE

5. Conduct research on genetically modified crops. Create a table comparing the advantages and risks of such products.

EVALUATE AND CREATE

6. Investigate the management of water in the Murray–Darling system, and compose a letter to the New South Wales parliament outlining your thoughts and ideas on how this precious resource should be managed.

GO DEEPER

7. Conduct research on the failed Humpty Doo rice project. In a paragraph, explain the reasons why you think it failed.
8. Investigate the content and impact of Bruce Pascoe's book *Dark Emu*. What do you think modern Australia could learn from Indigenous land management practices?

9B

CHECKPOINT

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY?

» Use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world

1 Outline the trends in global population growth in the twentieth century. (4 marks)

2 Explain the implications of a world population of 9.7 billion by 2050 for the global environment. (4 marks)

3 What evidence is there that urbanisation has increased during the twentieth century? (4 marks)

4 Explain how population growth and urbanisation have affected the environment. Refer to specific sources in your response. (10 marks)

» Discuss how global resource needs and trade have intensified environmental issues in developed and developing nations

5 Discuss the environmental implications of oil emerging as the main commodity of the twentieth century. (10 marks)

6 Describe the impact of China's industrialisation on the world's environment. (5 marks)

7 Explain the environmental impacts of the global shipping transport industry. (5 marks)

» Describe the response to key environmental issues in Australian agriculture

8 Describe the role played by the back-to-the-land movement, organic farming or permaculture in helping Australian agriculture manage environmental issues. (8 marks)

9 Discuss how successful you think Australian responses to environmental issues in agriculture have been in improving environmental sustainability. (10 marks)

Total marks [/60]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

9C WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT?

9.8 KEY CAMPAIGNS AND EVENTS PRIOR TO 1975

KEY CONTENT

In this topic you will:

- discuss key events in the growing awareness of environmental issues in Australia and the world before 1975.

biosphere
those parts of the Earth and its atmosphere in which living organisms exist, or that are capable of supporting life

temperature inversion
a reversal of the normal behaviour of air temperature, when cold air is trapped beneath a warmer airflow

Several major events after World War II made people more aware of threats to their environment. The introduction and use of nuclear weapons in World War II terrified many, and helped lead people to seriously consider the environmental consequences of human actions. As the world recovered from World War II, the increasing pressure on economic development would also have environmental consequences. As countries in Asia and Africa decolonised, they found the exploitation of their own natural resources was the key to economic and social progress. Environmental groups developed around the world as a response to business and government indifference to environmental threats.

Environmental activists became increasingly militant as threats to the Earth grew during the second half of the twentieth century. Just as social activism in areas such as civil rights, conscription and the anti-war movement became increasingly popular, so did environmental campaigns. People who had previously been dismissed as crackpots and 'tree-huggers' began to be taken seriously. Caring for the environment was becoming normalised.

Source 1 London smog in 1952

As the end of the twentieth century approached, there were clear differences between those who saw the planet as a resource to be exploited, and those who saw it as a unique **biosphere** to be preserved. Development and conservation frequently became opponents during this era.

Smog incidents after World War II

As the world settled into post-war prosperity and industrial expansion after World War II, there were clear warning signs that the environment was suffering. In 1948, in Donora, in the United States, 20 people and 800 animals died, and 7000 of the town's 14 000 population were made ill when a wall of poisonous smog descended on the mill town. A **temperature inversion** prevented the escape of emissions of hydrogen fluoride and sulphur dioxide from nearby factories. The situation continued for five days until rain helped clear the poisons from the air. The factories didn't begin shutting down until the fifth day, and re-opened the next morning after rain fell. About 200 more people died in the days after the smog lifted, and many people were left with permanently damaged lungs and hearts.

STRANGE BUT TRUE

Donora opened the Donora Smog Museum in 2008. Its slogan is 'Clean air started here'.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Examine the Donora smog incident, and reflect on how your personal experience during the COVID-19 shutdown of 2020 helped you understand what they experienced in Donora in 1948.

Around 200 more people died in another major smog incident in New York City in November 1953. These incidents led to campaigns for cleaner air. In 1955, the US Congress passed the *Air Pollution Control Act*, and finally, the *Clean Air Act* in 1970.

This movement was echoed in Great Britain after the Great Smog of 1952 in London. In similar conditions to Donora, the smog lasted five days, and it is now thought that up to 12 000 people may have died because of the pollution. Britain enacted a *Clean Air Act* in 1956. In October of 2013, in Harbin, China, there was a similar event, which shows that smog continues to be a grave problem, particularly in areas of rapid industrialisation that rely on coal power. The heavy smoke layers across many parts of Australia during the 2019–20 bushfires showed that air quality remains a global issue, with strong local implications.

Minamata Bay incident, 1956

Minamata Bay in Japan was heavily contaminated by mercury during the 1950s. Mercury – which is highly toxic – was a waste product that had been pumped into the bay from a chemical and plastics factory. Fish caught in the bay were contaminated as well as the residents, who regularly ate fish caught in the bay. In 1956, mercury poisoning led to the deaths of 9000 people, and an estimated 2 million others suffered permanent health problems, such as blindness and paralysis.

Maralinga nuclear tests, 1956–57

In Australia, the Maralinga nuclear tests conducted in South Australia by Great Britain in 1956 and 1957 contaminated the food chain, with radioactivity being found in cow's milk far from Maralinga. At the time of the Cold War, Australians tended to broadly accept nuclear tests as necessary for their survival. The anti-nuclear campaign really started to develop as Australia was dragged more deeply into the Vietnam War in the 1960s.

Earthrise photo, 1968

Environmental campaigns were encouraged by the release of the Earthrise photo taken by an astronaut aboard *Apollo 8* on 24 December 1968 (see Source 1 in topic 9A, earlier). That single image – which revealed the Earth as a unique, fragile biosphere floating in space – was a profound moment in history. It revealed the interconnected nature of life on the planet, and started movements such as back-to-the-land, which have been discussed earlier.

Source 2 Firefighters face the billowing smoke at the Cuyahoga River fire, 1952

Cuyahoga River fire, 1969

The Cuyahoga River in northern Ohio was renowned as one of the most polluted rivers in the United States. For many years, industrial waste had been dumped into the river. The first fire on the river was in 1868, and the largest was in 1952, which caused millions of dollars of damage to bridges and other structures. It was not until 1969, however, after there had been several more fires on the river, that one fire was reported in *Time* magazine. The incident caught national attention, and stimulated a campaign that culminated in the *Clean Water Act* of 1972. It showed that people were starting to effectively organise themselves to oppose unrestricted expansion of industry at the planet's expense.

The flooding of Lake Pedder, Tasmania, 1972

In the 1960s, the Tasmanian government cancelled the national parks listing of Lake Pedder and flooded the region as part of a dam system to provide cheap electricity for industry. The environmental and political consequences of Lake Pedder are discussed in a later topic: 'The origins and policies of Green political parties'.

Karen Silkwood and the Kerr-McGee company, 1974

Karen Silkwood was a chemical technician at the Kerr-McGee nuclear fuel production plant in Oklahoma in the United States. The company was a major employer in the region, producing plutonium pellets for nuclear reactor fuel rods. As part of her union activities, Silkwood was responsible for investigating health-and-safety issues. At an Atomic Energy Commission hearing in August 1974, she revealed employee safety risks such as exposure of workers to contamination, faulty respiratory equipment and improper storage of samples.

Karen Silkwood was herself tested for contamination on 5 November 1974, where it was found that she was 400 times over the safe limit for exposure to plutonium. There has been considerable debate over how Silkwood became so contaminated at this time. Kerr-McGee later suggested she was deliberately poisoning herself to make the company look negligent. There has been other evidence to suggest the source of the contamination may have been from within her house.

On 13 November 1974, Silkwood had decided to go public with her investigations of safety breaches at Kerr-McGee. According to a witness, she left a union meeting with a folder of documents to meet a *New York Times* reporter and a union official.

On the way to that meeting Silkwood's car ran off the road and she was killed. Local police investigations called it a single-car accident in which Silkwood fell asleep at the wheel. Later investigations raised doubts about the circumstances of her death. The documents she was supposedly carrying to her meeting were never found in the car. There was evidence that her car may have been rammed from the back and forced off the road.

Impact of Karen Silkwood's campaign

Karen Silkwood's death led to several inquiries into the nuclear fuel industry. One of the revelations was over 40 pounds of plutonium missing from the Kerr-McGee plant where Karen Silkwood worked. In 1975, Kerr-McGee closed all its nuclear plants. Twenty-five years later, the plant Silkwood worked at was still being decontaminated. The film *Silkwood* (1983) tells the story of Silkwood's time at Kerr-McGee and her death. She has become a symbol of the struggle for regulation of the nuclear power industry.

SPOTLIGHT

CONTESTABILITY

The competing views of Kerr-McGee and Karen Silkwood over what was occurring in the Oklahoma plant are a clear example of contested viewpoints that require historians to do further research to understand the validity of each viewpoint.

Source 3 Karen Silkwood

9.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Create a timeline to summarise key environmental events and campaigns from the end of World War II to 1975, based on the information in the text and your own research.

APPLY AND ANALYSE

2 Both Paul Kelly, an Australian musician, and Midnight Oil, an Australian band, have written and recorded songs called 'Maralinga' about the effects of nuclear tests on the area and its people. Listen to these songs and discuss them as a class.

EVALUATE AND CREATE

3 Select one of the key campaigns and events mentioned in this topic, and create an entry explaining its significance for an online encyclopaedia.

GO DEEPER

4 Investigate Karen Silkwood's life and death. What conclusions do you come to? What evidence can you produce to support your opinion?

9.9 THE ROLE OF POPULAR CULTURE IN RAISING ENVIRONMENT AWARENESS

KEY CONTENT

In this topic you will:

- discuss key events in the growing awareness of environmental issues in Australia and the world before 1975.

SPOTLIGHT

RESEARCH

Research is the fundamental tool that historians use. The list of songs shown here might be a useful starting point, but research is essential for a historian to understand the context in which each was created.

From the birth of rock 'n' roll in the 1950s, music was a common form of popular culture for young people. Environmental concerns grew rapidly at the same time as rock 'n' roll, and music became a powerful means of raising consciousness about social and political issues. Protests against the Vietnam War are well known in music, but rock music also played a major role in spreading awareness about the fragility of our environment. Well before political campaigns, a range of artists had hits warning about the potential destruction of the Earth. These songs and artists were major hits globally and, as the music spread, countries such as Australia were heavily influenced. Artists who expressed their concern about environmental issues from the 1960s to the 1980s are summarised in Source 4.

Source 4

Artists and year	Song and theme
Verdelle Smith, 1965	'Tar and cement', an early warning about urbanisation
Joe South, 1969	'Don't it make you want to go home', describes the changes around Atlanta, Georgia
Zager and Evans, 1969	'In the Year 2525', a look into the future and what it holds
Cat Stevens, 1970	'Where do the children play?', a song that predicted many of the effects that were becoming apparent from rampant urbanisation and industrialisation
Joni Mitchell, 1970	'Big yellow taxi', a song about urbanisation and loss of nature
Marvin Gaye, 1971	'Mercy, mercy me (the ecology)', a song about the spoiling of the natural environment
The Beach Boys, 1971	'Don't go near the water', a song about water quality
Randy Newman, 1972	'Burn on', recounts the Cuyahoga River fire of 1969
Midnight Oil, 1990	'Blue sky mine', a song about the experiences of workers who were contaminated at the Wittenoom asbestos mine in Western Australia

Source 5 Xavier Rudd performs at BottleRock in the US, 2015. He is an Australian singer-songwriter whose songs incorporate socially conscious themes and environmentalism.

OXFORD UNIVERSITY PRESS

9.9 SOURCE STUDY

The role of popular culture in raising environmental awareness

Use a search engine to find the lyrics for Joe South's 'Don't it make you want to go home', then respond to the Interpret questions.

Source 6 Joe South

INTERPRET

1. What environmental perspective does Joe South present in this song?
2. Identify the environmental changes South comments on.
3. Why might the song have been successful in 1969? Does it reflect any of the understanding that arose from the Earthrise photo from the same year?
4. What issues raised by the song are still relevant today? How could you use the song to help you understand continuity and change?
5. How valid are song lyrics as primary sources for historical study?

9.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which environmental issues were highlighted by artists from the 1960s to 1990s?

EVALUATE AND CREATE

2. Draw on your own experiences and interests to explain how an example of popular culture that you are interested in deals with environmental issues.

9.10 THE ORIGINS AND POLICIES OF GREEN POLITICAL PARTIES

KEY CONTENT

In this topic you will:

- outline the origins and policies of green political parties in the 1980s.

STRANGE BUT TRUE

The 1950s nuclear tests in Nevada became a tourist attraction. The mushroom cloud was visible from Las Vegas hotels.

In the 1980s, the growth of green politics was a reaction to major environmental issues such as nuclear testing. In Australia, opposition to the proposed damming of Lake Pedder in Tasmania led to the formation of the Australian Greens party. This topic provides background information on the environmental issues that led to the formation of significant green organisations and political parties.

A weapon as powerful as the atomic bomb had to be tested, releasing radioactive material into the atmosphere. The first nuclear test was on 16 July 1945 when the United States tested a nuclear weapon in New Mexico. Weapons were also tested above ground in the state of Nevada during the 1950s.

The 'nuclear club' grew, but most countries tested away from their own country. The United States conducted tests in the Marshall Islands in the Pacific between 1946 and 1958. This included the testing of the first hydrogen bomb, code-named Castle Bravo, on Bikini Atoll in 1954. Its blast was more powerful than scientists expected, contaminating the entire area and fishing boats after the wind changed.

Britain tested its nuclear weapons in Australia. Testing was most famously at Maralinga in South Australia. Despite British assurances about the limit of the radiation released by the tests, there is clear scientific evidence of radioactive material entering the food chain in Australia in the 1950s.

The impact of nuclear testing in the South Pacific is still being felt, with the contamination remaining well into the future. A ban on nuclear weapons testing was signed by most nuclear countries in 1996. The most recent confirmed nuclear weapons test was by North Korea in 2017.

Source 7 The mushroom cloud from the Castle Bravo hydrogen bomb test in 1954, sometimes referred to as the United States' worst nuclear accident

9.10 SOURCE STUDY

Nuclear testing

Nuclear testing was carried out by the British at the Maralinga testing site in South Australia from 1956 to 1963. When soldiers and residents watched the blast and experienced the fallout, they suffered from the effects of radiation. Some soldiers were deliberately exposed so that scientists could test the later effects of radiation on people.

The United States also seemed unconcerned about the effects on soldiers and locals who would be exposed to nuclear fallout after the Bikini Atoll nuclear tests. Although the locals were removed from the region before the blasts, they were put back within three years. Many people developed symptoms of radiation sickness, so they were removed once again.

Source 8

> It would be very interesting to go back and get good environmental data ... so as to get a measure of the human uptake, when people live in a contaminated environment ... Now, data of this type has never been available ... While it is true that these people do not live, I would say, the way Westerners do, civilized people, it is nevertheless also true that they are more like us than the mice.

A statement by scientist Merril Eisenbud in a secret meeting held before Marshall Islanders were returned to live on the island – temporarily – in 1957.

Source 9 Fallout from nuclear tests has affected many soldiers and civilians.

INTERPRET

1. What evidence do these sources provide about the knowledge, among scientists and the public, about the effects of nuclear contamination during the 1950s?
2. Australian Prime Minister Robert Menzies readily agreed to Britain's request for a permanent nuclear testing site at Maralinga. Write a letter to the editor that supports or disagrees with decision, from the perspective of an Australian veteran of World War II.

The formation of Greenpeace

In 1970, the United States announced its intentions to continue nuclear testing on the Alaskan island of Amchitka, at the western end of the Aleutian Islands. Knowing that the testing would take place despite the risks of a major tectonic fault in the region, a group of Canadians and Americans formed in British Columbia, Canada, to oppose the tests and sail into the testing area. To raise funds, a concert with Joni Mitchell, James Taylor and Phil Ochs was held in Vancouver, British Columbia. The protesters, who would soon be known as Greenpeace, sailed to Amchitka for the first, and ultimately successful, direct action campaign. Greenpeace established itself with the aim of ensuring 'the ability of the Earth to nurture life in all its diversity'. Today, Greenpeace is a major international force for environmental action, and continues to campaign to achieve its goals.

Lake Pedder

Today, the south-western area of Tasmania is known as a region of great natural beauty. In 1982, UNESCO added over one million hectares of the region to the register of World Heritage sites. Its significance is reflected in its qualification for World Heritage listing based on seven different criteria.

Proposed damming of Lake Pedder in 1967

The area around Lake Pedder had been a National Park since 1955, but in 1967 the Tasmanian government withdrew the national park listing so that the region could be flooded by damming the Gordon, Serpentine and Huon Rivers. The damming was regarded as necessary because Tasmania planned to attract industry to the island with the lure of cheap, renewable electricity. The Hydro-Electric Commission (HEC) was going to provide that cheap electricity. Both the state government and the Hydro-Electric Commission rejected opposition to the planning.

Source 10 The Lake Pedder protests were the start of a continued campaign to protect Australia's natural environment.

Opposition to the proposal became widespread as awareness of the ecological significance of the region started to grow. Supporters came from around the world to see such unique features as the pink quartzite beach and demand recognition of the precious nature of the region.

Despite opposition, the damming took place in 1972. The original, natural Lake Pedder was destroyed when it was submerged (along with the even smaller Lake Edgar) by the new and much larger artificial lake. Three species appear to have been made extinct by the flooding: an earthworm, a flatworm and a fish.

Source 11 A view of Lake Pedder in the Southwest National Park in Tasmania

The growth of green politics

Although the flooding of Lake Pedder was a significant loss for the emerging environmental movement, it encouraged further resistance. The United Tasmania Group was formed, the world's first green party, and it paved the way for green issues to become specifically political. Proper political organisation developed to fight further plans for destruction of the south-western wilderness. In many ways, the loss of Lake Pedder created the modern Greens movement.

Green politics has gradually made an impact on the international political scene. It was a form of political action that first emerged from the frustration of the damming of Lake Pedder in Tasmania in 1972. Shortly after the United Tasmania Group contested the 1972 state election, similar parties formed in New Zealand, Switzerland and Britain. Western Europe has been the major centre of green politics. Germany's Green Party was part of a governing coalition between 1998 and 2005.

sustainability
the ongoing ability of the Earth to maintain life

SPOTLIGHT

CONTINUITY AND CHANGE

Reflect on how a history of green party politics could help you understand the concept of continuity and change on a national and a global scale.

Australia's Greens today

Today, green political participation in various levels of government has become a regular part of political life. The Australian movement formally organised into the Australian Greens political party in 1992, with four core values standing with their broad environmental aims: ecological **sustainability**, social justice, grassroots democracy, and peace and non-violence. Since 1992, they have become politically successful, having members elected at state and federal level. In the 2010 election, they had their first member elected to the House of Representatives, when Adam Bandt won the seat of Melbourne, and has not only retained his seat, but increased his share of the vote in each election up to, and including, 2019, and was elected leader of the Greens in 2020.

Source 12 Adam Bandt was the first Greens candidate elected to the House of Representatives, in the 2010 Federal election. In 2020, he was elected leader of the Greens.

9.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What were the environmental costs of damming Lake Pedder?
2. How did the damming of Lake Pedder in Tasmania contribute to green politics?
3. List the main aims of green political groups in Australia and globally.

APPLY AND ANALYSE

4. Investigate what happened in the Castle Bravo test at Bikini Atoll in the Marshall Islands. List the ongoing effects on the environment and the Marshall Islanders.

9.11 THE INFLUENCE OF ENVIRONMENTAL IDEAS

KEY CONTENT

In this topic you will:

- describe the influence of the following environmental ideas:
  - 'Gaia'
  - limits to growth
  - sustainability
  - the rights of nature.

As the twentieth century progressed, the emergence of theories about the interconnectedness of life and the importance of nature clashed with mainstream beliefs about the necessity of growth and development. Some of the key environmental ideas are explored in this topic.

Gaia

Gaia hypothesis
a theory proposing that all organisms on Earth interact with their surroundings to form a complex, self-regulating system (similar to a single organism) that attempts to maintain the conditions for life on the planet

One of the developments in environmental thinking was the **Gaia hypothesis**. This proposes that life on Earth is interconnected and forms a self-contained system that allows life to flourish. In other words, the Earth is a single, interconnected system.

The original theory was developed by a chemist, James Lovelock, and a microbiologist, Lynn Margulis. Their work suggested that the Earth was self-regulating, and organisms adapted the environment in their favour. It has inspired scientific investigation, and is winning acceptance as more evidence is found. Its idea of interconnectedness has had significant impact on environmental thinking. Understanding of the Gaia concept developed rapidly after the publishing of the *Apollo 8* Earthrise photograph in 1969.

Source 13 The Gaia hypothesis sees Earth as a self-regulating organism, supporting life.

Limits to growth

In 1972, a book entitled *Limits to Growth* was published. It was written by a group of economists who used computer modelling to predict the effects of uncontrolled economic and population growth on the Earth's finite resources. They looked at five variables for their modelling: world population, industrialisation, pollution, food production and resource depletion. The authors concluded that if the average rate of consumption growth continued, virtually all major minerals and energy resources would be used up by 2070.

Critics of the book at the time argued that the authors could not make any accurate predictions as there was no way of knowing the amount of resource supplies available or what new technologies might become available. They also argued that restricting growth levels to conserve resources, as the authors suggested, would create new problems and keep millions of people in poverty.

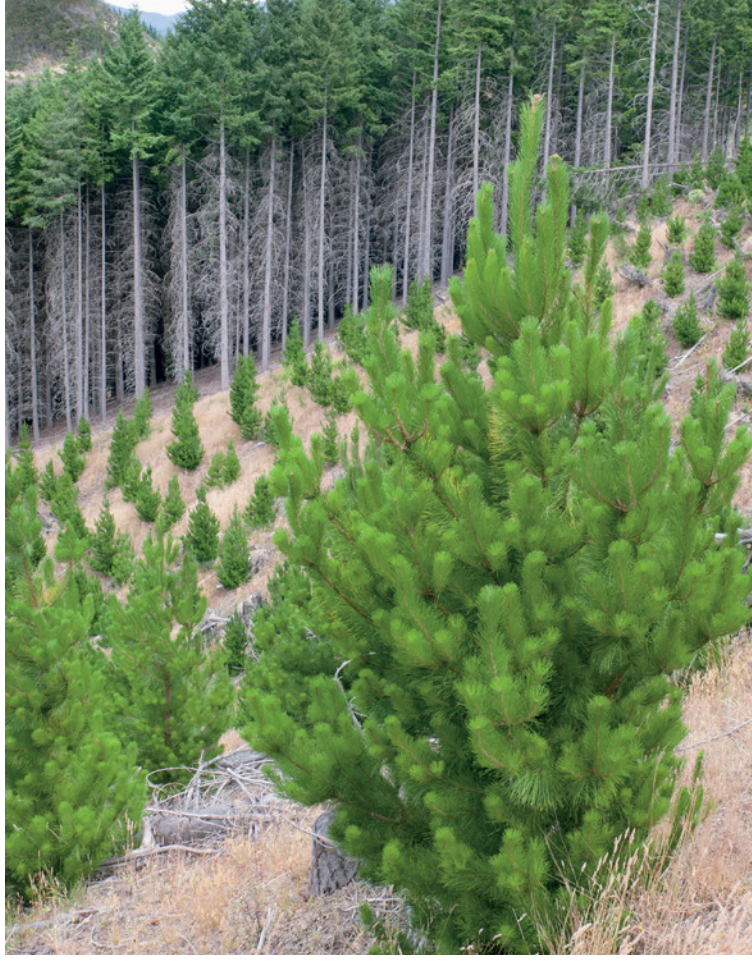
In 2008, however, Graham Turner at the Commonwealth Scientific and Industrial Research Organisation (CSIRO) in Australia published a paper comparing figures from the past 30 years with the predictions made in 1972. He found that the actual changes in industrial production, food production and pollution matched the predictions made by the authors.

Sustainability

The idea of sustainability has become increasingly important during the twentieth century. It takes a long-term view of environmental systems and use of resources. The exploitation of natural resources needs to be measured and managed so that those resources are still there to be used by future generations.

Countries today are caught between the need to develop economically and the necessity of doing this without ruining the natural environment. If we want to sustain the natural resources we need, we must take a long-term view of how we will live in our world. In Australia, we are moving towards a more sustainable way of living and working.

An increased emphasis on recycling is an example of sustainability. The planting of forests specifically for paper production, rather than exploiting natural forests, is another. Water restrictions in many Australian cities have become part of life, as governments seek ways to make our use of water more sustainable. Calls for 'paperless' offices tap into a similar demand for more sustainable practices in business. The annual Earth Hour campaign, which asks that lights be turned off between 8:30 pm and 9:30 pm on the last Saturday in March, is an example of a global movement for sustainability. Earth Hour started as a lights-off campaign in Sydney in 2007 to raise awareness of environmental issues. It has now spread to over 7000 towns and cities worldwide.



Source 14 A sustainable forest is managed so that older trees, felled to produce paper and other products, will be replaced by younger plants that will grow into mature trees.

The rights of nature

There has been a growing acceptance of the idea that nature has rights. It picks up on indigenous peoples' relationships with the Earth, and recognises that ecosystems – plants, oceans and mountains – deserve recognition, as do animals. This is a component of many traditional beliefs, and has become increasingly influential. An acceptance of this idea is regarded as essential to the continuation of successful life on the planet.

The rights of nature, however, are frequently in conflict with development and are therefore regarded by opponents as a restriction on progress. It is this division that will prove significant in environmental discussions in the twenty-first century.

Source 15 Recycling of bottles, papers and cans has become common practice in Australia.

9.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who developed the Gaia theory?
2. What did the 2008 CSIRO research discover regarding the 1972 predictions about Earth's future in *Limits to Growth*?
3. What are some examples of sustainability that have started to become accepted?
4. What do the rights of nature challenge?

9.12 SIGNIFICANT EVENTS AND CAMPAIGNS

KEY CONTENT

In this topic you will:

- outline the important developments in significant environmental events and campaigns.

In this topic we explore significant events and campaigns from the late 1970s to the 1990s that have that led to a growing awareness of environmental issues in Australia and the world. In Australia, Tasmania was again the battleground between developers and environmentalists.

The Franklin Dam campaign, 1978–83

The Lake Pedder campaign had been a failure for the Tasmanian environmental movement, but the activists learnt from that experience. When the Tasmanian Hydro-Electricity Commission announced plans to dam the Franklin River in 1978, there was immediate and planned opposition. The Tasmanian Wilderness Society had emerged from the world's first Green party, the United Tasmania Group. Under the leadership of activist Bob Brown, they were to emerge as a significant political force.

If completed, the proposed Franklin Dam would destroy even more of the pristine south-western Tasmanian wilderness. In 1980, Tasmania already had 39 dams and 26 hydroelectricity stations. The area was being considered for listing as a World Heritage Area, and the decision to build a dam while that process was underway was seen as particularly provocative.

informal vote
a ballot paper that has been incorrectly completed or not filled in at all; an informal vote is not counted towards any candidate

The Tasmanian government tried to negotiate compromises. A referendum to give people the choice of two dam locations or no dam at all suddenly changed to become a vote for one of two dams. Opponents were outraged and almost 45 per cent of the Tasmanian electorate cast an **informal vote** as a protest against the 'no dam' option being removed from the ballot paper. The state Labor government was defeated in the May 1982 election, and a new Liberal government tried to force the dam through.

Political organisation was supported by a publicity campaign that made the south-western Tasmanian wilderness a national issue. Campaigners came from across the country to support a direct-action campaign that would physically block attempts to build the dam. Arrests became common as a wide range of people decided that the Franklin Dam was the issue on which they would make a stand.

Source 16 Bob Brown leads a protest against the Franklin Dam in the early 1980s. He would later become the leader of the Australian Greens and a senator in the Federal Parliament.

Singer-songwriter Shane Howard wrote and produced a song entitled 'Let the Franklin flow'. He, along with members of his band Goanna and other musicians from the band Redgum, performed the song as the Gordon Franklin Wilderness Ensemble. The reverse side of the single was a message from Tasmanian Wilderness Society leader Bob Brown. As the song went up the charts, its chorus of 'has to be something worth fighting for' became a rallying cry.

In January 1983, Prime Minister Malcolm Fraser tried to negotiate a compromise by offering the Tasmanian government $500 million in compensation.

After Fraser called an election in February 1983, the Labor opposition, led by Bob Hawke, promised to stop the dam. His election meant the issue was headed for the courts. On 1 July 1983, the Australian High Court decided (by a vote of four to three) that the Federal Government had the power to stop the dam and finally resolved the issue.

The Australian environmental movement took a huge step forward in the Franklin Dam campaign. The lessons of Lake Pedder had been learnt. The combination of political activism, non-violent direct action and effective publicity created a large amount of support. For the first time in Australian politics, the environment had been a major political issue.

9.12 SOURCE STUDY

The Franklin Dam campaign

Source 17

> Led by a young doctor, Bob Brown, men and women from all walks of life built a national campaign to save the river from damming. They held public meetings, distributed pamphlets, wrote letters to the media, appeared on television, spoke to politicians and hosted trips up the Franklin. By mid-1980, Wilderness Society membership had risen from 200 to almost 2000.
>
> People flocked in their thousands to our southernmost state to join a huge blockade. As Bob Brown says in the foreword to Alice Hungerford's book *UpRiver*, 'All up, some 6000 people registered to help, nearly 1500 protectors of the wilderness were arrested and 600 went in paddy wagons [police vans] across the island, overnight, to Risdon Prison.' For almost a year this non-violent blockade continued, drawing international attention.
>
> The Wilderness Society, 'Saving the Franklin Dam: 30 Years On'

Source 18 Protesters blockade the Franklin River.

INTERPRET

1. Describe the scene shown in Source 18.
2. List the methods used to oppose the building of the Franklin Dam, based on the evidence provided in Sources 17 and 18.
3. Write a diary entry that describes the activity shown in Source 18:
   - **a** from the perspective of a protester blockading the river to physically stop the building of the dam
   - **b** from the perspective of a dam worker on a barge in the river, whose work is being stopped by protesters.

The Jabiluka mine protests, 1990s

Jabiluka is a uranium deposit within (but not part of) the World Heritage–listed Kakadu National Park in the Northern Territory. Because uranium is a key ingredient in the nuclear industry, any mining of it has significant economic benefits for Australia. The mining of uranium at Jabiluka has been further compromised by the deposit being on land belonging to the Mirarr people.

Uranium was discovered in the Northern Territory in the 1960s, and there was a move to mine it at the time of the 1983 federal election. The Hawke government had made it clear it would resist the granting of export licences for uranium, so work on the mine stopped.

There was renewed interest in the project in 1996 when John Howard was elected as Prime Minister. In 1998, the Mirarr people called for volunteers to join a blockade to prevent the mine's development. In a campaign that was like the Franklin Dam confrontation, over 500 people were arrested as part of the blockade. Indigenous concerns were largely ignored as work was started.

In 1998, falling uranium prices put an end to the further development of the mine. A further sale of the lease saw the project shelved. The Mirarr people have been given the right to reject any future project, and have successfully campaigned for work to begin on restoring the site.

Source 19 The Jabiluka mine protest in the late 1990s

Chernobyl nuclear disaster, 1986

The sense that the world was coming closer to a major environmental disaster increased after the Chernobyl nuclear disaster on 26 April 1986. The Chernobyl nuclear power plant in Ukraine (then part of the Soviet Union) exploded. Large quantities of radioactive material were released into the atmosphere – over 400 times the amount that was released when the atomic bomb was dropped on Hiroshima. Over several weeks, the cloud of radioactive material made its way west across Europe, eventually spreading across Greenland, Canada and the United States. Chernobyl is considered the world's worst nuclear accident. It and Fukushima in Japan in 2011 are the only nuclear accidents that have been officially recorded as a Level 7 nuclear disaster.

The safety of the entire Soviet nuclear industry was questioned. After initially attempting to cover up the incident, Soviet authorities realised that it was simply too large to be hidden. The acknowledgement of the accident at Chernobyl became part of the opening of the Soviet government that ultimately paved the way to the end of the Cold War.

Over 100 000 people were evacuated from within a 30-kilometre radius of the nuclear plant, and another 230 000 people relocated. The number of deaths that can be attributed to Chernobyl varies widely. There is agreement that 31 workers died as a direct result of the explosion. The problem with a nuclear accident, however, is accounting for the later deaths from radiation and related cancers. Estimates ranged from 4000 to 200 000. A Russian publication in 2007 concluded that 985 000 people worldwide had died prematurely from exposure to radiation and fallout from Chernobyl.

Regardless of the number of direct and indirect victims, Chernobyl exposed the realities of reliance on nuclear power. Orders for nuclear power plants dropped rapidly after the Chernobyl accident. Supporters of nuclear power still argue that it is the most environmentally safe option for power generation. As Chernobyl showed, however, if it goes wrong, the consequences can be catastrophic.

9.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who led the opposition to the Franklin Dam project?
2. Which government ultimately saved the Franklin River?
3. On whose land does the Jabiluka uranium deposit lie?
4. How many people are thought to have eventually died as a consequence of the Chernobyl nuclear disaster?

Source 20 The abandoned town of Pripyat, near Chernobyl

9C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT?

» Discuss key events in the growing awareness of environmental issues in Australia and the world before 1975

1 Copy and complete the following table in your notebook. (20 marks)

Event	Location	Date	Environmental implications
	New Mexico	16 July 1945	
Donora smog incident	USA		
	London	1952	
	Marshall Islands	1956	
British nuclear tests		1950s	
		1968	Created awareness of the Earth as a single, fragile environment
Cuyahoga River		1969	
	USA		Important song that showed the destruction of environment in Atlanta
Formation of Greenpeace		Early 1970s	
Lake Pedder			Produced first green political party

2 Select one of the events mentioned in Question 1 and explain how it contributed to awareness of risks to the environment. (5 marks)

» Outline the origins and policies of green political parties in the 1980s

3 Briefly outline the origins of green political parties across the world, and the policies they adopted to further understanding of environmental issues. (5 marks)

» Describe the influence of one of the environmental ideas that developed in the twentieth century

4 Select one of the following concepts. Explain what the concept means, and how it influenced ideas about the environment. (10 marks)

Choose from:

- 'Gaia'
- limits to growth
- sustainability
- rights of nature.

» Outline the important developments in one environmental event and campaign

5 Select one of the events and campaigns discussed in this section. Outline the developments and the impact of the event and campaign. (10 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

9D HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS?

9.13 AUSTRALIAN GOVERNMENT RESPONSES

KEY CONTENT

In this topic you will:

- assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation and climate change.

Australian governments have rarely involved themselves in environmental matters unless they have been forced. Jobs and development have usually been their stronger priorities, and most Australian governments have been followers rather than leaders on the environment.

The first environment ministry, 1971

In 1971, Liberal Prime Minister William McMahon created a ministry for Environment, Arts and Aboriginal Affairs and appointed Peter Howson as Australia's first Minister for the Environment, Aborigines and the Arts. Howson had previously been defence minister, and was known to have been angry about his new appointment, complaining: '[McMahon] gave me trees'. Howson's attitude was an indication of the low opinion many politicians had towards the environment.

Little was achieved in Howson's ministry. However, the government's recognition of the need for an environment ministry reflected the changes that were taking place in Australian society. In Sydney, the Builders Labourers Union started a direct-action plan to preserve significant buildings, bush and landmarks. These actions – called 'green bans' – were a refusal to work on sites where development threatened important heritage sites. This movement saved many significant Sydney buildings.

I USED TO THINK, NOW I THINK

Reflect on Source 1, which shows community action about the environment in the 1970s, and complete the following sentences.

I used to think ...

Now I think ...

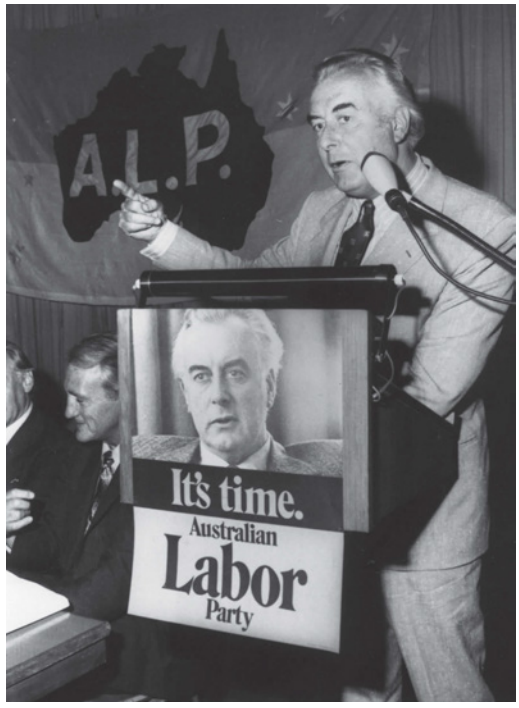
What has changed in your understanding?

Source 1 Protesters in the 1970s opposing the development of parkland in Hunters Hill were part of the green bans movement.

The Whitlam government, 1972–75

When the Whitlam government came to power in December 1972, Gough Whitlam kept the environment ministry. He appointed Moss Cass as Minister for the Environment and Conservation in the first Whitlam ministry. By allowing his minister to focus completely on environmental issues in his portfolio, Whitlam gave much greater importance to environmental issues.

Although Cass was unable to prevent the flooding of Lake Pedder, he did end sand mining on Fraser Island off the Queensland coast, and helped protect and preserve the Great Barrier Reef. His actions ensured that two significant natural attractions are still available for the current generation of Australians to visit. Cass continued to work in environmental areas after his retirement from parliament in 1983.



Source 2 Gough Whitlam

The Fraser government, 1975–83

While Malcolm Fraser was Prime Minister, he had 10 environment ministers. The Fraser government did build on some of the achievements of Moss Cass. They implemented the recommendation to end sand mining on Fraser Island, and prohibited oil exploration and drilling on the Great Barrier Reef. Fraser also banned whaling and trading in endangered species. However, the Fraser government did allow the development of limited uranium mining in the Northern Territory, and Fraser's conviction about states' rights meant that he refused to intervene meaningfully in the Franklin Dam issue.

The Hawke/Keating governments, 1983–96

When Bob Hawke replaced Fraser in 1983, he arrived in government with a clear understanding of the importance of environmental issues. At least in part he owed his election to his pre-election promise to stop the Franklin Dam in Tasmania. He used legislation and the courts to ensure the Franklin was saved. He introduced the *World Heritage Properties Conservation Act 1983* to give the Commonwealth government responsibility for World Heritage areas. This was important in battles with pro-development governments such as the Bjelke-Petersen government in Queensland. He also prioritised the selection of Kakadu National Park as a World Heritage site. His successor Paul Keating confirmed the Act protecting the Antarctic's environment.

The Howard government, 1996–2007

Although the Howard government established a reputation for hard-line conservatism on environmental matters, it must be remembered that Howard did introduce an environmental act: *The Environment Protection and Biodiversity Conservation Act 1999*. This Act was introduced as part of the negotiations with the Australian Democrats to win support for the introduction of the Goods and Services Tax.

The Environment Protection and Biodiversity Conservation Act 1999 was the centrepiece of Howard's environmental legislation. The Act outlined the following aims:

- provide for the protection of the environment, especially matters of national environmental significance
- conserve Australia's **biodiversity**
- protect biodiversity internationally by controlling the international movement of wildlife
- provide a streamlined environmental assessment-and-approvals process where matters of national environmental significance are involved
- protect our world and national heritage
- promote ecologically sustainable development.

biodiversity
the variety of living organisms (i.e. plants, animals, bacteria and fungi) found in an environment

With the goal of achieving these aims, the Act ensured that the Howard government was keeping step with the major demands of the environment movement. The biggest block to environmental progress under Howard was the refusal to compromise on Australia's economic development. For Howard, this was always the priority, and meant that environmental matters could only be considered if they didn't compromise economic development and advancement.

Source 3 The selection of Kakadu National Park was prioritised by the Hawke government as a World Heritage site.

The Rudd/Gillard governments, 2007–13

While still Opposition leader in 2007, Kevin Rudd commissioned a study by Dr Ross Garnaut, a prominent economist, into the impact of climate change on the Australian economy. It was recognition that environmental decisions were becoming more pressing. The link between climate change and the economy was controversial, and the Garnaut report was an attempt to systematically examine the evidence.

By the time the final report was delivered in 2008, Rudd was Prime Minister. The basis of Garnaut's report was that Australia should commit to reducing greenhouse gases, and that we should implement an **emissions trading scheme**. Garnaut also found that Australia could cope economically with the costs of dealing with climate change. Perhaps more crucially, he recognised that the cost of doing nothing would be higher than the cost of taking action.

emissions trading scheme
a market-based approach used to control the amount of pollution or greenhouse gases (e.g. carbon) released into the atmosphere by providing economic incentives to companies or industries for reducing emissions of these gases

In 2010, Garnaut was asked for an update on the 2008 report. The update, which was delivered to the Gillard government in 2011, examined the evidence for climate change. According to Garnaut, 'new data and analysis generally are confirming the likelihood that outcomes will be near the midpoints or closer to the bad end of what had earlier been identified as the range of possibilities for human-induced climate change'.

The Gillard government introduced an emissions trading scheme in 2011 that placed a price on carbon emissions that were damaging the environment. This basically required a price to be placed on all carbon that was emitted by industry, and that industry would be responsible for paying for their emissions. Businesses could offset the costs by purchasing credits against future emissions.

The Abbott/Turnbull/Morrison governments, 2013–

The then Leader of the Opposition, Tony Abbott, opposed the emissions trading scheme, and it became a divisive political issue. Abbott's view has been that Australia should not act on its own because it risks losing jobs to countries that do not place a price on carbon. Removal of the scheme became Abbott's first priority after winning the 2013 federal election. It was abolished in July 2014. Many commentators regard the failure to implement an emissions trading scheme in 2011 as the key moment that created a decade of inaction by subsequent governments on climate change and alternative energy.

Other issues involving climate change and the development and exploitation of resources ensured that the environment would continue to be a matter of political debate. The 2009 *Great Barrier Reef Outlook Report*, which examined the future of the reef, concluded that the long-term outlook for the reef was poor because of the impacts of climate change. After the election of the Abbott government in 2013, permission was given for the dumping of sediment at Abbot Point in north Queensland for port expansion for coal export. This move, which was confirmed in February 2014, increased pressure on the World Heritage Committee to place the Great Barrier Reef on the endangered list.

The election of the Abbott government appeared to tilt the balance in favour of development over environmental protection. Many of the government's first actions in office involved winding back legislation such as the emissions trading scheme and mining tax, and removing advisory or research bodies investigating the impact of climate change. When Environment Minister Greg Hunt proposed removing World Heritage listing from 74 000 hectares of Tasmanian wilderness area that had been listed in 2012, it appeared that environmental protection would once again become a major issue in Australian politics.

Malcolm Turnbull's elevation to the Prime Ministership in 2015 was seen as a victory for a more moderate political approach to environmental matters. He had been Leader of the Opposition in 2009 when he proposed supporting Prime Minister Rudd's Carbon Pollution Reduction Scheme. It was resistance to this approach that contributed to Turnbull's replacement by Abbott as Opposition leader in 2009. The resistance to any progressive moves in the environmental area from conservative Liberal and National Party parliamentarians stymied Turnbull's attempts in this area, and ultimately led to his downfall in 2018. Turnbull's replacement, Scott Morrison, followed the conservative approach towards climate change, and was forced to accept its reality amid criticism of his environmental approach during the 2019–20 bushfires.

9.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who was Australia's first Minister for the Environment?
2. What were the Hawke government's main environmental achievements?
3. Why did the Howard government introduce the *Environment Protection and Biodiversity Conservation Act*?
4. What were the main findings of the Garnaut Report?
5. What were some of the initial environmental actions of the Abbott government?
6. Outline the main differences between the Rudd/Gillard and Abbott/Turnbull/Morrison governments in their approaches to the environment. What comments would you make on these approaches?

APPLY AND ANALYSE

7. As a class, debate the competing priorities of economic development and environmental protection.

Source 4 The horrific bushfires of the 2019–20 Australian summer brought a sharp focus on government environmental policies.

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9.14 THE AUSTRALIAN GOVERNMENT'S RESPONSE TO COMMERCIAL WHALING

KEY CONTENT

In this topic you will:

- discuss one Australian government achievement in response to an environmental threat since the 1960s.

Whaling was one of Australia's earliest export industries, with whale products earning more than land produce for the first 40 years of the colony. The demand for whale oil for lighting and heating dropped as petroleum became increasingly available in the early twentieth century.

A whaling station operated on Moreton Island in Queensland between 1952 and 1962. In that time, it processed over 6000 humpback whales. At the same time, more than 1000 whales were processed in a whale factory at Byron Bay in New South Wales. In 1977, Australia still had one whaling station at Frenchman's Beach near Albany in Western Australia. As technology improved, exploding harpoons and faster ships meant that the whaling industry hunted many whale species almost to extinction.

Source 5 Whalers using explosive harpoon heads

Source 6 Protesters at Cheynes Beach, Albany, Western Australia

The movement against whaling in Australia

The movement against whaling grew in the 1970s as science and popular culture combined to create an awareness of the significance of some of the largest marine mammals. Musicians such as David Crosby and Graham Nash, bands such as Yes, and novels such as *Musco: Blue Whale* by Vincent Smith all helped raise awareness of the disappearance of whale species. Biologists documented the details of whales' family relationships, their communication systems, the cruelty of their slaughter by whalers and commercial fisheries, and their rapidly declining numbers.

Greenpeace started a major campaign in the 1970s to draw attention to the nature of the whaling industry. The formation of the activist group Project Jonah had a specific focus on campaigning to ban whaling in Australia. Through direct action and publicity campaigns Project Jonah made whaling an important environmental issue in Australia. Protesters travelled to Albany, taking direct action by riding out to sea in rubber dinghies and placing themselves between whales and the whaling ships' explosive harpoons.

When Phoebe Fraser, daughter of Prime Minister Malcolm Fraser, wore a Save the Whales badge during the 1977 federal election campaign, the campaign to save whales took off. After Fraser won the election, he instigated an inquiry that recommended the end of whaling and a ban on all whale-related products. The success of the campaign was reflected in Australia's move from a supporter of whaling to a major opponent in the deliberations of the International Whaling Commission.

The legacy of Fraser's decision is seen in the growth in tourism associated with whale-watching cruises, and the public excitement when previously endangered species come close to human habitats, such as Sydney's waterways. There has also been rising hostility towards whaling nations such as Japan.

Source 7 The Japanese whaling fleet vessel *Yushin Maru No 3* clashes with Sea Shepherd activists.

9.14 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Name three organisations that have campaigned to end whaling.
2. Who was the Australian Prime Minister who ended whaling in Australia?
3. Where was Australia's last active whaling station?

APPLY AND ANALYSE

4. The issue of whale conservation emerged again when the Japanese issued themselves licenses to hunt whales for 'scientific purposes' in the 1980s, despite increasing opposition. Australian Minister for the Environment Peter Garrett summarised Australia's opposition to 'scientific whaling' in 2008 when he stated, 'you do not have to kill a whale in the Southern Ocean to gain a deeper understanding of it'.
   a. Conduct research to find out about the direct-action campaign against Japanese whaling by Sea Shepherd. Sea Shepherd activists have been involved in violent confrontations with sealers and whalers, using tactics such as hurling stink bombs at the whalers, and using ropes to tangle their propellers.
   b. Have a class discussion about whether you think these tactics are successful because they focus media and public attention on the sustainability of marine life, or are more likely to lose mainstream environmental support because of the use of violence.
5. On 31 March 2014, the United Nation's International Court of Justice ruled that Japan should halt its annual whale hunt in the Antarctic.
   a. Conduct research to find out the part that Australia played in this court case and the reason for the ruling.
   b. Investigate the current extent of whaling in the Antarctic and the Pacific Ocean.

9.15 INTERNATIONAL RESPONSES

KEY CONTENT

In this topic you will:

- examine the role of international governments and organisations in dealing with environmental threats.

Environmental concern has become an international phenomenon. Established political parties have been reluctant to address environmental concerns and have instead valued traditional links between industrialisation, economic wealth and political power. As a consequence, new groups have emerged, particularly the green political parties mentioned earlier, to challenge existing values.

Source 8 Prime Minister David Lange was instrumental in creating a nuclear-free New Zealand.

New Zealand's anti-nuclear policy, 1984

New Zealand's former Prime Minister David Lange made international news in 1984, when he barred nuclear powered or armed ships from entering New Zealand's waters. He effectively created a nuclear-free zone around New Zealand that became enshrined in legislation in 1987. It allowed New Zealand to emerge as a strong, forward-thinking and independent nation.

The roots of Lange's decision were in New Zealand's vulnerability as a Pacific island while Britain, France and the United States tested nuclear devices in the region. The ongoing French testing on Mururoa atoll, in French Polynesia, caused widespread resentment in New Zealand. France was never able to explain why nuclear testing was not carried out closer to mainland Europe if the testing was as safe as it claimed.

New Zealand's anti-nuclear policy made it the champion of the French South Pacific territories. The sinking of the Greenpeace ship *Rainbow Warrior* by French secret agents also hardened New Zealand attitudes about the French. The French agents were responsible for two explosions in July 1985 that sank the ship while it was berthed in Auckland Harbour, killing a Greenpeace cameraman. France's decision to continue testing until 1996 created a strong anti-French movement in many French Pacific territories.

Source 9 The Greenpeace ship the *Rainbow Warrior* after it had been bombed in Auckland Harbour

Global initiatives

Another aspect of international environmental action has been through the United Nations and its associated organisations.

World Heritage listings

The role of UNESCO in preserving significant natural areas through World Heritage listing is well known. World Heritage listings have raised the status of many national parks and other special natural areas to international importance, worthy of preservation for future generations.

United Nations Framework Convention on Climate Change

In 1992, countries joined an international treaty: the United Nations Framework Convention on Climate Change. This was to cooperatively consider what they could do to limit average global temperature increases and resulting climate change. It was also to consider the potential impacts of climate change, which were emerging as a major political topic.

By 1995, countries realised that emission reductions provisions in the Convention were not sufficient to make any meaningful change. They launched negotiations to strengthen the global response to climate change, and two years later adopted the Kyoto Protocol.

Kyoto Protocol

The signing of the Kyoto Protocol became a major political issue in Australia during the first decade of the twenty-first century. The protocol was developed at the United Nations Framework Convention on Climate Change in 1997 in Kyoto, Japan. It was an international meeting to develop an environmental treaty that would attempt to limit the production of greenhouse gases. It was argued that these greenhouse gases were damaging the ozone layer that surrounded the Earth and contributing to global warming.

Australia refused to sign the protocol, along with the United States. It became a consistent element of the Liberal government's response to environmental issues. Signing it became one of the first actions of the Labor government after it won power in November 2007. The United States remained the only major country to refuse to sign the protocol.

The main aim of the protocol was to have nations who were members of the UN commit themselves to reducing greenhouse gas emissions from their 1990 levels by 5.2 per cent. It was not radical, but allowed climate change deniers the opportunity to resist potential change. It made the conflict between unrestricted development and environmental protection more obvious.

While Kyoto allowed flexible approaches, the Liberal government consistently argued that they would not compromise economic growth for the sake of cutting greenhouse gas emissions. This stance contributed to the Liberal Party's loss at the 2007 election, as well as Howard's loss of his own seat in parliament.

Source 10 The Kyoto Protocol is an international agreement to limit the emission of greenhouse gases.

From Paris to Madrid

In 2016, all members of the United Nations Convention on Climate Change signed the Paris Agreement. Its aim was to keep the global temperature rise below 2 degrees Celsius above pre-industrial levels. The main thrust was to keep global temperature rises to 1.5 degrees Celsius because this would reduce the impacts of climate change. Each country was required to plan and report on their progress to reduce global warming. Iran and Turkey were the only significant emitters to have not signed the agreement by November 2019. President Trump had announced in June 2017, however, that he was withdrawing the United States. That withdrawal was to occur in November 2020.

The 25th United Nations Climate Change conference was held in Madrid, Spain, in December 2019. It was originally planned for Brazil, but they withdrew, and their replacement, Chile, withdrew in October 2019 because of civil unrest in the country. Spain then became the host on very short notice. News that was presented to the conference indicated that Greenland's ice sheet was melting seven times faster than it was in the 1990s, the world's oceans are losing oxygen, and a quarter of the world's population will face water supply problems associated with the reduction in glaciers and other ice sources from global heating.

Several nations formed a block to oppose decisions about establishing a carbon market and cutting emissions. These included the United States, Russia, India, China, Brazil, Saudi Arabia and Australia. The Australian delegation, led by Energy Minister Angus Taylor, drew widespread criticism for using an accounting loophole to apply carry-over credits from the expiring Kyoto Protocol to try to reach its emission targets. As an example of the attention this stance received, Costa Rica's environment and energy minister Carlos Manuel Rodriguez named Australia, Brazil and the United States for 'blocking progress'. The focus on Australia's approach was compounded by the widespread fires that were spreading across the country.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Reflect on how developing a historical understanding of the environment movement can assist you in explaining developments in the contemporary world and give you the specific examples to communicate your own understanding.

Source 11 Thousands of demonstrators gather in Madrid as the Spanish city hosts climate negotiations by the UN.

9.15 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which New Zealand Prime Minister introduced the anti-nuclear policy?
2. When was the Kyoto Climate Change conference held?
3. When did Australia sign the Kyoto Protocol?
4. What was Australia's stance at the 2019 Madrid climate change conference?

Thunberg vs Trump, Davos 2020

CASE STUDY

The World Economic Forum meets annually in the alpine Swiss town of Davos. It was started in 1971 by the German engineer and economist, Klaus Schwab and brings together the world's business and political leaders to discuss the world's future directions, and the challenges facing the planet. On the forum's website, Schwab comments that, 'People are revolting against the economic "elites" they believe have betrayed them, and our efforts to keep global warming limited to 1.5C are falling dangerously short.' In that comment, Schwab addressed the critical link between social justice, economic progress and environmental protection that had emerged as the major issue facing global progress.

On the opening day of the Davos 2020 summit, US President Donald Trump and teenage Swedish environmental activist Greta Thunberg had back to back presentations. They not only represented a generational gap (Trump was 73, Thunberg had just turned 17), but widely different views of the environment, and what needed to be done to protect it.

Source 12 Greta Thunberg at Davos 2020, a month after being named *Time* magazine's Person of 2019.

Source 13 President Trump at Davos 2020

The Trump view

President Trump had already started the process of withdrawing the United States from the Paris Agreement. As president, the *New York Times* reported in December 2019 that his administration had successfully rolled back 58 environmental protection policies, with another 37 in progress, giving a total of 95. Many are caught in legal challenges as the administration often forced changes without proper consultation or reason. New York University Law School's State Energy and Environmental Centre suggested Trump's environmental rollbacks could significantly increase greenhouse gas emissions.

At Davos 2020, Trump provided an upbeat description of the state of the world, while Greta Thunberg sat in the audience. He spoke about the economic importance of oil and gas, and castigated the 'perennial prophets of doom', and their predictions of an environmental 'apocalypse'.

The Thunberg view

In August 2018, 15-year-old Swedish school student Greta Thunberg decided to act on her concerns about global inaction on climate change. She started camping out in front of the Swedish Parliament with a sign saying 'Skolstrejk for klimatet' (School Strike for Climate). Since then, she has addressed heads of state at the UN, clashed with President Trump, and on 20 September 2019, her single-person strike developed into the largest global climate strike in human history, when four million people around the globe joined her campaign. In December 2019, she was named *Time* magazine's Person of the Year, as the face of the global youth-led climate movement.

She continued her outrage at Davos 2020. After listening to President Trump, she told her audience that the world wasn't moving fast enough to reduce greenhouse gas emissions. She placed herself in direct opposition to Trump's 'development first' approach, pointing out that, 'in case you hadn't noticed, the world is currently on fire'. Her call for an immediate end to fossil fuel investment directly opposed Trump's view. She also called on world leaders to listen to young activists, clearly setting the climate debate as a clash between the past and the future.

Source 14

> This is not a time for pessimism. This is a time for optimism. Fear and doubt is not a good thought process because this is a time for tremendous hope and joy and optimism and action.
>
> United States President Donald Trump, Davos, Switzerland, 21 January 2020

Source 15

> No political ideology or economic structure has been able to tackle the climate and environmental emergency and create a cohesive and sustainable world.
>
> Greta Thunberg, Davos, Switzerland, 21 January 2020

CHECK YOUR LEARNING: CASE STUDY

REVIEW AND UNDERSTAND

1. What is the purpose of the World Economic Forum that is held in Davos each year?
2. How old were Donald Trump and Greta Thunberg when they spoke at Davos in January 2020?

APPLY AND ANALYSE

3. Find two people approximately the same age as Donald Trump and Greta Thunberg, and interview them to understand their views on climate change and environmental policy. To what extent do they match the views of Trump and Thunberg? Do you think there is evidence of a generation gap on environmental action?
4. Do you think economic progress and environmental protection can be compatible? Explain your response.

GO DEEPER

5. Examine Sources 14 and 15, and explain how they help you understand the concept of perspective in History. Which source do you personally find more accurate? What evidence can you produce to support your viewpoint?

9D

CHECKPOINT

HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Assess changing Australian government policies and actions towards environmental issues since the 1960s

1 Explain how Australian governments from the 1960s to the present day have acted on environmental matters, and assess the effectiveness of their policies and actions. (10 marks)

2 Assess the implications of the Abbott government's decisions to allow the dumping of sediment in the Great Barrier Reef Marine Park and de-list areas of the World Heritage–listed Tasmanian forests. (5 marks)

» Discuss an Australian government achievement in response to an environmental threat since the 1960s

3 Discuss the Australian government's achievements in protecting whales from exploitation. (5 marks)

» Examine the role of international governments and organisations in dealing with an environmental threat

4 Outline the major issues dealt with at United Nations Climate Change conferences. Evaluate how effective you think the United Nations has been in preserving the world's environment for future generations. (5 marks)

5 Explain how effective you think Davos 2020 was in highlighting environmental threats to the world's future. (5 marks)

Total marks [/30]

Check your Student obook assess for these digital resources and more:

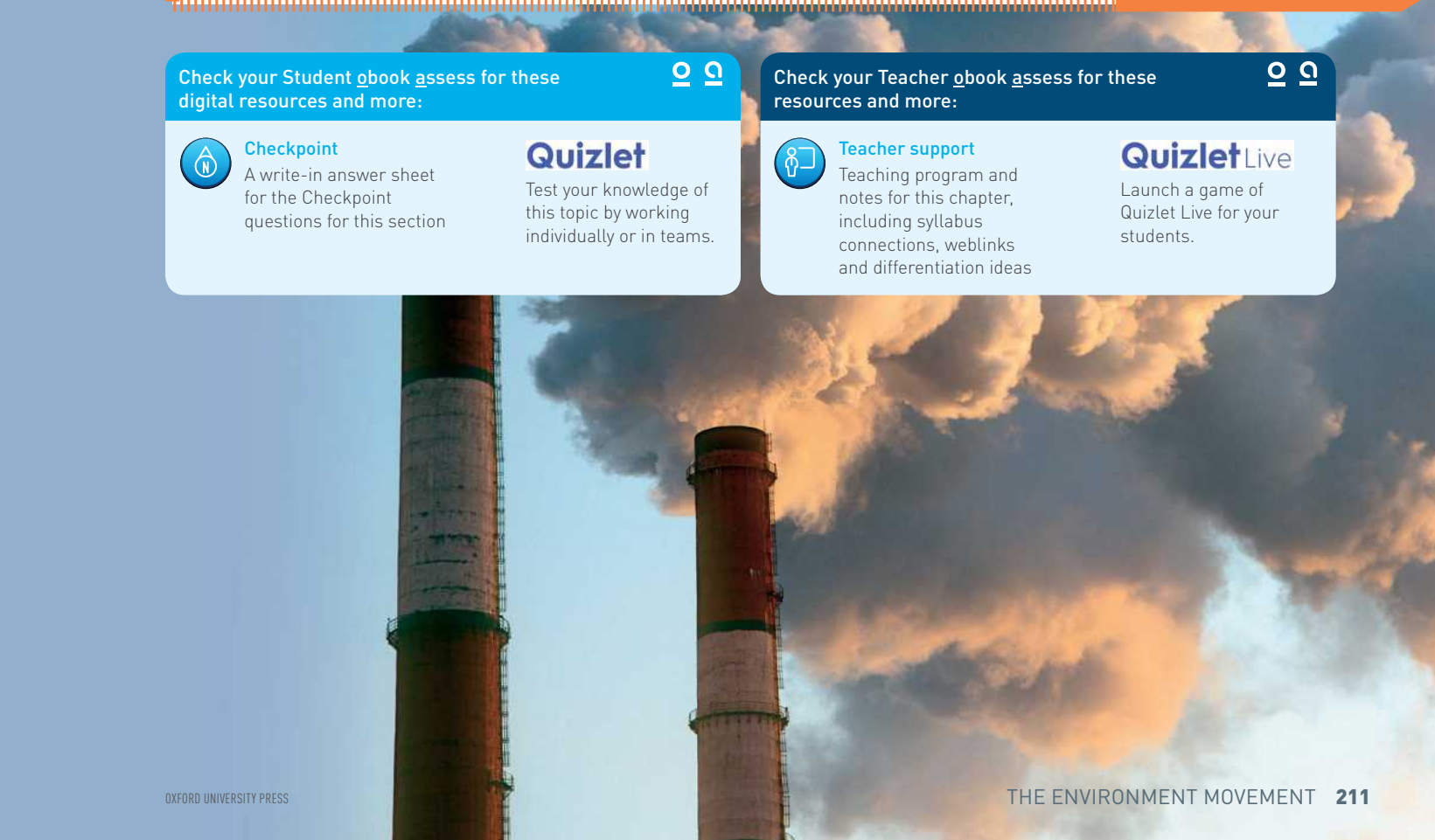
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.



10

Source 1 #LetThemStay rally in Melbourne: protesters campaign for the government to allow asylum seekers to remain in Australia, 2015.

MIGRATION EXPERIENCES

Australia has always been a place where migrants have arrived and settled. Indeed, historians argue that tens of thousands of years ago the very first Australians arrived in this country. In the more recent past, convicts, free settlers and goldminers have arrived by boat, either because they were forced to leave their homes or because they sought a new life.

After World War II, many people left war-torn Europe in the hope of finding a peaceful and prosperous home. Since the 1970s, refugees from the Vietnam War and other lands ravaged by conflicts have risked everything to reach Australia on boats. Australia is full of 'boat people' and their descendants.

Immigration has clearly changed Australia. Your investigation of immigration in this period, and the reactions to those changes, will help you better understand the Australia you live in today.

HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II? 10A

In this section you will:

» describe the size and composition of Australia's population in 1945

» sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin

» identify significant world events which influenced post-World War II migration to Australia.

CHECKPOINT 10A

HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA? 10B

In this section you will:

» outline government policies and practices that restricted migration to Australia before World War II

» explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, using the slogan 'Populate or Perish'

» use a range of sources to describe the hardships faced by migrants, with a particular focus on the experiences of one group who came to Australia between 1945 and 1970.

CHECKPOINT 10B

HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA? 10C

In this section you will:

» describe the impact of the Vietnam War on Australia's migration policy

» discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s

» use a range of sources to describe the experiences of Vietnamese refugees on their journey to Australia and experiences on arrival after 1975.

CASE STUDY: THE MEDIA RESPONSE TO IMMIGRATION

CHECKPOINT 10C

HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS? 10D

In this section you will:

» assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

» explain how Australia's changing migration policies have affected our relationships with other nations.

CHECKPOINT 10D

MIGRATION EXPERIENCES – A TIMELINE

TIMELINE

1900 1940 1950 1960 1970

1901
Australia federates and passes the *Immigration (Restriction) Act*. This policy, together with others, forms the basis of the White Australia policy.

1945
World War II ends and the Chifley government begins the post-war 'Populate or Perish' program to boost migration. Arthur Calwell is appointed as the first Federal Minister of Immigration.

1947
The 'Ten Pound Pom' scheme begins, bringing British migrants to Australia. The Australian government comes to an agreement with the International Refugee Organization, an agency of the United Nations, to accept displaced persons from Europe.

1949
Construction begins on the Snowy Mountains Hydro-Electric Scheme, employing thousands of workers – two-thirds of them migrants. The scheme is completed in 1972.

1950
The Colombo Plan to assist regional development in Asia begins.

1958
The *Migration Act* is revised and abolishes the dictation test, which had been used as a barrier for non-Europeans attempting to migrate to Australia.

1962
Australia becomes involved in the Vietnam War. The last Australian army personnel pull out of Vietnam in 1975.

1966
Australian Immigration Minister Hubert Opperman changes the criteria for migration from 'race' to 'suitability'.

Source 2 This badge from 1910 was produced by the Australian Natives' Association, a group made up of Australian-born white people. The prime minister at the time, Alfred Deakin, was a member.

OXFORD UNIVERSITY PRESS

Source 3 Labourers in the Snowy Mountains Scheme in 1968: many of these workers had migrated from countries across war-torn Europe.

Source 4 Australian Border Force agents inspect the beach at Cape Kimberley where an empty illegal fishing trawler was found, 2018.

1972
The Whitlam government is elected and removes the last traces of White Australia policy.

1984
Historian Geoffrey Blainey claims the rate of Asian immigration is too high.

1992
The Keating government introduces mandatory detention of asylum seekers.

2015
The Australian government establishes Australian Border Force, combining elements of immigration, customs and the military under one commander.

2020
Prime Minister Scott Morrison causes controversy when he states Australia has never experienced slavery.

1980 | 1990 | 2000 | 2020

1976
Over the next six years, the first wave of Vietnamese refugees arrives in Australia by boat.

2001
The Tampa crisis leads the Howard government to introduce the 'Pacific solution' (offshore processing of asylum seekers in Nauru and Manus Island, Papua New Guinea).

2005
Racially motivated riots take place in Cronulla, New South Wales.

Source 5 Refugees fleeing the war in Vietnam for the safety of Australia during the 1970s often had to escape on cargo boats, facing dangers from storms, rough seas and pirates.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain the significance of the *Immigration (Restriction) Act* being passed in the year 1901.
2. Which government abolished the dictation test?
3. What did Hubert Opperman do in 1966?

10A HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II?

10.1 AUSTRALIA: AN IMMIGRATION NATION

KEY CONCEPTS

In this topic you will:

- describe the size and composition of Australia's population in 1945.

Immigrants are the foundation of Australia's population. Modern Australia has been created and shaped by national and international population movements. The earliest Australians arrived on the Australian continent over 100 000 years ago. When the First Fleet arrived in 1788 – loaded with almost 1500 convicts, sailors and soldiers from Britain – Australia's Indigenous population was over 1 million.

penal colony
a colony set up primarily to receive and contain prisoners from the home country

Early migration

British authorities established **penal colonies** at Sydney, Port Arthur, Fremantle and Moreton Bay. Increasing numbers of free migrants from Britain came after the convict ships. They were attracted by various factors, such as the promise of wealth from the gold rush in the 1850s, and the prospects of a better life. By the 1860s, more than 75 per cent of Australia's population was of Anglo-Celtic origin. As a sign of the impact of over a century of migration, the 2016 census estimated about 58 per cent of the Australian population was of Anglo-Celtic origin.

Although most early migrants came from Britain, migrants also arrived from other parts of the world, including Asia. During the gold rush, migrants from China were the largest non-British group. Labourers were also recruited, in many cases against their will, from the South Pacific islands to work on plantations in Queensland in the 1860s.

Source 1 Miners in Gulgong, New South Wales, during the gold rush

Source 2 Tobacco workers in New South Wales, *c.* 1885

OXFORD UNIVERSITY PRESS

Pre-World War II migration

Due to the economic depression that Australia experienced in the 1880s, the number of Australians born overseas declined. This trend continued until the end of World War II in 1945. Hostility towards labourers from Asia and the Pacific Islands grew because British Australians believed that these cheaper workers would result in fewer jobs and lower wages for themselves.

Colonial governments introduced legislation to restrict entry and impose high taxes on any Chinese people arriving in the colonies. More restrictive legislation was introduced soon after Australia's Federation with the *Immigration (Restriction) Act 1901*. This Act formed the basis of several policies referred to as the **White Australia policy**, which remained in place until the 1970s. The White Australia policy is discussed in detail later in the chapter.

When World War I broke out in 1914, migration to Australia came to a standstill. Once peace resumed, the government offered **assisted migration** programs to British ex-servicemen. In the 1920s and 1930s, there was an increase in migrants from Italy and Greece seeking to establish lives in Australia, as well as a rise in Jews escaping persecution in Europe.

The **Great Depression** in the 1930s saw an end to government assistance programs. When World War II broke out in 1939, migration effectively came to a standstill again as travel became difficult, if not impossible.

Post-World War II migration

In December 1945, Australia's population reached 7 430 197. The end of World War II would lead to waves of migrants travelling to make their homes in the country. A consistent element of Australian migration from World War II to the end of the twentieth century was the dominance of migrants from the United Kingdom. Additionally, the end of the war saw large groups of migrants arriving from southern European countries, such as Italy and Greece, for the first time. The war had made Australia fearful of an Asian 'invasion' – especially from Japan. Consequently, the government instituted an active policy of 'Populate or Perish', which encouraged migration from Britain and Western Europe.

Since then, Australia's immigration policies have evolved. Migrants from the Middle East, Asia and South America were welcomed to the extent that Australia has now become a multicultural country. In fact, Australia has one of the highest rates of immigration in the developed world. Its population is much more racially and ethnically diverse than other long-established European and Asian countries, such as France and Japan. Just like the United States, Canada, New Zealand and Argentina, modern Australia is a nation of immigrants.

Source 3 Primary school students in Melbourne celebrate their different cultures at a school multicultural day.

SPOTLIGHT

CONTINUITY AND CHANGE

Migration has been a continuity throughout Australian history. Historians examine that continuity and make judgements about the changes to Australian society caused by migration.

White Australia policy
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

assisted migration
a process where transportation costs for a person wanting to settle in Australia are paid by the government in exchange for a set period of unpaid work on arrival

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

Using census information

In 1901, 77 per cent of the population had been born in Australia. The great majority of foreign-born people had come from the United Kingdom and Ireland. Population figures in 1901 and 1947 did not include Indigenous Australians. The 1947 census was the first census since the 1930s because of the war. It showed an Australian population on the verge of major change.

By the time of the 2016 census, two-thirds (66.7 per cent) of Australians had been born here. England remained the most populous source of foreign-born residents with 3.9 per cent of the total population, but that percentage has continued to fall. China had grown to equal New Zealand with each providing 2.2 per cent of our foreign-born population, while India continued to rise to 1.9 per cent.

Source 4 Country of birth of the foreign-born population of Australia in 1901

Ranking	Birthplace	Number	Percentage
1	United Kingdom	495 074	57.7
2	Ireland	184 085	21.5
3	Germany	38 352	4.5
4	China	29 907	3.5
5	New Zealand	25 788	3.0
6	Sweden and Norway	9 863	1.2
7	India	7 637	0.9
8	USA	7 448	0.9
9	Denmark	6 281	0.7
10	Italy	5 678	0.7
	Top 10 total	810 113	94.5
	Other	47 463	5.5
	Total foreign-born	857 576	100.0

Source: Data from the Department of Immigration and Multicultural Affairs

Source 5 Country of birth of the foreign-born population of Australia in 1947

Ranking	Birthplace	Number	Percentage
1	United Kingdom	496 454	66.7
2	Ireland	44 813	6.0
3	New Zealand	43 610	5.9
4	Italy	33 632	4.5
5	Germany	12 291	1.7
6	Greece	9 863	1.2
7	India and Sri Lanka (Ceylon)	8 160	1.1
8	Poland	6 573	0.9
9	China	6 404	0.9
10	USA	6 232	0.8
	Top 10 total	672 736	90.4
	Other	71 451	9.6
	Total foreign-born	744 187	100.0

Source: Data taken from the Department of Immigration and Multicultural Affairs

Source 6

Since 1945, when the first federal immigration portfolio was created, over 7.5 million people have settled here and Australia's overseas-born resident population – estimated to be 28.2 per cent of the population in June 2015 – is considered high compared to most other OECD countries ...

Australia has a long history of accepting refugees for resettlement and over 800,000 refugees and displaced persons have settled in Australia since 1945.

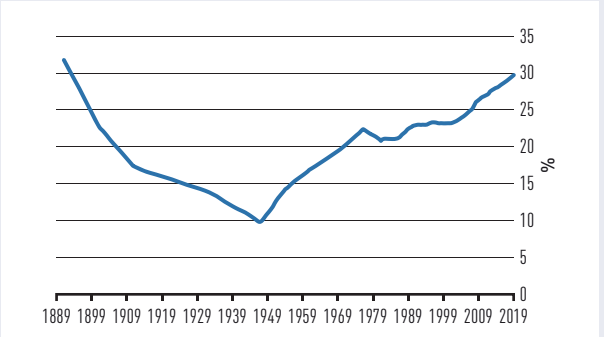
Source: Australian Parliamentary Library, 2020

Source 7

In 2018, 7 341 910 (29%) of the Australian resident population were born overseas. Australia has the eighth largest immigrant population in the world, and the highest proportion of immigrants of any country over 10 million. Every single country from around the world was represented in Australia's population in 2018.

Source: Australian Bureau of Statistics

Source 8 Percentage of overseas-born in Australian population 1889–2019



Source: Data taken from the Australian Bureau of Statistics

INTERPRET

Sources 4 to 9 provide information about the composition of the Australian population at the start and middle of the twentieth century, and in 2019.

1 Explain how they help you understand continuity and change in the composition of Australia's population over the period 1901 to 2019.
2 Discuss the implications of the statistics in Sources 4 to 9 for Australia's present-day social and cultural profile.

Source 9 Country of birth of the foreign-born population of Australia in 2019

Ranking	Birthplace	Number	Percentage
1	England	986 000	13.1
2	Mainland China	677 000	9.0
3	India	660 000	8.8
4	New Zealand	570 000	7.6
5	Philippines	294 000	3.9
6	Vietnam	263 000	3.5
7	South Africa	194 000	2.6
8	Italy	183 000	2.4
9	Malaysia	176 000	2.3
10	Sri Lanka	140 000	1.8
	Top 10 total	4 143 000	55.0
	Other	3 387 000	45.0
	Total foreign-born	7 530 000	100.0

Source: Data taken from the Australian Bureau of Statistics

10.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the country of origin of the largest migrant group in Australia over the twentieth century?
2 When did migrants from southern European countries start coming to Australia in large numbers?

APPLY AND ANALYSE

3 Conduct research to find out the composition of the populations of New Zealand, Canada, the United States and United Kingdom, and use Sources 4 to 9 to compare the percentage of foreign-born populations in each of those countries with Australia's foreign-born population. Then, write a statement using this information comparing the impact of immigration on each of the countries.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Data taken from the Australian Bureau of Statistics are regarded as official sources. Statistics still require interpretation to provide meaning, otherwise they are simply information. Interpreting statistics requires detailed analysis and understanding of context.

10.2 MIGRATION TO AUSTRALIA SINCE WORLD WAR II

KEY CONCEPTS

In this topic you will:

- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
- identify significant world events which influenced post-World War II migration to Australia.

THINK, PAIR, SHARE

Think about the idea that Australia's response to the end of the Vietnam War reflected a humane refugee policy and sense of moral obligation.

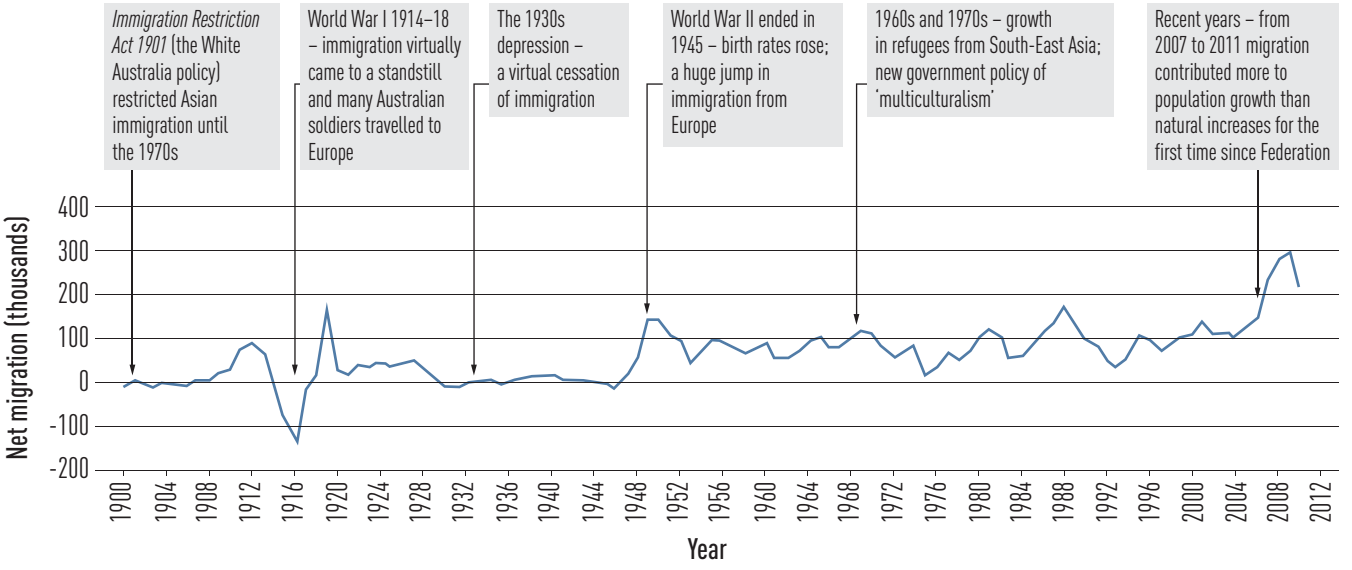
Discuss with a partner how that response saw Australia emerge as a genuinely multicultural country.

Share your thoughts with the class.

British migrants formed the backbone of Australia's 'Populate or Perish' immigration policy after World War II, which adhered to the White Australia policy. These immigration policies are discussed in detail in topic 10B. The other significant nation of origin for Australian migrants was New Zealand, which provided nearly half a million migrants.

The initial post-war wave of immigration was boosted by the addition of Europeans leaving countries such as Lithuania, Latvia, Estonia, Germany and the Netherlands. Italy and Greece were then included in the scheme. The massive wave of European migration continued until the formal end of the White Australia policy in the 1970s.

When the Vietnam War ended, the Fraser government allowed a significant number of Indo-Chinese refugees into the country, at a time when Australia opened their doors to refugees from war and persecution. A humane refugee policy, linked to a sense of moral obligation to those who had supported Australia during the Vietnam War, saw Australia emerge as a genuinely multicultural country.



Source 10 Net migration (total arrivals less total departures) to Australia during the period 1900–2010

Australian immigration policies in the post-war boom

In the years following World War II, Australian governments introduced new policies and programs that were designed to boost Australia's population. The period saw a large increase in immigration from Britain and Europe. Government policies encouraged and assisted migrants from that part of the world to make the journey to Australia, particularly to work on large-scale construction projects. However, there were still restrictions on migrants with Asian backgrounds.

Ambitious post-war Australian government projects also required a much higher population. **The Snowy Mountains Scheme** required 10 000 new workers, and many of those came from post-war Europe.

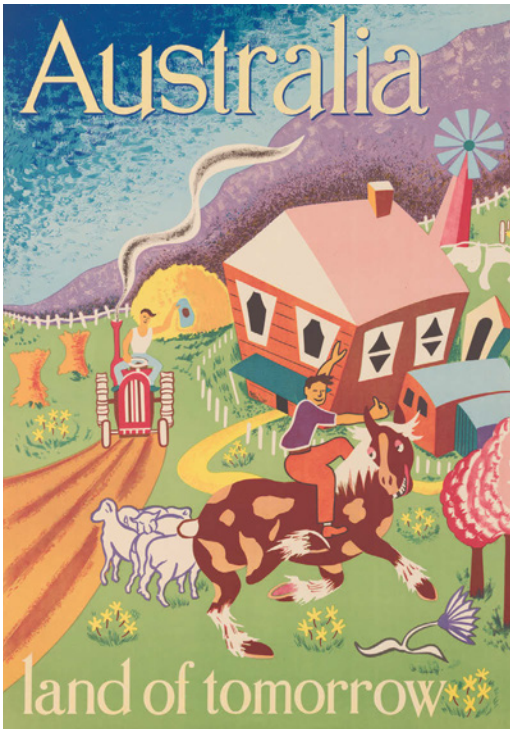
In 1945, the Chifley Labor government created the first Department of Immigration, with Arthur Calwell as its first minister. Europe was full of **displaced persons** as the turmoil of World War II was replaced with the new Cold War divisions between communist Eastern countries (such as Poland, Bulgaria, Hungary and Czechoslovakia) and the capitalist West.

After years of bombings and ground warfare, reconstruction in Europe was a massive task. Britain had been severely hit, particularly during **the Blitz** in 1940 (see Source 12), and many people felt that making a new start in Australia was a good option. Government propaganda, such as the poster in Source 11, created a vision of a peaceful, prosperous Australia that contrasted with many Europeans' views of their own war-battered countries.

Snowy Mountains Scheme
a large hydro-electric and irrigation complex located in the south-east of Australia; built from 1949 until 1974, the Snowy Mountains Scheme remains the largest engineering and construction project in Australia's history

displaced person
a person forced to leave their home region or country due to war, persecution or natural disaster

Blitz
a term used to describe a period during World War II when major cities across the United Kingdom were the target of sustained bombing campaigns by the German air force



Source 11 This 1948 poster encouraging Europeans to relocate to Australia – the 'land of tomorrow' – was displayed in migration and refugee camps across Europe at the end of World War II.

Source 12 World War II bomb damage to the Tower of London

SPOTLIGHT

CAUSE AND EFFECT

Source 12 shows the damage caused by the Blitz in London. This destruction can be seen as a cause that encouraged many British people to seek new lives away from the destruction. One effect was a rapid rise in British migration to Australia after World War II.

Immigration policies based on race

As Australia's first Immigration Minister, Arthur Calwell had a clear view of the type of 'new Australians' he wanted to encourage. In instructions to his department he said, 'no Japanese women, or any half-castes either, will be admitted to Australia ... they are simply not wanted and are permanently undesirable ... a mongrel Australia is impossible'.

More than 6000 Asians had been admitted during the dislocation of World War II, but Calwell was determined to eject them as soon as possible after the war. By 1947, the message was clear: Australia didn't want anyone from Asia living here. Instead Calwell turned to Lithuania, Latvia and Estonia, which had been invaded by Russia. The big appeal of these peoples was that they were anti-communist and, according to Calwell, 'were red-headed and blue-eyed ... [with] a number of natural platinum blondes of both sexes'. Thus the two main ingredients of Australia's post-war immigration policy were established: immigrants had to be anti-communist and white. If they conformed to these requirements, they were welcome. Former Nazis also found it much easier to enter Australia than other Western countries.

STRANGE BUT TRUE

Between September and November of 1940, during the German Blitz of London, over 30 000 bombs were dropped on the city.

Immigration policies based on race

Source 13

The government has decided that all persons who came to Australia as evacuees or refugees during the war and who, under our immigration laws, are not eligible to become permanent residents of this country, must leave. We have been very tolerant of these people. We could have asked them all to go immediately the war ended, but we have allowed them to stay for a certain period, in some cases so that they may wind up their affairs here and in other cases so that they might get decent shipping facilities to take them back to their own countries. In all 15 000 evacuees of all nationalities came to Australia during the war. Of that number, 4400 were Asiatics. Most of the evacuees, including the Asiatics, have gone. There are about 500 Chinese, mostly seamen, and about fifty Malays left. All of these people will have to leave Australia ... What this government proposes to do is not unusual. I am carrying out the policy of every Australian government since federation, and, as far as I am concerned, it will not be altered ...

Arthur Calwell, Minister for Immigration, in a speech on immigration policy in the House of Representatives, delivered 2 December 1947

Source 14 Arthur Calwell, Australia's first Immigration Minister

INTERPRET

1. What is the purpose of Calwell's speech to parliament? Who is the target audience?
2. How can this source help you understand Australia's immigration policy in 1947?
3. What was Australia's immigration policy based on at this time?
4. Do you think the audience at the time of the speech would interpret it differently from an audience today? Explain your answer.

Bringing out the Britons

Ten Pound Pom
an informal term used to describe an assisted migrant from Britain who migrated to Australia after World War II

Traditional ties to Britain were politically, culturally and economically strong, and British migrants were always the most favoured. In 1947, the British and Australian governments decided to subsidise British migrants to Australia. The fare was reduced to ten pounds, giving rise to the phrase '**Ten Pound Pom**'.

In 1957, the government also launched a popular campaign called 'Bring Out a Briton'. This campaign encouraged Australians to nominate British friends and families to come to Australia. Local committees were formed to sponsor and recommend new migrants to the Department of Immigration for assisted passage. The successful campaign continued through the 1960s.

Source 15 A British family of 15 disembark from their ship as they arrive in Australia, 2 July 1957.

Refugees from international conflicts

War and political oppression have often resulted in mass migration from countries. Until relatively recently, Australian policy has welcomed refugees from international conflicts.

Refugees from Europe after World War II

In 1947, the Australian government came to an agreement with the International Refugee Organization to select displaced persons from camps in Europe who would be settled in Australia. The main groups were Poles (63 394), Yugoslavs (23 543), Latvians (19 421), Ukrainians (14 464), Hungarians (11 919), Lithuanians (9906), Czechs (9142) and Estonians (5329). Because they were white and chose to leave communist countries, they were the perfect migrants for Calwell's 'new Australia'. They were required to work for two years, wherever the Australian Government decided. This was the source of much of the labour for the Snowy Mountains Scheme. Other groups of refugees settled in Australia after the Soviet invasions of Hungary in 1956 and Czechoslovakia in 1968.

Source 16 This photograph, taken in 1948, shows a group of 'Beautiful Balts', some of the first displaced persons from Europe to arrive in Australia. Albury's *Border Morning Mail* described the new arrivals as 'attractive, cheery, eager to work and neatly clad', with 'good complexions and figures'.

Refugees from South-East Asia after the Vietnam War

The next major wave of immigrants into Australia was triggered by the end of the Vietnam War in 1975; Australia accepted around 137 000 Vietnamese refugees. This was the major driver of social and cultural change in the composition of the population. The contribution of refugees from South-East Asia is discussed in section 10D of this chapter.

The influence of other world events on migration to Australia

Other world events have had a lasting effect on the types and numbers of people arriving in Australia since World War II. Source 18 summarises these world events. They include: the military coup in Chile in 1973, after which Australia received over 20 000 refugees; the absorption of Indo-Chinese refugees into the Australian community after the Vietnam War, which was accompanied by the opening of the country to those fleeing from the Indonesian takeover of East Timor in 1975; and the civil war in Lebanon that began in 1975 and led to a dramatic rise in migration to Australia.

The election of Robert Mugabe in the newly independent Zimbabwe in 1980 led to the arrival of a different sort of refugee from southern Africa. These wealthy and white economic refugees flew across the Indian Ocean to start a new life in Australia. They came from both Zimbabwe and South Africa as the days of apartheid started coming to an end.

In the early 1980s, conflicts in Iran, Iraq, El Salvador, Ethiopia, Somalia, Sudan and the former Yugoslavia resulted in smaller numbers of refugee arrivals from these countries.

Two thousand Chinese students who were in Australia at the time of the brutal suppression of pro-democracy demonstrators in June 1989 (often referred to as the Tiananmen Square protests) were permitted by Prime Minister Hawke to stay in Australia. This approach was also adopted by Prime Minister Morrison in 2020 when the Chinese government moved to tighten control of Hong Kong. Ongoing conflicts in the Balkans in the 1990s saw Australia as a chosen destination for a range of people of various ethnicities escaping the brutal wars in the region.

SEE, THINK, WONDER

Look at the people in Source 17.

What do you see?

What do you think?

What does it make you wonder?

Source 17 Palestinians in the Shatila refugee camp on the outskirts of Beirut, Lebanon, in 1987

FOR ... TY PRESS

In more recent years, major events influencing migration have included the US-led 'war on terror' in Iraq, Afghanistan and Pakistan. Australia's involvement in the 'coalition of the willing' against al Qaeda in Afghanistan in 2001 led to the displacement of large numbers of people. As the US-led coalition fought the Taliban, people fled the country. Many boarded boats for Australia, but Australia's 'closed-door' policy at the time was a very different response from that of the earlier Fraser government when confronted by a similar situation after the Vietnam War. The Howard government continued to reject refugees after the invasion of Iraq in 2003. The slaughter of Tamils in Sri Lanka's civil war during this period also saw Australia rejecting people seeking refuge.

The global financial crisis in 2008 created a new wave of economic migrants. The recession that followed the financial crisis resulted in a large number of Irish economic migrants to Australia, with 40 000 arriving in 2011 alone.

Source 18 Significant world events influencing migration since World War II

Year	Event
1945	World War II ends
1947	Cold War begins (fear of communist threat in the West)
1949	People's Republic of China founded
1950–53	Korean War
1950–60	Malayan Emergency
1955–75	Vietnam War
1956	Unrest in Eastern Europe – Hungary
1968	Unrest in Eastern Europe – Czechoslovakia
1973	Unrest in South America – Chile
1975	Indonesian take-over of East Timor
1975–90	Civil war in Lebanon
1979–92	Unrest in South America – El Salvador
1980	Robert Mugabe Prime Minister of Zimbabwe
1983–2009	Sri Lankan Civil War
1989	Tiananmen Square protests, China
1990–91	Gulf War
1991–99	Yugoslav conflicts
1994	South Africa elects first democratic, non-apartheid government
2001–	'War on Terror'
2003–11	Iraq War
2008	Global financial crisis
2010–12	'Arab Spring'
2012–	Civil war in Syria

Source 19 Vietnamese refugees arriving in Darwin

Source 20 Refugees from Somalia

Source 21 Refugees fleeing conflict in Afghanistan seek asylum in Australia, *c.* 2001

Source 22 Following the Chinese Government's suppression of pro-democracy demonstrators in Tiananmen Square, 1989, the Australian government granted permanent residency to the Chinese students studying in Australia at the time.

Source 23 One hundred thousand people protest in Ireland during the Irish recession of 2009–13.

10.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who was Australia's first Immigration Minister? Which party did he represent?
2. What were the two main requirements to be accepted as a migrant to Australia in the period after World War II?
3. What was the ambitious building project that required large numbers of migrant workers?
4. Where did most migrants come from in the immediate post-war period?
5. List examples of places of unrest that have contributed to the waves of migration to Australia.

APPLY AND ANALYSE

6. Discuss how Sources 11 and 12 could help explain the decision of so many Europeans to migrate to Australia after World War II.

EVALUATE AND CREATE

7. Select either Source 15 or 16 for analysis, and then write a conversation between some of the people shown in the source, discussing what their hopes and fears are upon arriving in Australia.

HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II?

» Describe the size and composition of Australia's population in 1945

1 How large was Australia's population in 1945? How does the Department of Foreign Affairs and Trade describe its composition at that time? (2 marks)

2 In 1947, the first census after World War II, which were the top three countries for foreign-born Australians? (1 mark)

3 What were the main countries of origin for migrants in Australia in 1947? (7 marks)

» Sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin

4 Complete the following table in your notebook. Conduct research to allow you to fill in the missing elements. You might like to work in pairs. Some information has been completed for you. (10 marks)

Group that arrived	Approximate dates	Reason
Lithuanians, Latvians and Estonians	After 1945	Invasion by Soviet Union
British		
Italians		
South Africans and Zimbabweans		
		Fall of Saigon to Communists
	June 1989	

5 Create a timeline that outlines the major waves of migrants that have arrived in Australia since the end of World War II. Include detailed labels and images from the text or your own research. (20 marks)

» Identify significant world events which influenced post-World War II migration to Australia

6 Explain how each of these world events contributed to the changing composition of the Australian population:

- World War II
- the Cold War
- the Vietnam War
- the Gulf Wars
- the war in Afghanistan. (10 marks)

Total marks [/50]

10A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words

» 20 marks = 600 to 800 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

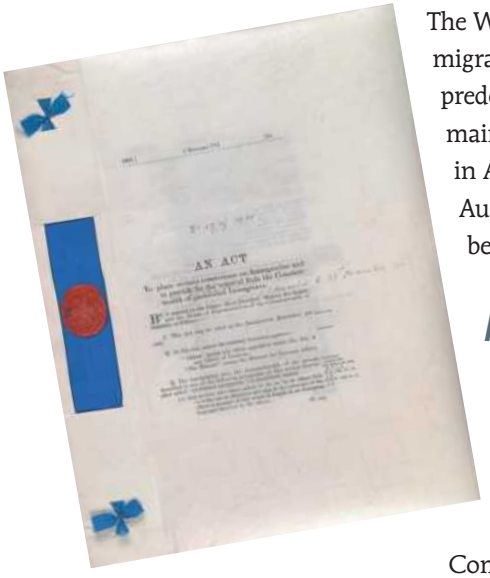
10B HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA?

10.3 THE WHITE AUSTRALIA POLICY

KEY CONCEPTS

In this topic you will:

- outline government policies and practices that restricted migration to Australia before World War II.


AN ACT

Source 1 The front page of *The Immigration (Restriction) Act 1901*

The White Australia policy was not, in fact, a single policy. Rather, it refers to a series of migration policies in Australia that gave favourable treatment to immigrants from Europe, predominantly Britain, and discriminated against those from other parts of the world. Its main aim was to restrict people of colour from Asia in particular from entering and living in Australia. It was not until the second half of the twentieth century that the White Australia policy finally began to unravel, and Australia's modern immigration policies began to take shape.

Immigration (Restriction) Act 1901

The original *Immigration (Restriction) Act 1901* became the basis of a White Australia policy. The Act was one of the first introduced to the new Federal Parliament after Federation, and reflected the priorities of the new nation. Although not barring any race specifically from Australia, the preamble to the Act made its intentions clear: 'to place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants'.

Under Section 3(a) of the Act, a dictation test could be given to a potential immigrant. This allowed officials to dictate a 50-word passage in any European language they chose, which the applicant would write down. Later, the test could be given in any language at all. To restrict access to potential migrants, Australian officials simply chose languages that they knew would be unfamiliar – guaranteeing failure. It was mainly used against Chinese people trying to enter the country, but was also used for Africans and other Asians, or any other people regarded as 'unsuitable'.

Source 2 In mining camps during the gold rushes, Chinese miners were mistrusted and resented.

Anti-Asian sentiments originated during the gold rushes of the nineteenth century. European miners were resentful of successful Chinese people, and disliked them because they looked different and had different customs. That resentment was sufficient to spark riots. In 1861 at Lambing Flat in New South Wales, the complete destruction of a Chinese mining camp was accompanied by a brass band playing 'Rule Britannia'. This kind of racism was reflected in much of Australia's twentieth-century immigration policy.

Pacific Island Labourers Act 1901

A further consolidation of the White Australia policy was the passing of the *Pacific Island Labourers Act 1901*. This was one of several pieces of national legislation passed in the first year of Federation, as the first parliament set out national priorities. The Act said that no Pacific Island labourer could enter Australia on or after 31 March 1904 except under a licence, and that the Minister for External Affairs could order the deportation of any Pacific Island labourer found in Australia after 31 December 1906.

Source 3 Pacific Islanders who had settled in Australia in the nineteenth century, after being brought in to work on the cane fields in Queensland, could be deported after the passing of the *Pacific Island Labourers Act 1901*.

10.3 SOURCE STUDY

How effective was the *Immigration (Restriction) Act*?

Source 4

> But the most astonishing figures are those which record the increase in the coloured and Asiatic population of Australia. I find that during the month of August the increase in the number of departures of Asiatics was 165, whilst the increase in the number of arrivals during the same month was 199. The increase in the number of departures for eight months was 740, and in the number of arrivals for the same period it was 926. These figures have been an eye-opener to me, because I was under the impression that we were gradually reducing the numbers of our Asiatic population.
>
> *Extract from William Hedges, Member for Fremantle, 'Question estimates', House of Representatives Debates, 13 November 1912, p. 5569*

INTERPRET

1. What perspective do you think William Hedges has on migration? What evidence is there in his speech to support your view?
2. How does this source provide evidence about the reasons for the *Immigration (Restriction) Act 1901*?
3. What other evidence would you require in order to establish how effective the *Immigration (Restriction) Act 1901* was in keeping Asian immigrants out of Australia?

10.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What can the origins of an anti-Asian approach in Australian society be traced to?
2. Which act of the new federal government in 1901 determined who would be allowed to immigrate to Australia in the first half of the twentieth century?
3. What method was used by immigration officers to exclude Asian immigrants?

GO DEEPER

4. Discuss whether the White Australian policy reflected the fears of a white British colonial outpost on the fringes of Asia or was a justified attempt to protect a way of life.

10.4 'POPULATE OR PERISH'

KEY CONCEPTS

In this topic you will:

- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish'.

SPOTLIGHT

SIGNIFICANCE

The significance of government policy may not be apparent for many years. What do you think the significance of the 'Populate or Perish' policy has been for Australia? Would that significance have been apparent in 1950?

The threat of Japanese invasion during World War II came as a shock to the government and the Australian people. Australia saw itself as a European outpost on the edge of a teeming, jealous and aggressive Asia. Physical attacks on areas as far apart as Broome, Darwin, Sydney and Newcastle had opened the country's eyes to the potential for invasion. It raised the long-standing fear, which had existed since the Gold Rush era, of a 'Yellow Peril' sweeping down on Australia. The fall of Singapore to Japanese forces in 1942 made Australia realise that it could not rely on the might of the British Empire for protection.

Australia's post-war policy to increase its population

At this time, Australian made the decision to look to the United States for its defence. The government also came to believe that a larger population was essential for Australia's long-term security.

baby boom
a temporary marked increase in the birth rate, especially the one following World War II

Prime Minister Robert Menzies, as leader of the United Australia Party, led Australia into World War II. Labor was in power when the war ended, and Menzies had formed a new party – the Liberal Party. Labor's Ben Chifley was Prime Minister at the end of World War II, but it made little difference which party was in power when it came to migration policy.

Source 5 Young British migrants such as these, who arrived in 1962, helped to boost Australia's population.

The war had clearly shown the need for a larger population to help protect Australia from invasion. The Labor Party's post-war slogan became 'Populate or Perish'. The **baby boom** would help the population expand, but a large-scale migration program was also seen as essential to boost Australia's population quickly, as fears of a Cold War intensified.

Post-war construction projects

As well as being motivated by a fear of invasion, the Australian government was keen to increase the population to enable a post-war construction program. Large infrastructure projects, such as the Snowy Mountains Scheme, required a much larger workforce than was available.

The Snowy Mountains Scheme was a complex series of tunnels and dams to divert the Snowy River in southern New South Wales. This would provide electricity from the water flow, and the water would then be used to irrigate inland Australia. Building the tunnels and dams required 10 000 new workers, which made the scheme a major destination for migrants. Their original skills and qualifications were irrelevant, and they were put to work in physically demanding labouring jobs.

The scheme was instigated by the Chifley Labor government and constructed during the 23 years of Liberal Federal government, from 1949 to 1972. It was a major employer of the European migrants arriving in Australia, and the workplace became multicultural as wave after wave of European migrants found themselves working in the isolation of the Snowy Mountains.

This scheme became a symbol of the assimilation phase of Australian migration policy. Migrants were expected to blend into Australian society, and become 'new Australians'. It was hoped they would abandon their previous cultural attachments and language, and adapt to Australian customs and values. Projects like the Snowy Mountains Scheme worked against this policy because the migrant workers were such a long way from the very people they were supposed to assimilate with.

Source 6 Migrants working on tunnels in the Snowy Mountains Scheme lived and worked far from the people they were expected to assimilate with.

10.4 SOURCE STUDY

Snowy Mountains Scheme

Source 7

> Not that many years ago we marked the 50th anniversary of what was the largest engineering project in the world – the Snowy Mountains Hydro-Electric Scheme – which, in ways that had nothing at all to do with power generation, changed the face of this country.
>
> The almost exclusively white Anglo-Saxon character of society was opened up to new ideas, customs, cuisines and celebrations by the men and their families who came from all over the world.
>
> I am, I suppose, a Baby Boomer and, for my generation, the post-war migration surge provided a defining dimension.
>
> *Extract from Australia Day ambassador Glenn A. Baker, speech given at Lithgow, 2010*

INTERPRET

1. Explain what Glenn A. Baker means when he says the Snowy Mountains Scheme 'changed the face of this country'.
2. What evidence does Baker give to support his view?
3. Discuss whether the post-war migration surge did provide a 'defining dimension' for Australia. What other sources could you access to help answer this question?

10.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did World War II change Australia's attitude to migration?
2. What slogan did the government adopt after World War II regarding migration?
3. What were 'new Australians' expected to do to fit into Australian society once they arrived in this country?

10.5 THE END OF WHITE AUSTRALIA

KEY CONCEPTS

In this topic you will:

- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish'.

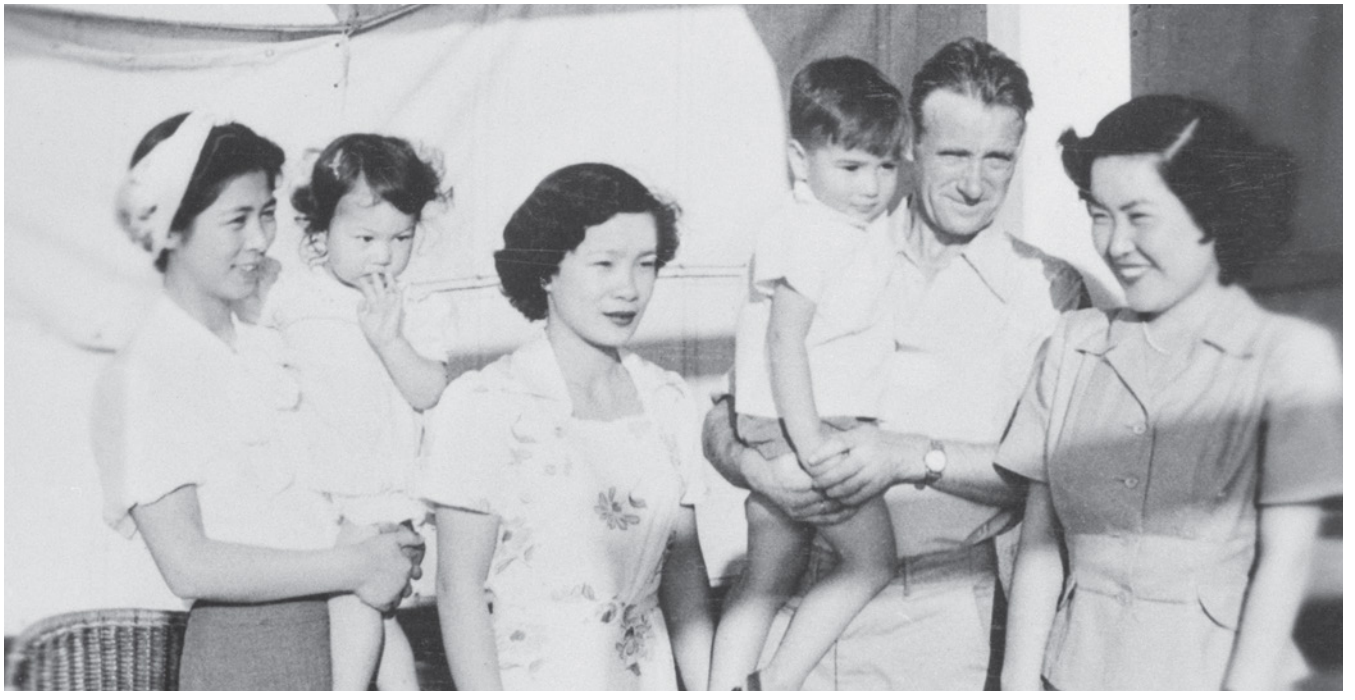
During World War II and in the years after it ended, the Australian government made it clear that the White Australia policy would remain central to Australia's migration program. Over time, this position became increasingly difficult to maintain. Pressure on the need to 'Populate or Perish' combined with growing dissatisfaction with the policy in parts of Australian society and the international community. The government's attempts to expel displaced persons after the end of the war were not well received and the policy was in direct conflict with Australia's increasing ties to Asia in the decades after World War II. The policy was gradually changed, before being completely abolished in 1973.

Initial steps

During the Menzies Government (1949–66), Harold Holt began to dismantle the discriminatory policy after he succeeded Calwell as Immigration Minister in 1949. Holt made the historic decision to allow 800 non-European refugees to stay in Australia, as well as allowing Japanese **war brides** to be admitted. This started the long process of ending the White Australia policy.

war bride
a woman who marries a man whom she met while he was on active service

In 1957, non-Europeans with 15 years' residence were allowed to become Australian citizens. The following year, the *Migration Act 1958* finally abolished the dictation test as a means of keeping non-Europeans out. According to Immigration Minister Sir Alick Downer, it meant that 'distinguished and highly qualified Asians' could immigrate to Australia. It also reflected continuity in the Labor Party's 'Populate or Perish' policy, as the Menzies Liberal government continued to invest heavily in migration, although immigrants continued to be mainly European.



Source 8 Japanese women and their children on the deck of the SS *New Australia*, on their way to join their Australian husbands

The next major step was a 1966 review of non-European immigration policy by the Immigration Minister, Hubert Opperman. The criteria for migration became suitability as settlers, ability to integrate into Australian life, and having skills and education useful to Australia. This was a critical breakthrough because it finally removed race or ethnicity as a consideration when assessing the suitability of migrants. Non-European settler arrivals rose from 746 in 1966 to 2696 in 1971.

Abolishing the White Australia policy

The Whitlam government (1972–75) removed the last traces of the White Australia policy in 1973 when it issued instructions to overseas embassies to disregard race as a factor in selecting migrants. This was supported with legislation that all migrants, regardless of origin, could apply for citizenship after three years of permanent residence.

A policy that had aimed to protect jobs for white Australian workers and preserve Australia as a British outpost, had gained Australia an international reputation for racism. Prime Minister Hughes had alienated Japan at the Paris Peace Conference after World War I with his insistence that the treaty did not include any mention of racial equality. Herbert Evatt, so instrumental in ensuring the voice of small nations be represented at the establishment of the United Nations, successfully fought to prevent the United Nations being able to act on discriminatory immigration policies.

The fact that the White Australia policy remained in place in some form or other for 70 years shows how deeply ingrained it was in Australian life.

10.5 SOURCE STUDY

Abolishing the White Australia policy

Source 9

> We removed the assertion that a primary national objective must be to increase population. We removed the commitment to expand the immigration program. We related our immigration needs simply to the capacity of Australia to provide 'employment, housing, education and social services' – in other words a very specific instruction to the incoming Labor Government that people, the welfare of people, the people already here and the people who may come, must be the prime consideration, not mere numbers. And thirdly we said unequivocally that there must be no discrimination on grounds of race or colour or nationality.

Extract from G. Whitlam, The Whitlam Government 1972–1975, *Penguin, Melbourne, 1985, pp. 497–500*

INTERPRET

1 Source 9 is an extract from an address made by the Opposition leader Gough Whitlam in October 1971 to the press, outlining three changes he would be making to the Labor Party's immigration platform ahead of the 1972 federal election.

a According to the source, what is the basis of the immigration policy that Whitlam intended to make before his election as Prime Minister in 1972?

b How does this statement compare with policies and legislation during the time of his government?

Increasing ties with Asia 1945–75

Australia's increased ties with Asia and involvement in successive wars inevitably led to the removal of the White Australia policy. The Colombo Plan was an important step towards increasing Australia's ties with Asia and improving stability in the region.

In 1950, the Australian government set up a fund, known as the Colombo Plan, with other countries in the Asian region to help improve the economic and social development of people in need of assistance. The original signatories to the Colombo Plan were Australia, Ceylon (Sri Lanka), India, Canada, New Zealand, Pakistan, the United Kingdom, North Borneo and Malaya.

Australia donated more than $300 million in expertise, food and equipment to the scheme. The scheme also provided funding for thousands of Asian students to study in Australian universities. Although students were supposed to leave after their studies, many settled in Australia permanently.

domino theory
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted communism, others would follow, just like a row of dominoes topple once the first one is pushed over

Fear of the spread of communism

One of the reasons Australia and other countries gave support to the Colombo Plan was the belief that improving development and stability would help stop the rising spread of communism in the Asian region. The spread of communism was of particular concern to Australia. Many people in the West believed the **domino theory**, a fear that a communist victory in one country would lead to a chain reaction of communist takeovers in neighbouring states, including Australia. It was highly influential in the United States and Australian foreign policy in the 1950s.

Australia's fear of China had been made worse in 1949, when the Chinese Communist Party under Mao Zedong won the Chinese Civil War. This was frightening to Australia, since a large country in their region was now communist. The Menzies government came to power in December, two months after Mao had proclaimed the People's Republic of China. Menzies' response was simple and followed the lead of the US government: he refused to recognise the existence of China.

STRANGE BUT TRUE

Despite the size and importance of China, Australia did not officially recognise the country until Gough Whitlam was elected in December 1972. The United States waited until 1 January 1979.

Australian involvements in conflicts in Asia

In 1945, the Allied forces of World War II decided to divide Korea – without consulting Korea – with the north being administered by the Soviet Union and the south being administered by the United States. After five years, Korea was supposed to once again be independent. However, tensions between communist and non-communist groups in the region boiled over in 1950 in the Korean War (1950–53). This became one of the first genuine 'hotspots' of the Cold War. Australia supported the United Nations forces that opposed the Chinese-backed North Korean invasion of the south. The result politically was the official division of the Korean peninsula into a communist north and capitalist south, but for Australia it confirmed deep-set fears of engaging with Asia.

The pattern for Australia's engagement with Asia continued in the Malayan Emergency (1950–63), in which Australian military forces supported the British in opposing independent communist fighters. Australian troops were then sent to Vietnam in support of the anti-communist drive by the United States against the North Vietnamese. That engagement lasted from 1962 until 1975. Australia had also joined the Southeast Asian Treaty Organization (SEATO) in 1954, an anti-communist alignment of Western powers with some Asian countries, which achieved little in practical terms.

SPOTLIGHT

PERSPECTIVES

To what extent do you think Australia's perspective as an anti-communist country affected its relations with Asia and approach to migration from Asia?

Source 10 Australian Prime Minister Gough Whitlam meeting the Chinese Premier, Chairman Mao Zedong, 3 November 1973

Source 11 The Colombo Plan was the start of Australia's popularity as a place to study for Asian students.

10.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australia's fear of China increase in 1949?
2. Name an Asian military conflict Australia sent troops to during the Cold War period.
3. Which scheme allowed some Asian students to study in Australian universities in the 1950s and 1960s?
4. When was racial discrimination officially removed from Australia's immigration policy?

10.6 MIGRANT EXPERIENCES: ITALIAN MIGRANTS

KEY CONCEPTS

In this topic you will:

- use a range of sources to describe the hardships faced by migrants with a particular focus on Italian migrants between 1945 and 1970.

In 2016, 1 000 013 Australians identified themselves as having Italian ancestry. This made Italians the sixth largest identified ancestry in Australia behind English, Australian, Scottish, Irish and Chinese. In 2018, 187 000 (0.75 per cent) of Australia's population had been born in Italy.

Although there was an Italian convict on the First Fleet, the bulk of Italian migrants arrived in Australia between 1945 and 1970. Most were looking for a better life, and they spread throughout Australia. Victoria and South Australia have the largest proportions of citizens of Italian ancestry. They are distributed across the country in both rural and urban areas.

Australians of Italian heritage have been major contributors to Australian life and culture. Their contributions have ranged from politics (such as the federal leader of the Australian Labor Party, Anthony Albanese, and the former federal leader of the Greens, Richard Di Natale), to journalism (such as Virginia Trioli and Emma Alberici), the arts (such as comedian Santo Cilauro and musicians Laura and Natalie Imbruglia) and sport (such as former surfing world champion Mark Occhilupo and footballer John Aloisi).

10.6 SOURCE STUDY

Being Italian in Australia

Source 11

My family are from Trieste, situated up in the north of Italy. My grandfather on my dad's side was a professional trumpet player in his day. My dad played guitar and sang most of his life, non-professionally. However, he had a great love and passion for music. My mother, having a wonderful natural singing ability, had ambitions to pursue a career in opera. This was cut short when the Nazis occupied Trieste soon after World War II began. Some years after the war had ended, the Italian/Yugoslav border was changed. Their house and restaurant fell inside the communist rule of Yugoslavia. Finding themselves with many other Italians in the same dilemma, they chose to leave their homeland and start a new life [in Australia] leaving everything behind. They arrived in Australia in 1954.

As far as I know, for a short time Britain was offering free passage by sea to Australia on board the *Oceana*. You can imagine how difficult it would have been, not knowing the language or any of the customs. They arrived in Australia with a couple of suitcases and two daughters, one 14 and the other 3 years old. By that stage the 'wog', 'dago' and 'greaseball' labels were alive and well, and this made it even more traumatic for them to settle in this faraway land. My father was a qualified diesel mechanic, but as a result of not being able to read or write English, spent his working years in Australia as a factory hand on the lowest of wages. In amongst the hardships, however, there were also many humorous stories of things that happened in their early years here. [But] my mum often reminds me that from the time they first arrived in Australia, she has never gone to sleep hungry as she did many times back in Italy.

For me, growing up with the name Mario was a hassle most of the time. I remember my first horrific day at school barely knowing how to speak English. I only knew a few words here and there, taught to me by my older sister Rosanna, who must have been through the same ordeal. I was in fourth class primary school. We lived very close to the public school and one day I invited one of my best friends home for some lunch. It was my mum's day off and she prepared spaghetti and also an Italian native lettuce (radiccio) which looks like leaves. He thoroughly enjoyed the food but a few days later the gossip in the playground was, 'Mario Ovaltine eats worms and grass'. From that point on we were no longer friends.

From an interview with Mario Millo, whose family emigrated to Australia from Italy in 1954. Mario was born in Sydney in 1955.

Source 12 Mario Millo, a significant Australian musician

INTERPRET

1. What forces led Mario Millo's family to migrate to Australia?
2. How did migration to Australia affect the lives of the two generations of the Millo family?
3. What evidence does this source provide to help historians understand the way migrants were accepted in Australia, and problems they may have faced, in the 1950s and 1960s?
4. Investigate Mario Millo's career and evaluate his contribution to Australian culture.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Why would a personal account such as Mario Millo's be useful to a historian? How does it help you understand the importance of clear communication when explaining information?

10.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In 2018, what percentage of Australians had been born in Italy?
2. Identify three Australians of Italian origin who have contributed to Australian life.
3. For each of the people you named in Question 2, identify:
   - the field in which this person has made themselves known
   - their contribution to that field
   - how they have made a difference to Australia.

APPLY AND ANALYSE

4. Using a range of sources, investigate and describe the experiences of Italian migrants, or another group of migrants, who came to Australia between 1945 and 1970.

10B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA?

» Outline government policies and practices that restricted migration to Australia before World War II

1 Outline the intent of the White Australia policy and explain how it restricted migration to Australia. (5 marks)

2 Explain how the White Australia policy gradually changed after World War II. (5 marks)

3 Identify the nature of Australia's relations with Asia in the 30 years after World War II. (10 marks)

» Explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, using the slogan 'Populate or Perish'

4 Explain what the slogan 'Populate or Perish' meant. How was it applied after World War II? (5 marks)

5 Explain how the implementation of the 'Populate or Perish' and assimilation policies changed Australia between 1945 and 1975. (10 marks)

» Use a range of sources to describe the hardships faced by migrants, with a particular focus on the experiences of one group who came to Australia between 1945 and 1970

6 Explain how Mario Millo's experiences help you identify the difficulties that faced Italian migrants moving to Australia after World War II. (5 marks)

7 Investigate one group of migrants and describe their experiences, including the areas in which they settled, common occupations and personal accounts of life in Australia. Refer to a range of sources in your response. (10 marks)

Total marks [/50]

Source 13 One of the most famous of the contributions by Italian Australians: John Aloisi's penalty that took Australia to the 2006 World Cup football finals

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

10C HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA?

10.7 THE VIETNAM WAR

KEY CONCEPTS

In this topic you will:

- describe the impact of the Vietnam War on Australia's migration policy.

The Vietnam War is referred to in Vietnam as 'the American War'. Australia sided with the United States, from 1962 to 1975, to intervene in what was essentially a civil war. Both the United States and Australia opened their doors to refugees from the conflict. The Vietnam War changed the nature of migration to Australia and Australia's development as a multicultural society.

The Vietnam War took place in the historical context of the Cold War and was part of the US campaign to prevent the spread of communism, a stance that was enthusiastically supported by Australia.

Background to the Vietnam War

The Vietnamese proudly point to 2879 BCE as the foundation of their society. Since then, they have fought ferociously to preserve their independence. A failure to understand this fundamental element of Vietnamese society was at the root of the Vietnam War. Vietnam fought lengthy wars against the Chinese and the French throughout their history. Vietnam had been part of the French Empire since the nineteenth century. During World War II, Japan invaded Vietnam and a group led by the communist revolutionary Ho Chi Minh fought both the Japanese and the French occupation.

The Vietnamese Communist Party had sided with the Americans in World War II and expected US support for their declaration of independence at the war's end. Worried that any support for Vietnam would encourage communism in the region, the United States instead supported the return of France as the colonial power.

Source 1 The Viet Minh flag is set up during the final assault in the battle of Dien Bien Phu in 1954.

guerrilla warfare
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

In the French Indochina War that followed this decision, France was finally defeated at the Battle of Dien Bien Phu in 1954 (see Source 1), which led to the end of French rule. The United States then demanded a division of Vietnam into a communist north and US-backed south. That artificial division was at the heart of what became the Vietnam War.

In 1956, the United States refused to allow elections to reunify the country. As a result, the north began a **guerrilla war** in hopes of a reunification. North Vietnamese forces began to infiltrate the south in 1959. In 1961, the United States, under President Kennedy, started sending US advisers to support the south. This support escalated to bombing raids and an increasing number of US forces on the ground.

Source 2 The division of Vietnam into a communist North Vietnam and a non-communist South Vietnam

Australian involvement in the Vietnam War

The Menzies government fully supported the anti-communist policy of the United States, and remained supporters throughout the Cold War. Like Kennedy, Menzies was a believer in the domino theory. In 1962, the Australian government committed its first military advisers to South Vietnam. That initial commitment of 30 grew to 60 000 over the next decade. It would lead to the reintroduction of **conscription** for overseas military service, which divided Australian society.

Until the deployment of Australian soldiers to Afghanistan in 2001, Vietnam was Australia's longest war. Five hundred and twenty Australians died during the conflict, including 202 National Servicemen who had been conscripted to fight.

How the Vietnam War ended

The Vietnam War became a drawn-out guerrilla war in which it was often unclear to Australian and US troops who their actual enemy was. The conflict is often referred to as the first television war because television news crews often accompanied soldiers, and news bulletins reported the growing death tolls.

Source 3 Australian troops during the Vietnam War, 8 June 1965

OXFORD UNIVERSITY PRESS

Politicians continued to speak of the 'light at the end of the tunnel', while television viewers became depressingly familiar with the sight of body bags.

The Tet Offensive in 1968 carried the North Vietnamese to Saigon, the capital of South Vietnam. Although the offensive was eventually repelled, it shattered any illusions that the war effort was going well for the forces of the south. With public confidence and support dwindling in both the United States and Australia, politicians looked to remove themselves from a conflict that appeared to have no end in sight. Australia pulled out of the war in 1972, and the United States followed in 1973. All support personnel and advisers pulled out in 1975 as the North Vietnamese approached Saigon. As the tanks rolled into the former Presidential Palace in Saigon, the United States totalled up the cost of the conflict. Just over 58 000 American military personnel had died throughout the US involvement, and the result was that Vietnam's great cultural pursuit of independence, regardless of obstacles, had triumphed again.

Moral obligations to the South Vietnamese

When South Vietnam eventually fell, many people in the United States felt they had a moral responsibility to those who had supported the US forces. This also applied to the Vietnamese people who had supported the Australian war effort. The number of people affected in South Vietnamese society was considerable. Armies required translators, administrative support staff and guides simply to function as an armed force. Then there were all the support services that helped supply any army in the field. Shopkeepers, bar owners, taxi drivers and owners of accommodation used by soldiers were regarded with suspicion by the North Vietnamese. Added to these were the actual soldiers who fought alongside South Vietnam's allies in the field – the United States, Australia, South Korea, New Zealand and others. In total, hundreds of thousands of South Vietnamese were endangered because they had associated with what were regarded as invading troops.

Source 4 An Australian soldier on duty with a South Vietnamese solider near Dat Do, Vietnam, 1969

SPOTLIGHT

CONTESTABILITY

When considering the Vietnam War, consider the perspective of your sources. Even the name of the war is contestable, with the Vietnamese referring to it as the American War.

10.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Who did the Vietnamese communists fight with during World War II?
2 On which side did Australia fight in Vietnam?
3 When did Australian and US forces pull out of Vietnam?
4 Explain how the Vietnam War created a moral obligation for Australia to support Vietnamese refugees.

10.8 VIETNAMESE EMIGRATION AFTER THE WAR

KEY CONCEPTS

In this topic you will:

- discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s.

re-education camp the official term used to describe prison camps set up across Vietnam by the new Vietnamese government following the end of the Vietnam War; an estimated one to two million military officials, government workers and individuals from South Vietnam were imprisoned in these camps under extremely harsh conditions

After the north was victorious in 1975, Vietnam started the difficult process of reunifying what had become a divided country. The establishment of **re-education camps** confirmed the fears of many who had fought on the losing side. As the re-education camps were set up, it appeared to many people in the south that the West had simply abandoned them. The lucky ones had managed to secure passage with the Americans during the frantic final hours of the evacuation of Saigon. It was the millions left behind who were to be the greatest test of moral obligation for the West.

Re-education camps

Anyone who had worked with, or had some association with the United States and its allies was regarded as a traitor. Investigations in the United States have concluded that about one million Vietnamese were imprisoned in re-education camps after the fall of Saigon in April 1975. It is thought that about 165 000 people died in these camps, and were subjected to torture and ill treatment. Most terms in the camp ranged from three to ten years, but some people were imprisoned for 17 years. About 150 camps were built, and one in three Vietnamese families had a relative in a prison.

Source 5 A re-education camp in Vietnam

For historians, one of the difficulties in coming to firm conclusions about this period of history is that very few records have survived. Historians have had to build their understanding of the period after the north's victory on oral testimonies from survivors of re-education camps. These will quite naturally contain bias, and make it difficult for any accounts or figures from the period to be objective.

Given the horrors of war and the fear of imprisonment in re-education camps, many Vietnamese were desperate to leave the country. Some chose to leave because they feared political persecution because of their pro-American beliefs. Others felt their opportunities to prosper in a communist Vietnam would be limited by the new political system.

Boat people

The first **boat people** from Vietnam to arrive in Australia landed in Darwin in April 1976, a year after the fall of Saigon. This started a new form of migration to Australia – one driven by fear and desperation. According to government figures, the initial boat was followed by a further 2058 boats from Vietnam, with the final boat arriving in August 1981. Their acceptance into Australia not only signalled the final removal of the White Australia policy, but also changed the composition of the Australian population, and challenged many Australians' ideas about what a 'real Australian' was.

boat people
a common term used to describe people who travel by sea to seek asylum (as opposed to gaining entry by land, air or via local processing centres)

Source 6 Over 2000 boats of Vietnamese refugees arrived in Australia between 1976 and 1981.

Terminology: Refugees and asylum seekers

The two terms that are used most commonly when referring to the people who fled Vietnam after the fall of Saigon are 'refugee' and 'asylum seeker'. These are two terms that have continued to be used in the media as the victims of conflicts throughout the world seek a safer life and more secure future for their families.

Refugee

The **United Nations High Commission for Refugees (UNHCR)** cites the 1951 Refugee Protocol to define refugees. A refugee is defined as any person who:

> owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

This is a straightforward definition that clearly included those fleeing re-education camps in Vietnam.

United Nations High Commission for Refugees (UNHCR)
an international organisation that protects refugees and helps them find homes; set up as part of the United Nations

Asylum seeker

According to UNHCR, an asylum seeker is someone who:

> is seeking international protection. In countries with individualized refugee status determination procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum-seeker.

Other categories

Other categories that UNHCR refers to include the following:

- 'Stateless people' are people who, under national laws, are not legally part of any state (nation or country). That is, people who officially have no country that will accept them. This emerged as an issue for people who left Australia to fight for ISIS in the Middle East, when the Australian government removed Australian citizenship from them.
- 'Internally displaced people' are people who leave their homes because of – or to avoid – wars, general violence, natural or human-made disasters, or violations of human rights but who have not crossed a state border.
- 'Returnees' are refugees who have returned to their home country, usually with help from UNHCR.

Global response to Vietnamese refugees

There are no clear statistics, but between 250 000 and 500 000 asylum seekers died trying to leave Vietnam. Terrible stories of robbery, rape and murder by pirates are told by survivors. Families typically split up before leaving Vietnam in the hope that at least one family member would survive and reach safety. The refugees survived with little food and water. With a voyage to Darwin lasting four weeks, many arrived in Australia near starvation.

Source 7 Thailand gave asylum to over 1.3 million refugees from Vietnam, Cambodia and Laos. Most would then go on to permanent homes in countries like Australia and the United States.

UNHCR recognised the scope of the tragedy that was unfolding and established refugee camps in Malaysia, Hong Kong, Thailand, the Philippines and Indonesia to try to process the claims of Vietnamese leaving the country. Their work won UNHCR the Nobel Peace Prize for 1981. From these camps, refugees were processed and resettled in countries willing to house them.

The main countries to accept Vietnamese refugees were the United States with 823 000, Australia and Canada with 137 000 each, France with 96 000, Germany with 40 000, the United Kingdom with 19 000 and Japan with 11 000. It was argued that the United States, Australia and France had a moral obligation after supporting the South Vietnamese directly during the war.

10.8 SOURCE STUDY

The media view of Vietnamese refugees

Source 8

Flight from tyranny

> On Monday six small fishing-boats arrived unexpectedly – a comment on our coastal security – off Darwin. Aboard were 218 people, refugees from Vietnam seeking a new homeland. Behind their arrival lies an epic story of perilous voyages endured in ill-equipped craft ...
>
> Australia must take all that it can. These people deserve our admiration, our compassion and our help. Admittedly there are problems, but they are manageable ... People who detest their communist conquerors should not have to prove persecution to gain our help if they choose to risk death to get away to freedom. Here is a test of our democratic idealism. Let us meet it.
>
> Sydney Morning Herald *editorial, 23 November 1977, p. 6*

INTERPRET

1. How would you describe the *Sydney Morning Herald's* attitude to Vietnamese refugees? Which words or phrases support your view?
2. What is the newspaper calling on the government to do?
3. Can you identify any arguments that suggest the newspaper's attitude reflects Australia's Cold War perspective?
4. To what extent do you think this newspaper editorial represents continuity or change in Australia?

10.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Outline the difference between a refugee and an asylum seeker.
2. When and where did the first Vietnamese boat refugees arrive in Australia?
3. What is UNHCR?

GO DEEPER

4. As a class, discuss what you understand by the terms 'refugee', 'asylum seeker' and 'boat person'. As a group, create definitions of these terms.

10.9 EXPERIENCES OF VIETNAMESE REFUGEES

KEY CONCEPTS

In this topic you will:

- using a range of sources, describe the experiences of Vietnamese refugees on their journey to Australia and their experiences on arrival after 1975.

For most Vietnamese boat people, the journey was horrendous. Regardless of their final destination, the journey usually involved bribing officials to leave Vietnam on boats, some of which were not seaworthy. From sturdier craft that could hold 400, down to makeshift rafts, people took to the open sea in the hope of reaching sea lanes where they could be forwarded on to refugee camps. Some ended up being at sea long enough to make it as far as Australia.

Before leaving Vietnam, families had to sell all their belongings, and any money was usually converted to gold, which was easier to carry and easily converted to cash. Unfortunately, that made the boats a prime target for pirates, particularly from the coast of Thailand. Pirates became a major risk for potential refugees, and added further danger to a voyage that was already highly dangerous because of storms and rough seas.

Source 9 The routes refugees took to escape Vietnam by boat

10.9 SOURCE STUDY

Anh Do's story

Anh Do was born in Vietnam in 1977. After leaving Vietnam by boat with his family, he arrived in Australia in 1980 after first spending time in a refugee camp in Malaysia. He wrote about his family's experience in his book *The Happiest Refugee*. He studied business/law but opted for a career as a stand-up comic, author and artist.

Source 10

> I recently found out that my mum's two older brothers were in concentration camps in Vietnam. And they were supposed to be there for two weeks, they were there for three years. And prisoners around them are getting executed randomly. So my father goes and he steals a ... communist soldier's uniform and paperwork, he walks right through the front door and says, 'I need to take these two with me, right now'. ... We had to go into hiding and make plans to leave Vietnam 'cause if ... any of them are captured, then they could be executed.

I find myself using this saying quite a lot. I think it describes how I go about making decisions in my life and it's something I've learnt from my father. There's only two times in life, there's now, and there's too late. I was born in Vietnam, so when the war finished ... we eventually had to leave Vietnam. There were 40 of us on a 9-metre fishing boat. On day four of our journey we spot a boat in the distance ... we realise it's a boatload of Thai pirates. Seven men with knives, machetes and guns get on our boat. ... One of the pirates picks up the smallest child on the boat, he lifts up the baby and rips open the baby's nappy and $150 worth of gold falls out. And the pirate dangles the kid over the ocean and threatens to throw the kid in. In that moment, for whatever reason, the pirate decides to spare the kid's life. And that's a good thing, cos that's my little brother, Khoa Do, who in 2005 became the Young Australian of the Year. And we were saved on the fifth day by a big German merchant ship which took us to a refugee camp in Malaysia, and we were there for around three months before Australia says, 'Come to Australia' ... So often, we heard Mum and Dad say, 'What a great country. How good is this place? And the other thing – kids, as you grow up, do as much as you can to give back to this great country and to give back to others less fortunate'. And so, that's how Mum and Dad taught us to fit in.

Anh Do speaking on the ABC's Talking Heads *program*

Source 11 Author, artist and stand-up comedian Ahn Do (left) and his brother, film-maker Khoa Do

INTERPRET

1. Anh Do was three years old when he finally arrived in Australia. What impact does that fact have on the validity of his account here? How useful would his account be to a historian?
2. How does Anh Do's account of his journey to Australia:
   - **a** help you understand the conditions experienced by Vietnamese refugees travelling to Australia by boat?
   - **b** explain Anh Do's attitude to living in Australia?
3. How does the source help you understand what refugees can contribute to Australia?

10.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Outline common experiences of Vietnamese refugees on their journeys to Australia.

APPLY AND ANALYSE

2. Discuss how Anh Do's story shows any benefits or problems from abandoning the White Australia policy.

10.10 AUSTRALIAN RESPONSES TO THE ARRIVAL OF REFUGEES

KEY CONCEPTS

In this topic you will:

- discuss the response of Australians, including the Australian media, to the arrival of refugees since 1975.

The term 'boat people' is a highly charged term in Australian politics. In an island nation with a relatively small population and long, open borders, security has become a key political issue. Politicians have usually overlooked the historical origins of people arriving in Australia by boat when using the term to score political points. Australia has been settled by people who arrived by boat, from the first humans that arrived in Australia in ancient times, to the British and other settlers well into the twentieth century.

Source 12 As this 2019 demonstration shows, the Australian government's refugee policy continues to divide the country.

The refugee debate in Australia

Since the first wave of Vietnamese boat people in 1976, Australia's political environment has changed. Historians can measure this change by investigating polls over time.

- In June 1979, a Morgan poll of Australians found that 53 per cent said that Australia should accept the refugees arriving by boat. Only 28 per cent said that the boats should be put back to sea, and 19 per cent were undecided.
- In September 2001, a similar poll found that 68 per cent of Australians wanted boats sent back to sea. Only 20 per cent wanted Australia to accept the refugees, and 12 per cent were undecided.

The decrease in indecision indicated that this issue was polarising people. In other words, people were developing firm opinions, and most were hostile to refugees arriving in Australia.

The question for historians to think about is what caused this change of attitude. Politicians would argue that it was a result of the Australian people developing a clear vision of what sort of country they want Australia to be. Refugee advocates could argue equally as strongly that poor political leadership had helped create a selfish Australia with a strong 'us and them' mentality. Neither of these perspectives is entirely true, and it is the job of historians to recognise perspective when building an understanding of the past.

What has not been part of the debate over migration in Australia has been the numbers of refugees that try to reach Australia. In 2000, for example, approximately 3000 boat people arrived in Australia. By contrast, in that same year, Iran and Pakistan each accepted over 1 million Afghan refugees. An Australian Government Parliamentary Note from 2011 made the point that 'the burden of assisting the world's asylum seekers mostly fell, and still falls, to some of the world's poorest countries'. In 2009, Pakistan accepted 1.75 million refugees, Iran 1.07 million, and Syria 1.05 million. In 2008, Australia accepted 8742.

There were 6170 applications for asylum in Australia in 2009. By comparison, there were 49 020 asylum applications in the United States, 41 980 in France and 33 250 in Canada. What is clear is that the number of boat people arriving in Australia is not particularly large by world standards, and the number of asylum seekers is nowhere near that experienced by similar countries. Yet, it is a major political issue here and challenges the outstanding achievements of the Australian migration program in creating a multicultural country.

To place Australia's refugee acceptance into a global perspective, the United Nations Refugee Agency Global Trends in Forced Displacement revealed that 13.6 million people were displaced due to conflict or persecution in 2018. Developed countries hosted 16 per cent of refugees, while one third (6.7 million people) were in least developed countries. By the end of 2018, 3.5 million people were waiting for decisions to be made on their claims for asylum. For the fifth consecutive year, Turkey hosted the largest number of refugees, with 3.7 million. Australia settled 12 706 refugees in 2018.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Explain your personal reaction to the statistics revealed by the United Nations Refugee Agency Global Trends in Forced Displacement in 2018. Do you think historical understanding helps you develop empathetic understanding?

mandatory detention
a process of keeping people in custody; a feature of current Australian immigration policy under which the Australian government legislated for the compulsory detention of all persons attempting to enter the country without a valid visa while security and health checks are undertaken and the legitimacy of their claims are processed

bipartisan
an action or vote involving agreement from both parties; can be used in a two-party political system such as Australia's

Refugee policies since the 1990s

Introduction of mandatory detention

When Labor Treasurer Paul Keating replaced Bob Hawke as Prime Minister in 1991, he was responsible for the next major policy determining migration to Australia. In 1992 he introduced **mandatory detention** of asylum seekers. This policy was developed as a response to the increasing number of Vietnamese, Chinese and Cambodian refugees seeking asylum in Australia. It was introduced with **bipartisan** support. In 1994, the Keating government removed the 273-day limit on detention, meaning asylum seekers could be detained indefinitely.

From the Pacific solution to 'turn back the boats'

Since 2001, most of the asylum seekers have come from conflicts in Afghanistan, Iraq and Sri Lanka. Prime Minister John Howard's solution to the arrival of asylum seekers was called the 'Pacific solution'. This meant that any asylum seekers would have their claims assessed away from Australia so that they could not access Australian courts and the Australian legal system.

The Rudd and Gillard governments maintained mandatory detention, and in 2011 the Gillard government negotiated a deal with Malaysia. Malaysia was to accept refugees attempting to come to Australia. In return, Australia would accept refugees who had been living in Malaysia. This was to be called the 'Malaysian solution'.

The 'Malaysian solution' was the first immigration policy of the twenty-first century to be challenged in the High Court. On 31 August 2011, the High Court effectively rejected the 'Malaysian solution' by a vote of 6 to 1. While it was a political blow for a government narrowly holding onto power, it also ensured that immigration would remain a political issue into the future.

The 2013 federal election campaign led by Prime Minister Kevin Rudd and Opposition leader Tony Abbott again focused on dealing with refugees and asylum seekers. Both major parties advocated a tough line after the Rudd government had instituted a 'New Guinea solution' that involved all boat refugees being sent immediately to a centre on Manus Island. In many ways, this was a reintroduction of Howard's 'Pacific solution'.

In 2013, the newly installed Abbott government indicated that it would continue this hard line after being elected on a policy that included proposals to turn all boats back to Indonesia and buy up Indonesian fishing boats used for people smuggling. Shortly after the election, they reduced the flow of information regarding attempts to reach Australia.

On 18 September 2013, as Immigration and Border Protection Minister, Scott Morrison launched Operation Sovereign Borders, which aimed to stop any boats thought to be carrying refugees entering Australian waters. He gained further power through a 2014 Bill, making him responsible for all arrivals. He routinely refused to comment on attempted arrivals, an approach continued by his successor, Peter Dutton.

Source 13 Former Prime Minister Tony Abbott was elected after a campaign that focused heavily on stopping the flow of asylum seeker boats to Australia.

Dutton received even more power when his role changed into a new position as Minister for Home Affairs in December 2017. He gave up the administration of Immigration, but gained oversight of ASIO, the Federal Police and Border Force. This separated refugees and asylum seekers from all others seeking to live in Australia, and placed them clearly as a legal rather than humanitarian problem.

The 'deal' approach

In 2016, Prime Minister Malcolm Turnbull negotiated a deal with US President Barack Obama. This would see up to 1250 refugees removed from offshore detention in Nauru or Manus Island, and resettled in the United States. In return, Australia would accept refugees currently housed in Costa Rica. It was this deal that made international headlines when incoming US President, Donald Trump, called it 'the worst deal ever' in a conversation with Turnbull shortly after he took office in 2017. Turnbull responded by saying, 'We will take more. We will take anyone you want us to take.' The deal eventually went ahead, but was again put under scrutiny in 2018 when it was revealed that as part of the deal, Australia received two Rwandans who had been charged with participating in the brutal murder of eight tourists visiting the Ugandan rainforest in 1999. Although they had confessed to the murders, the US trial fell apart when the judge ruled that they had been tortured in Rwanda. In 2019, Prime Minister Scott Morrison confirmed that the men were now in Australia. It left the Morrison government open to charges of hypocrisy as they fought to prevent offshore asylum seekers receiving urgent medical treatment in Australia because of their 'adverse character'.

10.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How do polls help historians identify changing social attitudes in Australia?
2 Compare Australia's acceptance of refugees with less developed nations.
3 Who was the politician responsible for Operation Sovereign Borders?

APPLY AND ANALYSE

4 Use the figures in the text to construct a graph that allows people to see the acceptance of refugees in 2018, showing the total figure, the contribution of the most and least developed countries, Turkey and Australia.

EVALUATE AND CREATE

5 Create an annotated timeline that shows Australia's policy towards refugees in the twenty-first century.

GO DEEPER

6 As a class, research and create a portfolio of media presentations of refugees to Australia since 1975.
7 In 2001, the Norwegian freighter *Tampa* rescued 438 asylum seekers from Afghanistan after their boat was spotted drifting without power. The freighter was then refused entry into Australian waters by the Howard government. Conduct research to find out more about the *Tampa* crisis in 2001 and its consequences.
   a Discuss whether you consider Australia's treatment of asylum seekers aboard the *Tampa* was justified.
   b Why was the *Tampa* crisis significant in the history of Australia's treatment of refugees?

CASE STUDY

The media response to immigration

One element of Australia's migration experiences that the syllabus asks you to consider is the media's response to the arrival of migrants. The types of media and their impact have changed since the post-World War II migration program started. From newspapers and radio being the main media accessed by most Australians, the arrival of television and the internet have transformed access to media, access to ideas and information, and access to education.

A *Digital News Report* in 2016 showed that Australians were increasingly drawn to social networks and search engines to access the latest news. That has created problems, with social media networks becoming increasingly under fire for the dissemination of unverified information and opinion cited as fact. This has led to the phenomenon of 'fake news' which has been identified as affecting elections across the world.

Thus, it is important to question whether a story's headline is trying to push you towards a certain interpretation. Analyse the content for accuracy:

- Is it using factual material?
- Is relying on emotion?
- Is there evidence to support what it is saying?

What follows are some examples of media information linked to migration. They focus on the arrival of refugees from Afghanistan and Iraq after the start of the 'War on Terror' in 2001. Approach them as a History student rather than as a consumer of media.

Source 14

Reith rewrites history to hide the shame of children overboard lie

ENOUGH, Peter Reith. It has been infuriating hearing the former defence minister repeat all this week that the Children Overboard scandal was just 'a minor incident, long finished', just 'a small thing', a 'bit of a stuff-up' and that he has nothing to answer for ...

As defence minister Reith, as well as John Howard and Philip Ruddock, promulgated the great untruth that asylum seekers had thrown their children in the water. And despite his office learning within hours of his statement that this was untrue, Reith did not correct the record at that time and did not admit he had been told his statement was false ...

Reith then allows four weeks of the election campaign to pass without correction. The majority opinion of the Senate committee was that 'Mr Reith deceived the Australian people during the 2001 election campaign'.

Why does this still matter? Because truth in public life matters. Because the slur – the appalling accusation that people would be prepared to kill their own children to get into Australia – has never really gone away. And because Reith has re-entered the public debate and wants to be taken seriously in it. To do that, he's finally going to have to account for this sorry chapter. An apology for the concealment would be good, too.

Article by Virginia Trioli, Sydney Morning Herald, *1 September 2012*

The *Daily Telegraph* article 'Open the Floodgates' from 26 November 2011 was subject to a complaint to the Australian Press Council. The article suggested that, 'Thousands of boat people will be released into Sydney's suburbs as the government empties detention centres.'

In its findings, the Australian Press Council found 'use of the word "invade" was gravely inaccurate, unfair and offensive because of its clear connotations of forceful occupation'. Accordingly, the complaint was upheld on this ground.

Source 15
Front page of the *Daily Telegraph*, 26 November 2011

Source 16

A quote from the front page of the *Daily Telegraph* on 27 September 2017, under the heading 'Manus to Manhattan'

If they can make it out of here ... they can make it anywhere. There are clear skies ahead for 25 asylum seekers who left Papua New Guinea for a new life in the US on Tuesday.

From the front page of the Daily Telegraph, *27 September 2017*

Source 17 The front page of the *Daily Telegraph*, 27 September 2017

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain why History students need to be critical of media as a historical source.
2 Which newspaper headlines here do you think rely on emotion rather than fact?

APPLY AND ANALYSE

3 Select one of the front pages shown here, and write an analysis of the page, discussing its intention, any evidence of bias, its target audience, and how successful you think it was.

GO DEEPER

4 Investigate the 'Children Overboard' affair referred to in Source 14. What does Virginia Trioli accuse Peter Reith of in the source? Does your research support Trioli's accusation?

SPOTLIGHT

CONTESTABILITY

Reconciling competing points of view by relying on fact rather than opinion is an important part of a historian's work.

10C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA?

» Describe the impact of the Vietnam War on Australia's migration policy

1 Describe the impact of the Vietnam War on Australia's migration policy. (2 marks)

2 Explain why Australia responded in the way that it did. (2 marks)

» Discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s

3 Identify the responses of Australian governments to the arrival of refugees from Indochina in the 1970s and 1980s. (5 marks)

4 Explain why immigration changed so dramatically in Australia in the 1970s. (2 marks)

5 Discuss whether the Australian media has reflected or challenged government attitudes towards refugees. (4 marks)

6 Analyse how Australian migration policy has changed since the acceptance of Vietnamese refugees in the 1970s and 1980s. (10 marks)

» Use a range of sources to describe the experiences of Vietnamese refugees on their journey to Australia and experiences on arrival after 1975

7 Describe the experiences of Vietnamese refugees travelling to Australia since 1975, including their arrival here. In your answer, refer to a range of primary and secondary sources. (10 marks)

Total marks [/35]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

10D HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS?

10.11 A MULTICULTURAL AUSTRALIA

KEY CONCEPTS

In this topic you will:

- explain how Australia's changing migration policies have affected relationships with other nations.

Over time, changes have taken place in Australia's immigration policies and in the attitudes of its citizens. You will find that from the relatively recent time of the White Australia policy in 1901, Australia has emerged as a multicultural country that now is home to people from all over the world.

The move to multiculturalism in the 1970s was a reaction to the previous assimilation policy, which required migrants to reject their original culture and become 'Australian'. This policy ignored the significance of culture as a defining feature of a person's identity. Multiculturalism allowed new Australians to celebrate their cultural origins while embracing the values of their adopted country. It meant increasing diversity in all aspects of life, and the start of a national redefining of what it meant to be 'Australian'.

Whitlam and Fraser

Two great political rivals of the 1970s, Gough Whitlam and Malcolm Fraser, were the fathers of multiculturalism in Australia. Whitlam's appointment of Al Grassby as Minister for Immigration was the start of rapid change. Although the White Australia policy had effectively finished, Grassby formalised its removal. He called for increased migration from non-English speaking countries, ended racially selected sporting teams (a move designed to differentiate Australia from apartheid South Africa) and removed the legal requirement for Indigenous Australians to seek permission before they travelled overseas.

Grassby lost the 1974 election after his seat was targeted by anti-immigration groups. Whitlam responded by appointing him the first federal Commissioner for Community Relations, responsible for administering the *Racial Discrimination Act 1975*.

Source 1 Al Grassby (seated), the first Commissioner for Community Relations, with Gough Whitlam at the proclamation of the *Racial Discrimination Act 1975*.

bipartisan
an action or vote involving agreement from both parties; can be used in a two-party political system such as Australia's

It was a clear signal that despite the lobbying of conservative, race-based groups, the government was not going to deviate from a policy of multiculturalism.When Fraser replaced Whitlam in 1975, the **bipartisan** approach to matters of immigration continued. It was a characteristic of politics until late in the twentieth century that immigration was rarely an election issue. Fraser continued to advance multiculturalism through legislation such as the Ethnic Affairs Commission, and the acceptance of Vietnamese refugees in the aftermath of the Vietnam War.

The Fraser government's adoption of a National Multicultural Festival in 1980 was the start of official community celebrations of multiculturalism. It raised the status and identity of the cultures that by 1980 reflected the diverse origins of Australian society.

The combination of legislative and political support for multiculturalism as an important part of Australian society was maintained by Hawke and Keating governments.

Clashes and debates

The first sign of trouble in Australia's approach to multiculturalism came in 1984. During a speech to members of a Rotary group, historian Geoffrey Blainey complained that the rates of Asian migration were too high and threatened the social cohesion of Australian society. It made migration a priority issue in the media and started a debate that broke the bipartisan approach that had characterised the previous decade. It also signalled to Australia's Asian neighbours that Australia's multicultural approach could still be contested in Australian politics.

Source 2 The National Multicultural Festival was adopted in 1980 and remains a popular festival each year in Canberra.

One Australia

Since Blainey's 1984 speech, immigration policy has become a major political issue. In 1988, John Howard (leader of the Opposition at the time) developed the Liberal Party's policy on immigration and ethnic affairs, which he called 'One Australia'. When discussing it on radio on 1 August 1988, he commented that he thought the rate of Asian migration needed to be slowed. For the first time since the ending of the White Australia policy, a politician had made race and migration a political issue.

The Labor Party sought to score political points with Howard's remarks. They introduced a motion into parliament that rejected the use of race to select immigrants. Howard opposed the motion, and three members of his own party crossed the floor to vote against him. Howard also criticised multiculturalism. His argument was that such a resolution would make it impossible to have an Australian ethos or common Australian culture.

Howard's 'One Australia' policy was never put into practice because he was replaced as Opposition leader in 1989. He had, however, highlighted the emergence of race as a divisive issue in Australian life.

National identity and the immigration debate under the Howard government

When he came to power in 1996, John Howard changed the Department of Immigration, Multiculturalism and Indigenous Affairs to the Department of Immigration and Citizenship. Perhaps more controversially, he failed to challenge Pauline Hanson's first speech to parliament.

Hanson had been a Liberal candidate until shortly before the election, and criticised multiculturalism in her first speech after being elected as an Independent. In her speech, she said: 'I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians.'

Hanson also went on to say that 'Arthur Calwell was a great Australian and Labor leader', in a clear reference to his support of the White Australia policy. Howard simply responded by saying this was an example of freedom of expression in the country.

Hanson went on to form the right-wing One Nation party, and was elected to the Senate in 2016. In the time since her first appearance in the lower house in 1996, her position on immigration had an impact on the Australian political landscape. Immigration became a topic of division in society, and politicians were quick to manipulate fears and jealousies into votes. Hanson highlighted her anti-Islam perspective by appearing in the Senate in a burqa in August 2017, in a move that received widespread criticism.

Howard saw the continuation of Australian traditions at the centre of national identity, and expected migrants to embrace that. This was reflected in his attempts to create a citizenship test that required knowledge of Australian history and sport, and an attempted introduction to the Constitution that celebrated 'mateship'. He summed up his ideas in his 2006 Australia Day address to the National Press Club:

> Most nations experience some level of cultural diversity while also having a dominant cultural pattern running through them. In Australia's case, that dominant pattern comprises Judeo-Christian ethics, the progressive spirit of the Enlightenment and the institutions and values of British political culture. Its democratic and egalitarian temper also bears the imprint of distinct Irish and non-conformist traditions.

The Cronulla riots

Contested views of national identity were made most obvious on 4 December 2005, when the Sydney beachside suburb of Cronulla experienced a riot that shook Australia. The friction started with a conflict between youths of 'Middle Eastern appearance' and lifesavers on Cronulla Beach in New South Wales. There had been ongoing local resentment at the influx of visitors to the Cronulla beaches on weekends. The resentment was a bomb waiting to explode.

Some of Sydney media played a role by encouraging a response to an assault by Lebanese youths on one of Australia's icons – surf club lifesavers. Leading the media reaction was Sydney radio announcer Alan Jones. On his popular breakfast show, he called for 'a community show of force', calling the group responsible for the attack on the lifesavers 'Middle Eastern grubs'. When a listener complained that he was making derogatory remarks, Jones responded saying: 'We don't have Anglo-Saxon kids out there raping women in western Sydney.' It was this kind of racial stereotyping that fanned the flames of hatred in Cronulla the following weekend.

A series of text messages were widely circulated during the following week calling on 'Aussie Pride' to come to a 'Leb and wog bashing day' at North Cronulla on Sunday 11 December. A crowd of about 5000 assembled at North Cronulla Beach wearing clothing and chanting slogans that were racially offensive. Young men were bashed, and beer bottles smashed as police moved to restore order. The news of what had occurred at Cronulla circulated through western Sydney, and gangs of youths assembled to drive to Cronulla and Maroubra Beaches. Incidents continued for the next three nights as groups on both sides of the divide made claims and counter claims.

I USED TO THINK, NOW I THINK

Reflect on your understanding of the Cronulla riots, and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

The aftermath

Police investigating the riot arrested 51 people as a result of the original Cronulla riot, and 53 from the retaliation riots. However, the Cronulla riots also had wider impacts, affecting Australia's international reputation. Authorities in Great Britain, Canada and Indonesia issued travel advisory warnings to their citizens about the dangers of travelling to Australia. The years of patient development of closer cultural, political and economic ties with Asia since the ending of the White Australia policy were strained.

Prime Minister Howard refused to see a racial element in the riots, calling them basically a law-and-order issue. He restated that he didn't think Australia was a racist country, and that Australia's international standing wouldn't be harmed. The New South Wales Government invested $250 000 in a tourism campaign to try to fix the damage it felt the riots had done to Australia's image as a holiday destination.

Source 3 A police officer tries to separate two men fighting at Cronulla, 2005.

Embracing diversity

In 2011, the Labor Government launched a new policy called 'The People of Australia: Australia's Multicultural Policy'. The policy was designed to reaffirm the importance of a culturally diverse and socially cohesive nation. As an indication of the changes in Australia since 1945, it was released in 11 languages: English, Arabic, Chinese, Dinka, French, German, Greek, Hindi, Italian, Spanish and Vietnamese. The geographical and cultural spread of these languages represents the history of Australian post-war immigration. In a speech at the time, Prime Minister Julia Gillard acknowledged her own immigrant roots. Gillard was the sixth Australian prime minister to have been born overseas. In 2013, Tony Abbott became the seventh.

10.11 SOURCE STUDY

The meaning of multiculturalism

Source 4

Late last year, Labor MP Anne Aly went to a medical appointment in her northern Perth electorate of Cowan.

'I came [to Australia] when I was two, my family's been here for 50 years. The first question the woman behind the desk asks me – in one of the most multicultural suburbs in my electorate – is: 'Where are you from? Because you're not from Australia.'

Dr Aly, who was born in Egypt, said she often had similar interactions.

'How long do I have to be in this country, how long do people have to be in this country, before they can own being Australian?'

Dr Aly, the first Muslim woman to be elected to federal Parliament, told *The Sun-Herald* and *Sunday Age* it was time to revisit what multiculturalism 'actually means'.

'It's no longer just about celebrating our cultural diversity one day a year by dipping your sausage roll in soy sauce,' she said. 'It actually has significant impacts on people's lives as well.'

'"You're not from Australia": Labor's multiculturalism reboot' by Judith Ireland, Sydney Morning Herald*, 25 January 2020*

INTERPRET

1 How typical do you think Anne Aly's experience is in Australia today?
2 Explain how the article helps you understand the difficulties of implementing multiculturalism is in Australia.

10.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is 'multiculturalism'?
2 How did political leaders support multiculturalism in the 1970s and 1980s?

EVALUATE AND CREATE

3 Create a timeline of the history of multiculturalism in Australia, with the events you regard as positive above the timeline, and those you regard as negative below. Explain what you think the timeline shows you.

GO DEEPER

4 Investigate the Pauline Hanson burqa incident from 17 August 2017, and outline what it reveals about acceptance of a multicultural Australia.

10.12 THE CONTRIBUTION OF MIGRANTS IN AUSTRALIAN SOCIETY

KEY CONCEPTS

In this topic you will:

- assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity
- explain how Australia's changing migration policies have affected relationships with other nations.

Migrants have contributed to all aspects of Australian society. Migrants, or the children of migrants, who have achieved in sport are often in the public eye. For example, cricketer Ashton Agar's mother migrated from Sri Lanka, and Usman Khawaja was born in Pakistan. Socceroos team members have come from a diverse range of backgrounds, including Italian, German, Anglo-Saxon, Croatian and Lebanese. In rugby league, players from Pacific Island heritage have become increasingly significant. Tongan internationals Jason Taumalolo from the North Queensland Cowboys, and Tevita Tatola from the South Sydney Rabbitohs, are two of the many examples.

Source 5 Australian cricketer Ashton Agar, whose mother migrated from Sri Lanka

Source 6 North Queensland Rugby League player Jason Taumalolo has elected to play for Tonga to reflect his pride in his Tongan heritage.

However, the contribution of Australian migrants extends well beyond sport. Migration has also contributed to the country economically and culturally. Businessman Frank Lowy escaped Nazi Europe to found Westfield shopping centres, now a thriving international business. In politics, New South Wales Premier Gladys Berejiklian has migrant parents of Armenian descent. In the field of medicine, Hong Kong-born heart surgeon Victor Chang, New Zealand-born eye surgeon Fred Hollows, and British-born plastic surgeon Fiona Wood (developer of a new technique for treating burns victims) have all transformed people's lives with their work.

Source 7

> One in two exporters are born overseas, two thirds of our entrepreneurs, one in four Australians. Just look at a city skyline and you see Westfield, Myer, Bing Lee. Everyone who's come here has been a migrant who's created great jobs for everyone.
>
> *Extract from an interview with UNSW economist Tim Harcourt, on ABC Radio National's* Mongrel Nation *program, 4 August 2013*

Source 8 Fiona Wood was named Australian of the Year in 2005 for her work in developing new technologies to treat burns victims.

Source 9 Frank Lowy migrated to Australia after surviving World War II in Nazi-occupied Hungary.

Rock 'n' roll: A multicultural success story

The Beatles tour of Australia in 1964 sparked an explosion of **popular culture** in Australia. Virtually every suburb and town boasted a rock 'n' roll band in what has been referred to as the second wave of Australian rock music. What was extraordinary was the role of migration in this period. Arguably Australia's greatest musical export of the period, The Easybeats was formed in Villawood migrant hostel and comprised Scottish, English and Dutch migrants. Their close rivals The Twilights were also of English extraction. Keith Potger from The Seekers reflects the extent of the British Commonwealth by being born in Ceylon (present-day Sri Lanka), and New Zealand provided Max Merritt, Ray Columbus and Dinah Lee.

popular culture
film, television, music, sport, etc. that has broad appeal and is international in scope

The contribution of migrants to Australian popular culture has been immense, and reflects the strength of Australia's migration policies in attracting talented, ambitious and dynamic people to enrich the country.

10.12 SOURCE STUDY

Rock 'n' roll: The Beatles and immigration

Source 10

Dear Mr Brodziak,

We're wondering whether you would be interested in the possibility of cooperating in a publicity idea intended to assist us with our immigration publicity overseas. We thought we might be able to link the visit of The Beatles to Sydney with the impressive story of British migration to Australia ...

... It is obvious we would get widespread publicity in the United Kingdom, and since we have an urgent need for more skilled workers it is the Department's wish to exploit every opportunity.

The idea ... would be for us to select, say, about a dozen impressive families who have settled here successfully ... and have some members of these families introduced to The Beatles ... Possibly we could arrange a meeting on the top of the Commonwealth Centre in Sydney, which gives a commanding view of the Sydney Harbour ...

Extract from a letter written by Mr Aub Williams, New South Wales Public Relations Officer for the Department of Immigration to Mr Kenn Brodziak, the promoter who brought The Beatles to Australia in 1964

INTERPRET

1. Explain whether this source is useful in establishing links between migration and rock 'n' roll in Australia in the 1960s.
2. What does this letter reveal about official government policy on migration in 1964?
3. Discuss why an Australian Federal Government department would want to use The Beatles in this way.
4. What do you think the term 'impressive families' means? How could you judge this?
5. Although the proposed idea never proceeded, create a publicity campaign that shows how the Department of Immigration could have used footage of the proposed meeting between The Beatles and British migrants to Australia in 1964.

The contribution of Vietnamese migration to Australia

One of the great achievements of Australia's acceptance of Vietnamese boat people has been the number of Australians of Vietnamese heritage who have gone on to contribute to Australian life. Two Young Australians of the Year have been former Vietnamese refugees, and Vietnamese Australians are making a major impact on Australian culture.

Tan Le

Tan Le was named Young Australian of the Year in 1998 for her work in her community as well as outstanding contributions to telecommunications and business. Born in Vietnam in 1977, she migrated to Australia as a refugee in 1982. By the time she was 18 she was president of the Vietnamese Community of Footscray, in Melbourne, finding jobs for Vietnamese Australians.

In 2000, she was admitted as a barrister and lawyer, and in 2003 co-founded Emotiv, a neuroengineering company that developed a breakthrough interface technology for digital media, taking inputs directly from the brain. It is regarded as technology that transforms the way we interact with computers. By 2011, Tan Le was named by *Forbes* magazine as one of 50 names to watch.

Source 11 Tan Le was named Young Australian of the Year in 1998.

Source 12 Nam Le at the Melbourne Writer's Festival, 24 August 2008

Khoa Do

Khoa Do was born in Ho Chi Minh City in 1979, and arrived in Australia in 1980 after leaving Vietnam on a fishing boat and reaching a refugee camp in Malaysia. He used his passion for drama to reach other Vietnamese youth in Sydney's western suburbs. He also graduated in arts/law while developing his skills as a film-maker. His first short film, *Delivery Day*, looked at the problems of a Vietnamese girl balancing demands in Australian society and was nominated for an AFI award in 2001. He was named Young Australian of the Year in 2005 for showing 'leadership, compassion, a will to inspire and inform Australians on issues that affect our communities'. In 2006, his film *Footy Legends* used his western suburbs experience of rugby league as a comedic bridge across cultures. He has continued to use film to focus on Australian life, and his 2011 film *Falling for Sahara*, details the lives of Ethiopian and Somali refugees in Melbourne.

Anh Do

Anh Do, Khoa Do's older brother, was born in Vietnam in 1977. Do chronicled the family's journey from Vietnam to Malaysia crammed aboard a fishing boat in his award-winning memoir *The Happiest Refugee*. After a degree in business/law, Anh Do decided that life as a stand-up comedian was preferable to the corporate world, and he developed a reputation on Sydney's comedy circuit as a witty observer of life as an immigrant. In 2006, he was the star of his brother's breakthrough film *Footy Legends*. His acceptance into mainstream Australia is reflected by his popularity, with appearances on television shows such as *Dancing with the Stars* and *The Footy Show*. The success of *The Happiest Refugee*, which won several awards, confirmed the admiration and affection that the Australian community feels for Anh Do.

Nam Le

Nam Le was born in Vietnam in 1977, and came to Australia as a boat refugee when he was less than a year old. He grew up in Melbourne, graduating from the University of Melbourne with honours in arts and law. He worked briefly in law, but then discovered his passion in writing. In 2004, he attended a writing workshop in Iowa, and completed a master's degree in creative writing. His first book, *The Boat*, dominated literary awards in 2008. A collection of short stories, it ranged from material that echoes his memories of Vietnam through to stories of a Hiroshima orphan and a 14-year-old Colombian assassin. Among the host of international awards Le received was the Dylan Thomas Award for Writers under 30.

SPOTLIGHT

CAUSE AND EFFECT

If Australia's immigration policy since World War II is regarded as a cause, reflect on how the examples of the contributions of migrants and their families given in this chapter help you understand the effects of that policy.

Migration and Australia's international relations

Throughout Australian history, migration has linked Australia to countries around the world. Australia's history as a British colony and maintenance of close political ties has seen Britain retain its position as Australia's dominant source of migrants.

Australia's close historical, political and cultural links to New Zealand, together with its physical closeness, has seen a rise in the number of New Zealand immigrants – now second only to Britain as a source of Australia's migrants.

Australia's relationships with Asian countries such as Vietnam and China have also influenced the numbers of migrants choosing to settle here. In 2020 the Australian government's relationship with China was placed under stress after calling for an investigation into the spread of the COVID-19 pandemic. It remains to be seen if the situation will affect migration patterns.

Australia today

In its most recent census, conducted in 2016, the Australian Bureau of Statistics found that:

> over a quarter (26%) of Australia's population was born overseas and a further one fifth (20%) had at least one overseas-born parent. Throughout the time since the first National Census in 1911, migrants have made up a large component of the Australian population. Historically, the majority of migration has come from Europe, however, there are increasingly more Australians who were born in Asia and other parts of the world (see Source 13). This pattern of migration is evident in the make-up of the richly diverse society which has been recorded in the 2016 census.

The impact of migration on Australia is clear statistically. What continues to be a rich field of historical investigation is what those statistics reveal about Australia's sense of identity and relationship with the world. Just as World War II and the Vietnam War led to changes in Australia's population, so too has our involvement in conflicts in the Middle East. Migration remains a critical element in understanding continuity and change in Australia.

10.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Select a person from the text with a migrant background who has contributed to Australian society and outline their background and achievements.
2. With reference to Source 13, describe how the population of Australians born in England, Italy, China and India has each changed in the twenty-first century.

APPLY AND ANALYSE

3. Create a multimedia presentation that assesses the contribution migrants have made to Australia since World War II:
   - Select three individuals who were each born in a different country and now live in Australia.
   - Write a brief description of each person's reasons for coming to Australia and what each has accomplished since arriving here.
   - Choose appropriate images or videos to illustrate each story.
   - Provide a summarising paragraph on the theme of 'The role of migrants in modern Australia', which should include specific references to your three chosen individuals.

EVALUATE AND CREATE

4. After completing this topic, create a poster that could be used to advertise the benefits of multiculturalism to Australian society.

GO DEEPER

5. Watch Khoa Do's film *Footy Legends*. Write a report explaining how it helps you understand the experiences of migrant groups when they come to Australia.

HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS?

» Assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

1 Outline the contribution migrants have made to Australia's social, cultural and economic development since World War II. (10 marks)

2 Explain migration's contribution to Australia's identity. (3 marks)

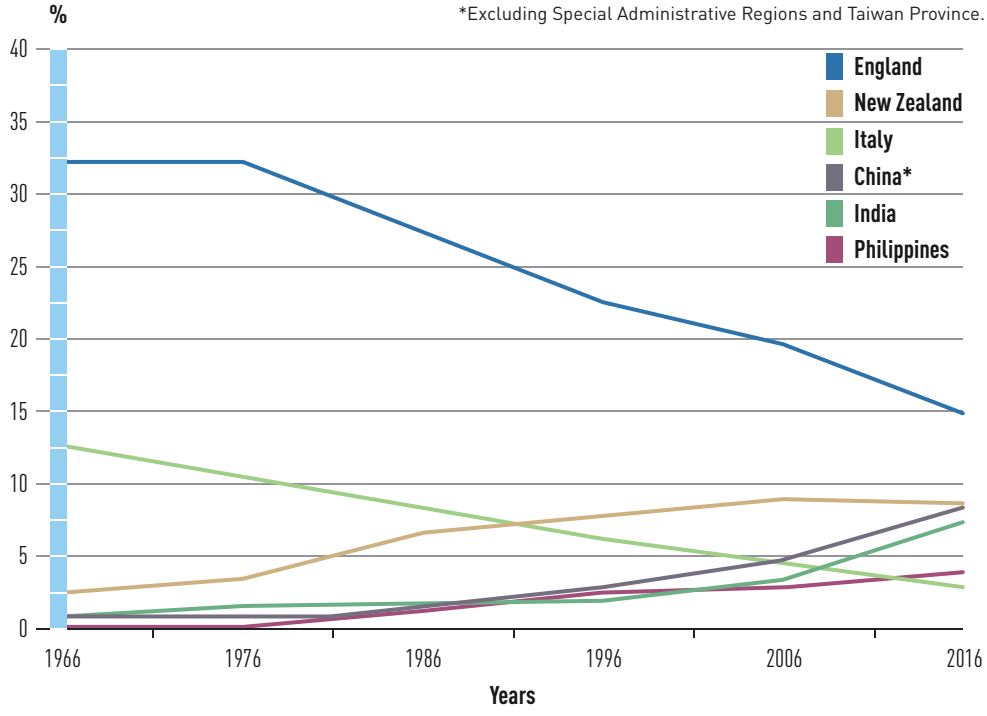
» Explain how Australia's changing migration policies have affected our relationships with other nations

3 Create a timeline of Australia's links through migration with different countries since World War II. (7 marks)

4 Explain how changes in Australia's migration policies since World War II have affected our relations with the countries mentioned on the timeline in Question 3. (5 marks)

Total marks [/25]

Source 13 Selected countries of birth as proportion of overseas-born population in Australia, 1966–2016



Source: Australian Bureau of Statistics, Censuses of Population and Housing, 1966, 1976, 1986, 1996, 2006, 2016

10D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

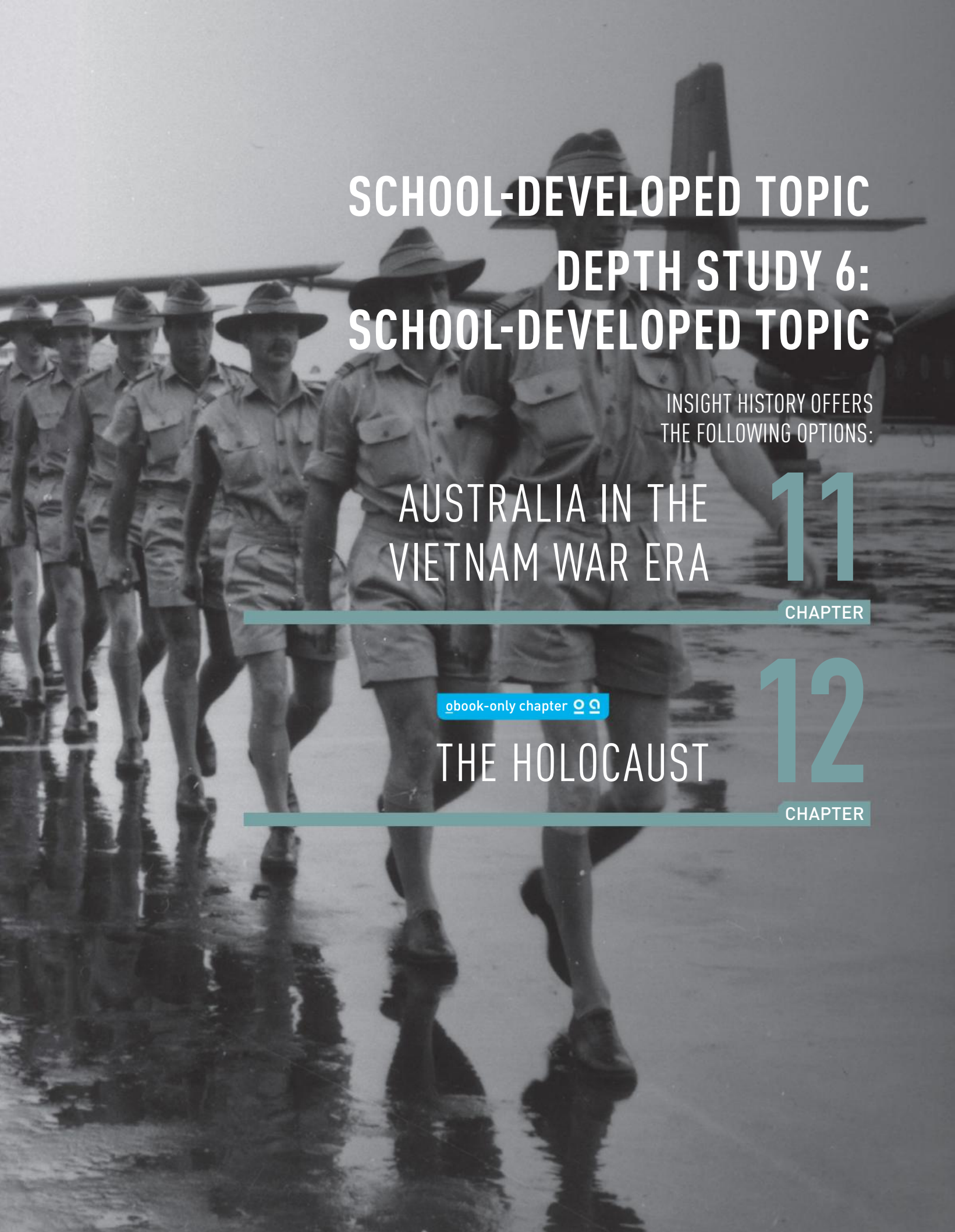
Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART F

A contingent of the Royal Australian Air Force arrives at Tan Son Nhut Airport, Saigon, to work with the South Vietnamese and US Air Forces in transporting soldiers and supplies to combat areas in South Vietnam, 1964.



SCHOOL-DEVELOPED TOPIC

DEPTH STUDY 6: SCHOOL-DEVELOPED TOPIC

INSIGHT HISTORY OFFERS THE FOLLOWING OPTIONS:

AUSTRALIA IN THE VIETNAM WAR ERA

11 CHAPTER

obook-only chapter

THE HOLOCAUST

12 CHAPTER

11

Source 1 Australian women protest against conscription during the Vietnam War.

AUSTRALIA IN THE VIETNAM WAR ERA

The Vietnam War was one of Australia's longest military commitments. In 1962, the Australian government sent the first group of military advisers to Vietnam. In 1973, the last Australian service personnel returned home. The impact of the Vietnam War is still felt today by those who experienced the war and its aftermath. Differing views on Australia's involvement in the war divided families and communities, and many expressed their opposition in mass anti-war rallies and marches. It was a time when Australia started to become a culturally diverse society, and a time when many Australians were willing to be openly critical of their government's views and decisions. A continuing legacy of the Vietnam War era is Australia's recognition of its place in Asia and the need to foster close relationships with its Asian neighbours.

WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR? 11A

In this section you will:

- describe the nature of international relations after World War II, in the period known as the Cold War
- explain Australia's approach to the threat of communism
- outline the Australian government's response to the threat of communism in Asia and within Australia, including involvement in military conflicts and the establishment of alliances
- outline the background to the Vietnam War
- explain why Australia became involved in the Vietnam War.

CHECKPOINT 11A

WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR? 11B

In this section you will:

- compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam
- identify the main location of Australian operations in Vietnam
- use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents
- outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War.

CHECKPOINT 11B

WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA? 11C

In this section you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's
- explain how the National Service Scheme operated
- describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest
- explain how changing technologies in the media affected public opinion about the Vietnam War.

CHECKPOINT 11C

WHAT WAS THE IMPACT OF THE VIETNAM WAR? 11D

In this section you will:

- assess the impact of the war for Vietnam veterans and use sources to explain the difficulties faced by veterans and their families after the Vietnam War
- assess the impact of the war for the Vietnamese people and use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War
- outline the social and political changes that occurred in Australia during the Vietnam War era
- outline how Australia's relationship with Asia changed during the Vietnam War era in the 1970s.

CASE STUDY: POPULAR MUSIC AND THE VIETNAM WAR ERA

CHECKPOINT 11D

AUSTRALIA IN THE VIETNAM WAR ERA – A TIMELINE

Source 2
Chinese Communist leader Mao Zedong in 1949

TIMELINE

1945 — 1950 — 1960

1946
The beginning of the Cold War as World War II allies the United States and the Soviet Union compete for political domination

1949
China adopts a communist government under Mao Zedong.

1950
Start of the Korean War, which ends in 1953; start of the Malayan Emergency, which ends in 1960; Menzies government attempts to ban the Communist Party of Australia.

1951
The ANZUS Treaty is signed by Australia, New Zealand the United States.

1954
The French withdraw from Vietnam and the country is divided at the 17th parallel; the SEATO Alliance is formed; the Soviet official Vladimir Petrov defects to Australia.

1963
Indonesian Confrontation, which ends in 1966

1964
The National Service Scheme commences under the Menzies government.

Source 3
A commemorative service on the site of the Battle of Long Tan (AWM EKN/69/0081/VN)

Source 4 Australian soldiers board a troop carrier at Garden Island, Sydney, prior to their departure for Vietnam. (AWM CUN/68/0129/EC)

Source 5 South Vietnamese flee the country and become refugees after Vietnam's unification in 1975.

1965
The first US ground forces arrive in Vietnam in March; Australia's first combat troops arrive in May.

1966
On 18 August, Australian troops defeat the North Vietnamese army units in the Battle of Long Tan; in November conscientious objector Bill White is arrested.

1969
The number of Australian personnel in Vietnam reaches a peak level of over 8300 troops and support personnel

1970
In April, the government announces Australian forces will be reduced; in May the first Vietnam Moratorium march takes place in Melbourne.

1972
Conscription ends in Australia under the Whitlam government.

1973
In January, a ceasefire agreement ends the Vietnam War; in November the last Australian personnel leave Vietnam following the withdrawal of combat troops in December the year before.

1975
Saigon falls to North Vietnamese forces and Vietnam is unified under a communist government; South Vietnamese refugees fleeing the country start arriving in Australia.

1965 1970 1975 1980

Source 6 Protesters at a Vietnam Moratorium march, Sydney, April 1972

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which conflict was underway when conscription commenced under the Menzies government?
2. When did Australian forces reach their peak in Vietnam?
3. For how long did Australian combat troops fight in the Vietnam War?

11A WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR?

11.1 BACKGROUND TO AUSTRALIA'S INTERNATIONAL RELATIONS AFTER WORLD WAR II

KEY CONTENT

In this topic you will:

- describe the nature of international relations after World War II, in the period known as the Cold War.

propaganda information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and/or damage the cause of an enemy

After World War II, Australia's international relations and involvement in military conflicts were based on the following key elements:

- the broader context of the Cold War
- alliances with Britain and the United States
- involvement with international organisations such as the United Nations (UN).

Source 1 Britain's Prime Minister Winston Churchill, US President Franklin D. Roosevelt and USSR General Secretary of the Central Committee of the Communist Party Joseph Stalin at the Yalta Conference, 17 February 1945. The three Allied leaders met to discuss the reorganisation of Europe after World War II.

The Cold War

The Cold War was a period of intense rivalry between the Union of Soviet Socialist Republics (USSR), also known as the Soviet Union, and the United States. It lasted from 1946 to 1991, and is described as a 'cold' war because the two countries did not directly fight each other. Rather, it was a war of **propaganda**, espionage and rivalry in everything from weaponry to sporting events.

The Soviet Union and the United States had emerged after World War II as the two major world powers. Most European nations abandoned or were driven from their colonies from 1947 onwards, so despite being on the winning side of the war, Britain and France found that their influence in the world was weakened. The United States, a capitalist nation, had enormous economic power as well as a huge army, navy and air force. The Soviet Union, a communist nation, had the world's largest army despite the damage it had suffered because of German invasion during the war. While the United States and the Soviet Union were allies during World War II, this was only because they had Germany as a common enemy. In fact, there was much distrust and suspicion between these two nations, which continued to escalate for the next 50 years.

Communism and capitalism

The Cold War can be seen as a conflict between the values of **communism** and the values of **capitalism**. Communism was aimed at improving the lives of the working classes and its goal was to create a society where all citizens were offered equal opportunity. It was, however, also seen as a threat to the values of freedom and private ownership. Capitalism was associated with the freedom of the individual and private enterprise. To many Australians, communism represented a challenge to their country's values and way of life.

Key events and developments during the Cold War are discussed in Part D 'Rights and freedoms: An overview'.

Source 2 Comparison of the key beliefs of capitalist and communist economic systems

	Capitalism	Communism
Government control	Government should not interfere in the economy any more than necessary.	Government should control the economy for the benefit of all citizens.
Competition	Competition is healthy and encourages individuals to be the best that they can be.	Competition pits people against each other. All should work together for the common good.
Profit	Profits are a fair reward for owners of business. Different wages for different jobs are fair and encourage people to aim higher.	Profits kept in the hands of a few leads to the exploitation of workers.

11.1A SOURCE STUDY

The spread of the Cold War

Source 3

> It is now clear that South-East Asia is the target of a co-ordinated offensive directed by the Kremlin [Soviet government] ... motivated in part by a desire to gain control of South-East Asia's resources and communication lines and deny them to us ... The extension of Communist authority in China represents a grievous political defeat for us; if South-East Asia is also swept by communism ... the repercussions ... will be felt throughout the rest of the world, especially in the Middle East and in a then critically exposed Australia.

Extract from a UN National Security Council document endorsed by President Truman in 1949. In Anthony Burke, Fear of Security: Australia's Invasion Anxiety, *Cambridge University Press, 2008, p. 101*

Source 4 President Harry S. Truman

INTERPRET

1 Explain how the origin of the source indicates that it might be biased.
2 Outline the potential threats to Australia, according to the source.

SPOTLIGHT

CONTESTABILITY

The Cold War provides History students with an excellent example of contestability. Perspectives and sources reflect the communist/capitalist ideological split that defined the period.

communism
an economic and political system under which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are supposed to be distributed equally according to need; as opposed to privately owned and controlled systems such as **capitalism**

capitalism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and **communism**; a supporter of this system is called a capitalist

Australia's changing relationship with Britain and the United States

Australia's relations with Britain and the United States changed as a result of World War II. Up until World War II, most Australians believed that Australia's place in the British Empire and the might of Britain's Royal Navy would guarantee the country's security. However, this view of Britain as Australia's protector changed with the Japanese threat during World War II, Britain's inability to prevent the Japanese from taking Singapore, and the bombing of Darwin and other places by the Japanese in northern Australia.

In 1942, British forces were concentrated in the war in Europe and the Middle East. When Japanese forces invaded territories in South-East Asia, the British base at Singapore quickly fell to the Japanese on 15 February 1942. As a result, more than 22 000 Australians became Japanese prisoners of war in South-East Asia. A few months earlier Prime Minister John Curtin had made a statement to the Australian public, which was directed at the United States, saying that Australia now 'looks to America'.

SPOTLIGHT

CAUSE AND EFFECT

Examine the impact of the fall of Singapore on Australia's foreign policy. Can you build an argument that it helps you understand the concept of cause and effect? What evidence could you use to support your argument?

Australia's involvement with the United Nations

The United Nations (UN) was officially formed in 1945, at the end of World War II, at a meeting of 50 nations in San Francisco. The key goals of the UN were to prevent war and ensure the well-being and freedom of all peoples. Australia was a founding member of the UN. During the Cold War period, the UN initiated several peacekeeping missions and military operations to resolve conflicts. The first example of the UN's use of military force was in the Korean War (1950–53).

Source 5 British and Australian prisoners of war captured at the fall of Singapore being marched to a prison ship by Japanese and Korean guards in 1942 (AWM 041107)

Australia's historical and ongoing view of Asia

SPOTLIGHT

CONTINUITY AND CHANGE

How could Australia's relationship with Asia be used by a historian to explain continuity and change?

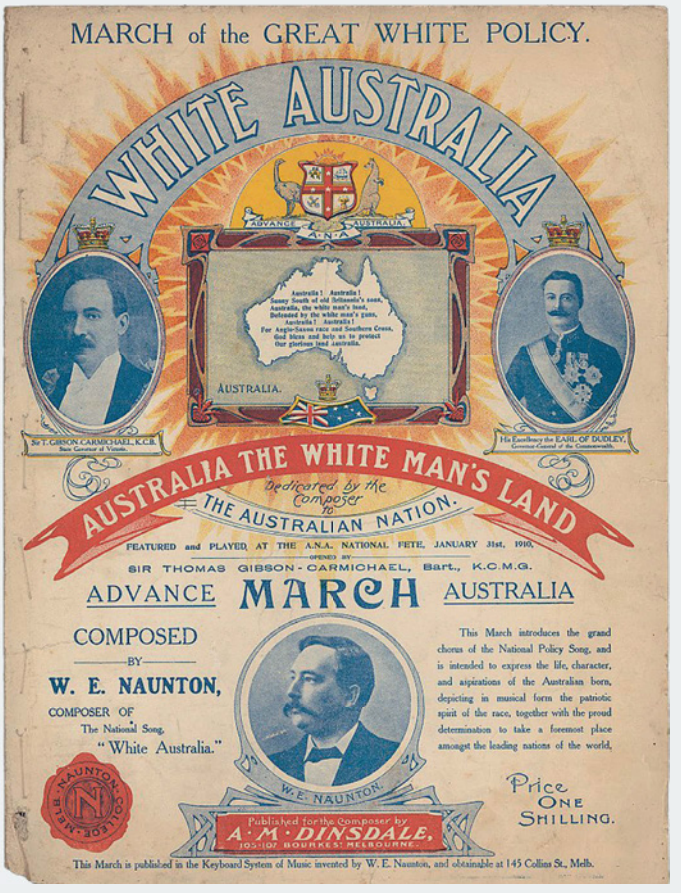
Another element that is vital to understanding Australian attitudes during the Vietnam War era is Australia's historical and ongoing fear of Asia. One of the reasons for Australia's Federation in 1901 was concern about the numbers of Chinese who had made their way to Australia during the gold rushes, and 'white' Australia's fears of being 'swamped' by Asians. Both China and Japan were at various times the focus of those fears. After 1945, this perspective continued to be a key element of Australian foreign policy. This fear of Asia was combined with the fear of communism after 1945, and especially after 1949 when China became a communist nation.

11.1B SOURCE STUDY

Australia's historical and ongoing view of Asia

Source 6

> The post-war Labor government ... wanted to have a larger Australian population, and positively encouraged European immigration to meet that requirement. At the same time, the Minister for Immigration ... rigorously reaffirmed the 'White Australia' policy, and deported those few Asians who had come to Australia as wartime refugees.

Extract from Peter Wicks, 'Australia's Relations with Asia', in Colin Mackerras (ed.) Eastern Asia: An Introductory History, *Longman Cheshire, Melbourne, 2000, p. 485*

Source 7 Cover of the sheet music for the 'White Australia' song, performed at the Australian Natives' Association National Fete, 31 January 1910

INTERPRET

1. Explain how Source 6 and Source 7 help you to understand Australia's official viewpoint on Asia.
2. What impact would these two sources have on the Australian public's view of Asia?

11.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In your own words, explain what the Cold War was.
2. Explain why the United States and Soviet Union were allies during World War II.
3. Is Australia a capitalist or a communist country?
4. Which event in World War II confirmed to the Australian government the need to look beyond Britain for protection from Japanese invasion?

APPLY AND ANALYSE

5. In a group, research the White Australia policy. In a class presentation, explain its impact on official Australian attitudes towards Asia, and the attitude of the Australian public towards Asia. Provide examples that support your group's explanations.

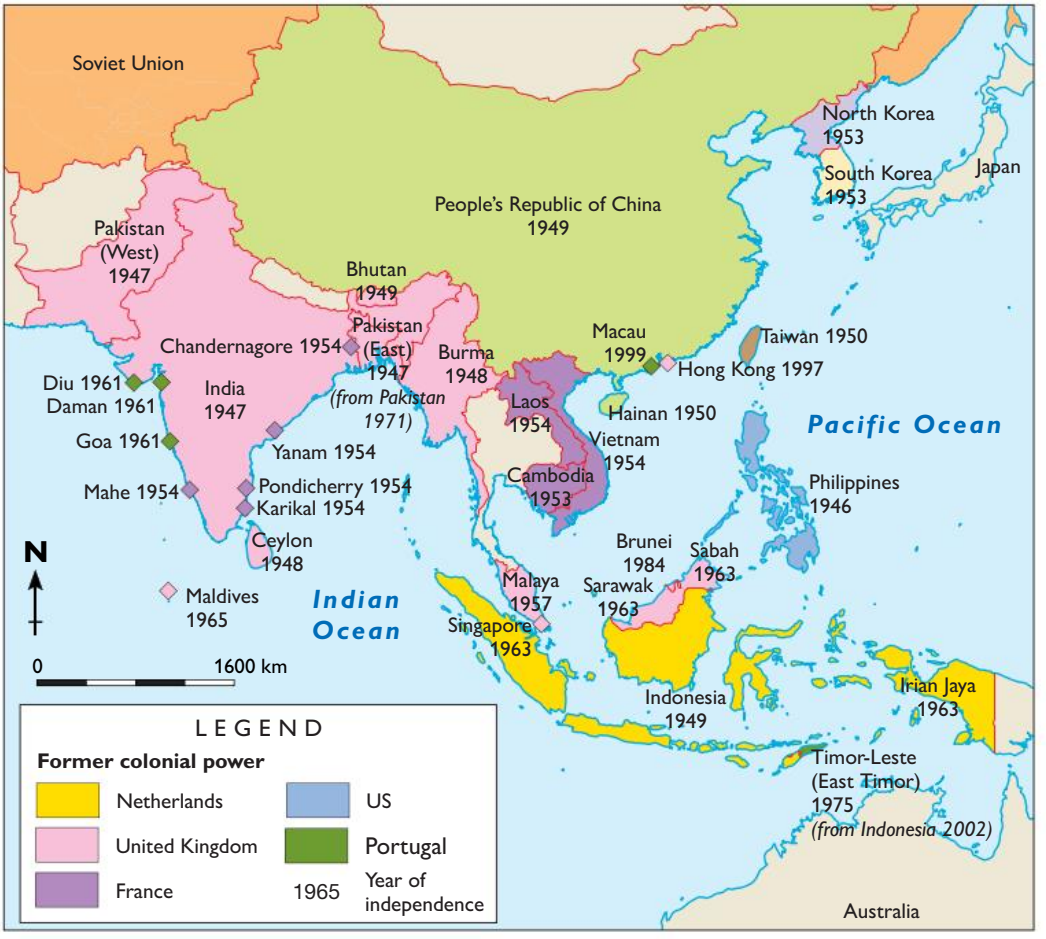
11.2 AUSTRALIA'S RESPONSE TO THE THREAT OF COMMUNISM IN ASIA

KEY CONTENT

In this topic you will:

- explain Australia's approach to the threat of communism
- outline the Australian government's response to the threat of communism in Asia, including involvement in military conflicts and the establishment of alliances.

Asia was seen by the United States and the Soviet Union as one of the key regional areas of conflict in the Cold War. For Australia, the region to our near north was particularly important. Until World War II, Australians had taken comfort in the fact that Western governments ruled most of our Asian neighbours. The Dutch ruled in Indonesia, in what was then called the Dutch East Indies. It was, in fact, fashionable for Australian politicians to refer to Dutch control of Indonesia as Australia's 'political Great Barrier Reef'. The British ruled in India, Pakistan and Malaya (now Malaysia) and the United States controlled the Philippines. Changes to these arrangements in the decade after World War II were seen as potentially dangerous to Australian security (see Source 8).



Source 8 Post-World War II Asia, including the dates when former colonies of Europe gained their independence or experienced a change in their system of government

SEE, THINK, WONDER

Examine the map in Source 8.

What do you see?

What do you think?

What does it make you wonder?

Australian approaches to foreign policy in the 1950s and 60s

Under the Menzies government (1949–66), Australia's foreign policy rested on loyalty to allies Britain and the United States, and the hope that those nations would come to Australia's defence if needed. Menzies referred to them as 'our great and powerful friends'. Foreign policy in the long Menzies era developed in stages. When Menzies came to office in 1949 his focus was on Europe. He predicted that the Soviet Union would go to war against the United States and Britain within three years. Australian defence planning in the early 1950s was based on sending troops to Europe to prepare for possible war with the Soviet Union. This was a continuation of the policy that had seen Australia send troops to support Britain during World War II. However, concern about Asia developed as British, French and Dutch colonies looked for independence and self-determination, and European imperial power gradually declined. The threat to Australia from communism was seen as more real after Mao Zedong took power in China in 1949.

The domino theory

The **domino theory** – the idea that if one country in South-East Asia fell to communism, it would lead to the fall of all countries in the region – had emerged in the United States after China adopted a communist system in 1949. This theory was also accepted by the Australian government.

domino theory, the
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted **communism**, others would follow, just like a row of dominoes topple once the first one is pushed over

'Forward defence'

Australia's strategy against a possible threat to Australia's security from Asia was called 'forward defence'. The idea was to meet any possible threat before it came too close to Australian shores. 'Forward defence' meant that Australia would willingly commit troops to conflicts well beyond its shores to counter potential threats. This strategy was behind the decisions made by the Menzies government to contribute forces to conflicts in Asia, where it was thought that communists were attempting to take power. Australian troops were sent to:

- the Korean War (1950–53) in support of both Britain and the United States as part of a UN force
- the Malaya Emergency (1950–60) in support of the British
- the Vietnam War (1954–73) in support of the United States.

SPOTLIGHT

COMPREHENSION

It is vital for History students to understand the meaning of terms as well as the context in which they are used. Consider how much you understand the key terms used in this topic 'self-determination', 'domino theory' and 'forward defence', as well as the context in which they are used.

Source 9 Prime Minister Robert Menzies was a believer in the need for 'great and powerful friends' and the idea of 'forward defence'.

'Forward defence' and the 'domino theory'

Source 10

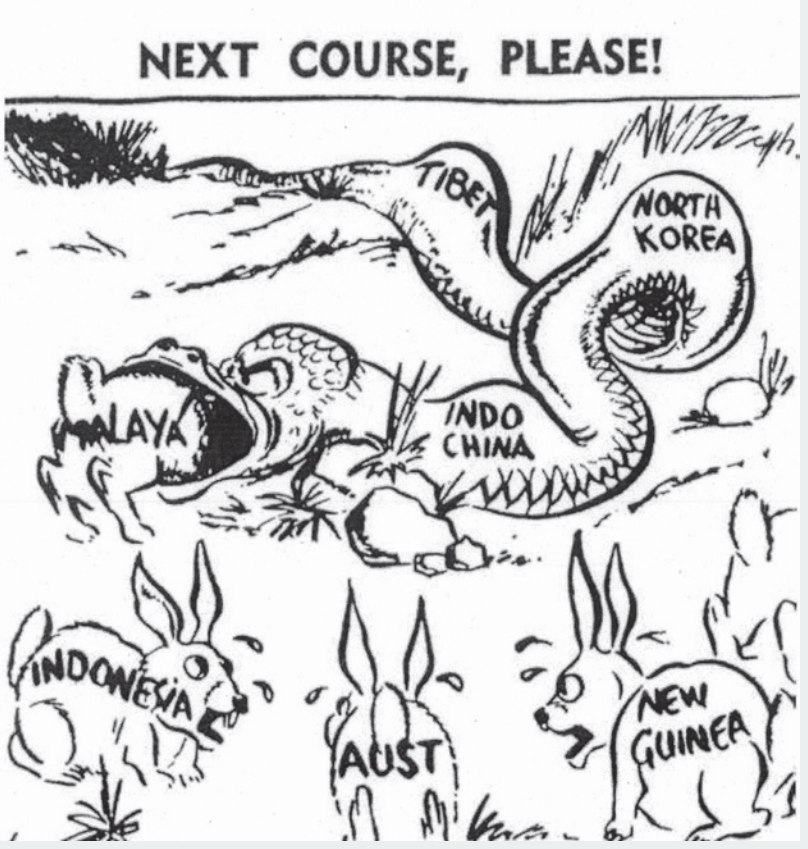
It is a matter of vital importance to maintain the gap between Australia and the present high-water mark of the southward flow of communism. Should this gap narrow, the nature and scale of attack on Australia would become intensified as distance shortened. Finally, should the tide of communism lap our shores, we would face an intolerable defence burden and a scale of attack which would be beyond our capacity to repel alone. There is, therefore, every reason strategically and economically why Australia should co-operate to keep aggressive Communism within its present boundaries, and to stem its onward flow.

Statement by Australian Defence Minister Sir Philip McBride, September 1954

Source 11

If the whole of Indo-China fell to the Communists, Thailand would be gravely exposed. If Thailand were to fall, the road would be open to Malaya and Singapore. From the Malay Peninsula, the Communists could dominate the northern approaches to Australia and even cut our life-lines with Europe.

Richard Casey, Australian External Affairs Minister, speaking in October 1954. Commonwealth Parliamentary Debates (House of Representatives) (CPD–HR), vol. 5, 27 October 1954, p. 2383



Source 12 A cartoon from the *Catholic News Weekly*, 21 July 1954

INTERPRET

1. Analyse Sources 10, 11 and 12 as a group. To what extent do they give only one perspective on the issue of communism in Asia?
2. Two of these sources are quotes from federal cabinet ministers in 1954. Discuss what issues this creates for historians using them to investigate external threats to Australia in the 1950s.
3. Do any of the sources give an explanation why communism might have been increasing in Asia?
4. To what extent do these sources indicate a viewpoint that communism was a single, monolithic organisation?

Cold War conflicts

The Korean War, the Malayan Emergency and the Vietnam War involved a clash between representatives of the communist and capitalist worlds and were seen as part of a wider Cold War conflict. In each case, conflict was the result of a blend of local and international factors including self-determination and poverty.

- **Self-determination**: The peoples of Malaya (now called Malaysia), Korea and Vietnam wanted national self-determination. Each of these countries had been ruled by foreigners and they wanted to govern themselves and determine their own future. Korea had been under Japanese rule, Malaya was ruled by Britain, and Vietnam was part of the French Empire.
- Poverty: Each of these countries had large peasant populations and they were looking for a way to make their lives better. Both communism and capitalism offered different paths to prosperity. In the case of Malaya and Vietnam, communist ideas were particularly appealing to the peasants because the communists favoured land reform, which had the potential to immediately improve the lives of the poorest peasants.

self-determination
the right of people to control and govern their own needs and futures

STRANGE BUT TRUE

North Korean textbooks tell a different story to Western ones about the conflict. They say that the US attacked North Korea, and that North Korea won the war, showing that you can't always trust textbooks!

Australia and the Korean War

When Japan surrendered its former Korean colony after World War II, the country was split in two. North Korea was supported by the Soviet Union, and South Korea was supported by the United States. In 1950, the Soviet leader Joseph Stalin supported the decision of the leader of North Korea, Kim Il Sung, to invade South Korea. The US president, Harry Truman, immediately called on the UN to act. The UN ordered the North Korean army to retreat, but the North Koreans refused. In response, the UN sponsored a military intervention that was led by US troops under the command of General Douglas MacArthur.

Source 13 Australian servicemen heading to the first Australian operations in the Korean War, September 1950 (AWM HOBJ1269)

OXFORD UNIVERSITY PRESS

Prime Minister Robert Menzies immediately offered Australian support for the UN effort. Australia sent elements of the army, navy and air force to join the 20 other nations that made up the UN forces in Korea. Australian troops were involved in two major battles: the Battle of Kapyong Valley, north of Seoul in April 1951, and Operation Commando, an attack on Chinese positions just north of Seoul in October 1951.

The war ebbed and flowed. At first the North Korean Army drove deep into South Korea. Then the UN forces forced the North Koreans back, almost to the Chinese border. This was when China entered the war, fearing that US-led forces were getting too close to the Chinese border. The UN forces were, in turn, driven back. It is interesting to note that there was brief discussion in the United States about using nuclear bombs against China. The United States decided to stay with conventional warfare. By 1951, both sides faced a stalemate. When the fighting eventually ended with a negotiated ceasefire on 27 July 1953, Korea was left divided, as it had been when the war began.

The cost to Australia was 340 dead and 1500 wounded. Australia had displayed its commitment to its alliance with the United States and to the United Nations. The war was justified in Australia and the United States as necessary because it indicated to the communists that they were willing to use force to oppose communist expansion.

Source 14 North Korea and South Korea, showing their division at the 38th parallel in 1950, before the Korean War, and the armistice line at the end of the Korean War in 1953

Source 15 The North Korean leader Kim Il Sung (left) at the time of the Korean War. He was succeeded by his son, and then in 2011 by one of his grandsons, Kim Jong-un (right). Students in North Korea are taught that the Kim family are in power to protect North Korea from the threat of foreign attacks.

Australia and the Malayan Emergency

imperialism
the policy and practice of one country gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

guerrilla warfare
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield

The Malayan Emergency, as it was called, began in June 1948 when the Malayan Communist Party attempted an uprising against the British. When Prime Minister Menzies committed Australian forces to Malaya in 1955, he told Parliament that communist activities in Malaya were directly associated with other communist rebellions in Asia and that they were 'part of the global pattern of **imperialistic** communist oppression'. Australian support came mainly in the form of aircraft and maintenance crews.

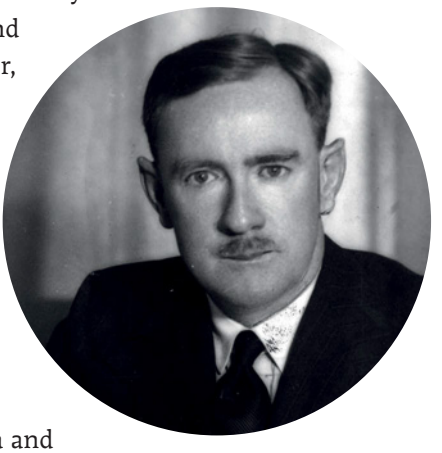
The Malayan Emergency lasted until 1963. There were no major battles and most of the fighting was of the **guerrilla** type against small units. Local support for the communists declined after Malaya was granted self-government in 1957. Although it was on a much smaller scale than the conflicts in Korea and Vietnam, the Australian military involvement in Malaya lasted 13 years.

While Australian troops were involved in the Korean War and the Malayan Emergency, Australia became a party to two security pacts in the Asia-Pacific region: the **ANZUS Treaty** (Australia, New Zealand, United States Treaty) and the **SEATO Alliance** (Southeast Asia Treaty Organization Alliance).

The ANZUS Treaty

The ANZUS Treaty was signed by Australia, New Zealand and the United States in 1951, and still features in Australian foreign policy today. ANZUS is a military alliance between the three countries, commonly considered to have been directed against the possible threat of a newly communist China. Documents left by Percy Spender, the Minister for External Affairs who signed the treaty for Australia, also revealed that another motivation was a long-held desire to formalise an alliance with the United States.

It is important to remember that ANZUS was not a treaty made between equal powers. In 1951, the New Zealand Navy had six warships. The Australian Navy was larger, but consisted mainly of small warships and one aircraft carrier – HMAS *Sydney*. Neither Australia nor New Zealand had large standing armies. Although it was obvious to all that the words of the treaty indicated a partnership, in reality there was little that Australia or New Zealand could do to defend the United States if that country came under attack, especially in the age of nuclear weapons. By contrast, there was a great deal that the United States could do, if it chose, to defend Australia and New Zealand.



Source 16 Percy Spender

Australia, New Zealand, United States Security Treaty (ANZUS Treaty)
a military alliance between Australia and New Zealand, and separately between Australia and the United States, signed in 1952 that binds these countries together on matters of defence in the Pacific region

Southeast Asia Treaty Organization (SEATO Alliance)
an alliance founded after the signing of the Southeast Asia Defense Treaty to oppose the growing communist influence in South-East Asia; dissolved in 1977; member countries included the US, the United Kingdom, France, Australia, New Zealand, Thailand and the Philippines

11.2B SOURCE STUDY

The ANZUS Treaty

Article III states that the parties will *consult* if their 'political independence or security' are threatened. In other words it expresses a general willingness to help one other, but does not necessarily mean taking action.

The strongest commitment in the treaty to take action comes in the first statement of Article IV. The key phrase here is 'in accordance with its constitutional processes', which means that the politicians in the USA, Australia and New Zealand and their Congress and Parliaments would then make the decision about whether or not to help one another.

Article III
The Parties will consult together whenever in the opinion of any of them the territorial integrity, political independence or security of any of the Parties is threatened in the Pacific.

Article IV
Each Party recognizes that an armed attack in the Pacific Area on any of the Parties would be dangerous to its own peace and safety and declares that it would act to meet the common danger in accordance with its constitutional processes. Any such armed attack and all measures taken as a result thereof shall be immediately reported to the Security Council of the United Nations. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

Source 17 Articles III–IV of the *Security Treaty between Australia, New Zealand, And The United States Of America*, known as the ANZUS Treaty. It was signed in 1951 and came into force in April 1952.

INTERPRET

1 Read Source 17. Discuss whether the wording of the ANZUS Treaty indicates an iron-clad guarantee that the United States would take military action in Australia's defence.

North Atlantic Treaty Organization (NATO)
an international organisation established by the North Atlantic Treaty of 1949 for purposes of collective defence and security; member nations include the United States, Canada, Britain and several European countries

Central Treaty Organization (CENTO)
an international organisation established in 1955 by Iran, Iraq, Pakistan, Turkey and the United Kingdom for the purpose of military and economic cooperation; the organisation was dissolved in 1979

policy of containment
a United States government policy designed to limit the spread of communism abroad after the end of World War II; the policy came in response to attempts by the Soviet Union to increase its influence in countries across eastern Europe

SEATO Alliance

In September 1954, the Southeast Asian Treaty Organization (SEATO) was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines – all anti-communist states. This was essentially a Cold War pact based on the fear of communism. The reality was that SEATO never proved to be a real guarantee of Australian security for the following reasons:

- Australia and New Zealand had their own alliance with the United States.
- British power was clearly in decline, and Britain, in fact, withdrew all its military forces from the region in 1967.
- France had formerly controlled territories in Indochina, but now had little influence in the region. It had withdrawn all its forces from Vietnam just months before the SEATO Alliance, after its defeat at the hands of Vietnamese nationalists, the Viet Minh.
- Pakistan was more concerned about its relationship with its larger neighbour India, who it had been at war with in 1947–48 and 1965.
- Thailand was thought to be in danger from a communist takeover and therefore might need aid itself.
- The Philippines had formerly been controlled by the United States and looked to the United States for its security.

Perspectives on the Cold War alliances

SEATO did nothing therefore to increase Australian security, and for the United States, it was just one part of a worldwide plan to contain the spread of communism. The United States also formed similar alliances in other regions:

- the **North Atlantic Treaty Organization (NATO)** in 1949, an alliance between 10 Western European countries with the United States and Canada aimed at preventing the spread of communism in Europe
- the **Central Treaty Organization (CENTO)** in 1955, an alliance of anti-communist states in the Middle East that was supported by the United States.

Source 17 Former US President, Harry Truman

The US perspective

Each of these alliances was part of the US **policy of containment** set out in 1947 by US President Harry Truman, a policy that became known as the Truman Doctrine. The policy of containment took the view that rather than risk direct conflict between the United States and the Soviet Union, which might escalate into a nuclear war, the United States would simply aim to stop communist-style governments from spreading. In other words, communism would be contained to places where it existed already and would not be permitted to spread any further.

The Australian perspective

In Australia, the US policy of containment was shared by Menzies. Menzies believed all communist countries to be alike and all part of a global conspiracy that threatened democracy. This ignored the fact that there was no centralised or planned scheme for communist world domination. The communist governments of Russia and China often disagreed with each other, and, in fact, the two countries briefly fought over a border dispute in 1969. Nevertheless, this kind of thinking led both the United States and Australia into the Vietnam War, incorrectly assuming that Ho Chi Minh, the leader of North Vietnam, was a communist puppet controlled by the Soviet Union and China.

The perspective of the Soviet Union and China

The Soviet Union and China saw alliances such as NATO, CENTO and SEATO from a different perspective than did the United States and Australia. They saw these alliances as attempts at encirclement by anti-communist countries, and therefore as threats to their security.

11.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What did politicians describe as 'Australia's political Great Barrier Reef'? What did this mean?
2. Outline the evidence that South-East Asia freed itself from European control in the 1950s.
3. Outline what the 'containment' policy meant for Australia.
4. What was the outcome of the Korean War?
5. Explain why the Malayan Emergency is significant in Australian military history.
6. Who were the members of the ANZUS Treaty?
7. What was the motivation for the formation of SEATO?
8. Explain the implications of Prime Minister Menzies' perspective that 'communists were all alike and part of a global conspiracy that threatened democracy.'

APPLY AND ANALYSE

9. Discuss the idea of 'forward defence'. What events in Asia led Australian leaders to believe in this approach? Do you think it is an effective defence strategy for Australia?
10. Explain the policy of containment, and use a map to show how it would apply to Australia.

EVALUATE AND CREATE

11. Sketch the 'dominoes' between Australia and the Soviet Union, using Source 8 as a reference. Research how many countries had fallen to communism by 1950. Discuss whether this number supports the validity of the domino theory.

GO DEEPER

12. Research the nuclear capabilities of both the United States and the Soviet Union in 1950. Discuss the potential implications of nuclear weapons being used in the Korean War.

Communist Party of Australia (CPA)
an Australian political party founded in 1920; the CPA achieved its greatest political strength in the 1940s and faced an attempted ban in 1951; although it never presented a major challenge to more established political parties in Australia, the CPA did have a significant influence on a number of social movements (including the trade union movement) in the post-war period

Australian Security Intelligence Organisation (ASIO)
Australia's national security organisation; responsible for protecting Australia and its citizens from espionage, sabotage, acts of foreign interference, politically motivated violence, attacks on the Australian defence system, and terrorism

STRANGE BUT TRUE

One of the reasons for the establishment of the Australian Security Intelligence Organisation (ASIO) in 1949 was the discovery that information was being leaked to the Soviets by a member of the CPA and officials in the Australian government's External Affairs Department. The leaks were uncovered by British and US intelligence agents, who were themselves spying on the Soviets by decoding and reading Soviet government communications.

11.3 THE RESPONSE TO THE THREAT OF COMMUNISM IN AUSTRALIA

KEY CONTENT

In this topic you will:

- outline the Australian government's response to the threat of communism within Australia.

Communist groups, including the **Communist Party of Australia (CPA)**, had first formed in Australia in the 1920s. In the 1950s, the Australian government perceived these groups as a threat, but communism hadn't really made much headway with Australian workers. This was probably because Australians enjoyed general prosperity and improved living conditions throughout most of the twentieth century. Workers also felt that their rights were already defended by the Australian Labor Party and a strong trade union movement.

Support for communism did grow after the Great Depression, when capitalism appeared to have failed, but membership of the CPA never went above the peak of 13 450 members in 1946. By the early 1950s, CPA membership had more than halved. This drop in membership was a result of the negative views in Australia of the Soviet Union's behaviour, especially its expansion into Eastern European countries after 1945. The Chifley Labor government had also taken a strong stance against the communist leadership of some of the unions, notably the Miners Federation, who were involved in the coal miners' strike of 1949. Robert Menzies is generally considered to have been the greatest enemy of communism in Australia after World War II. However, a contested aspect of history is the case argued by historians that Labor Prime Minister Ben Chifley had actually broken the back of any threat of a communist takeover of the unions by his actions during the coal strike of 1949 before Menzies came to power.

Referendum to ban the Communist Party of Australia

Robert Menzies was one of Australia's most skilled politicians. He presented himself as the ruthless enemy of communism – imposing a ban on the CPA was part of the Liberal Party's election platform. Having won the 1949 election, Menzies introduced the Communist Party Dissolution Bill in April 1950. The Bill was passed by parliament but immediately challenged in the High Court by the CPA and 10 trade unions. Six of the seven High Court judges found that the Bill was unconstitutional, using powers that the Commonwealth government should only exercise in times of war.

Menzies then held a referendum to change the Australian Constitution and make the ban on the CPA legal. After a bitter campaign, the Australian people rejected the CPA ban, with a 'no' vote of 2 370 000 against a 'yes' vote of 2 317 927. Despite this, Menzies continued to insist that the Cold War was a real war and his government continued to use the **Australian Security Intelligence Organisation (ASIO)** to watch and sometimes harass communists and people they suspected were communists.

The Petrov Affair

Source 18 Vladimir Petrov

In 1954, Vladimir Petrov, an official at the Soviet Embassy in Canberra, **defected**. To prove his intention to defect, Petrov provided the Australian government with information about Soviet spying in Australia. This caused a sensation, and it looked as if the communist conspiracy that Menzies had warned about had arrived. This event happened just before a federal election which Menzies easily won. Much of his success in the election was based on the claim that the Labor Party could not be trusted to meet this very real communist threat.

When Petrov defected, Soviet officials moved to force his wife, Evdokia, to return to Moscow. The plane they were travelling on had to stop in Darwin to refuel and ASIO officials were able to intervene and she stayed in Australia. The case attracted enormous publicity, fuelled by the publication of the photo shown in Source 19. They would eventually be permitted to live quietly in Melbourne for the rest of their lives.

There is still argument among historians today about how long Menzies had known about Petrov's planned defection and whether or not he had managed the event to help his election chances. In support of this view is the fact that before Petrov's defection, the public opinion polls indicated that Menzies might lose the election. We also know that ASIO had their own access to documents from the Soviet Embassy, and Australian government documents from late 1953 indicate that ASIO informed Menzies then that a USSR Embassy official might be ready to defect. The alternative view claims that there is no definite proof of a link, and that Menzies was just lucky in the timing of Petrov's decision to defect.

defect
to give up citizenship in one country in order to seek citizenship and safety in another, often ideologically opposed, country

After Petrov's defection, Menzies established a Royal Commission on Espionage to investigate whether a Soviet spy ring was operating in Australia, as suggested by Petrov's documents. These proceedings, combined with the Labor Opposition leader Herbert Evatt's erratic performance in parliament and the fact that some members of his staff were accused of having links to known communists, led to a split in the Labor Party.

Some Labor members formed a breakaway group, known as the Democratic Labor Party (DLP). The DLP was strongly anti-communist and their reason for existence was to keep the Labor Party out of office, which they succeeded in doing until 1972. The DLP provided strong support for the Vietnam War.

Source 19 Vladimir Petrov's wife, Evdokia, being escorted to a waiting plane by Soviet officials

THINK, PAIR, SHARE

Examine Source 19 and reflect on its significance in the Petrov Affair.

Discuss your ideas with a partner, and focus on the impact the photo might have on an Australian audience in 1954.

Share your ideas with the class.

Referendum to ban the Communist Party of Australia

Source 20 'All I want is power to deal with these reds!', Ambrose Dyson, published in *The Guardian*, 2 August 1951

Source 21 A poster released by the Communist Party of Australia, against the Communist Party Dissolution Bill referendum, 1951

INTERPRET

1. Explain the main point that each source is trying to make to its audience.
2. What does the origin of each source tell you about its perspective?
3. How do these sources compare to those used in the conscription debate during World War I?

11.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In what year did membership of the Communist Party peak in Australia? How many members were there?
2. Why did the High Court reject the Australian parliament's Bill to ban the CPA?
3. Which government organisation, established in 1949, was used to spy on people suspected of being communists?
4. Who was the Soviet official whose defection helped Robert Menzies win the 1954 federal election?

APPLY AND ANALYSE

5. Investigate the Petrov Affair and create a timeline of the dramatic events involving Evdokia Petrov, Vladimir Petrov's wife, after his decision to defect.
6. Investigate Australian politics at the time of the Petrov Affair. Write a short report on the impact that the Petrov Affair had on Australian politics.

EVALUATE AND CREATE

7. Examine Source 21, and then create a poster that would encourage people to support your view on the 1951 referendum on the Communist Party Dissolution Bill.

GO DEEPER

8. Find out what the term 'McCarthyism' refers to. Research Joseph McCarthy and his anti-communism crusade in the United States and report on the effects it had on individuals accused of being 'reds'.
9. Research the Australian government's responses to the 'red scare' of the 1950s, and discuss whether its responses could be considered a local version of McCarthyism.

11.4 BACKGROUND TO THE VIETNAM WAR

KEY CONTENT

In this topic you will:

- **outline the background to the Vietnam War.**

Vietnam is part of a region in South-East Asia that was once known as Indochina (see Source 23) and was part of the French Empire from the 1860s. During World War II, Japan occupied Vietnam, treating the Vietnamese people harshly. In May 1941, a Vietnamese nationalist group, the Viet Minh, formed as a united front against the Japanese occupation. The Viet Minh was made up of communist and non-communist groups but was predominantly a communist resistance group. Their leader was Ho Chi Minh. After Japan's surrender in 1945, the Viet Minh formed a government, declared Vietnam's independence and made Ho Chi Minh president.

British forces sent to Vietnam to accept the Japanese surrender were ordered by the Allied powers to restore French rule. The Viet Minh saw this as a betrayal because they had supported the Allies during World War II and expected the Allies to support their move towards independence in return. From December 1946, the French and the Viet Minh were involved in a war with each other that would last for another nine years.

By 1952, the Viet Minh had control of the north, with its capital established at Hanoi. The French had set up a rival government in Saigon in the south under the Vietnamese Emperor Bao Dai. France finally withdrew from Vietnam after their defeat by Viet Minh forces at the Battle of Dien Bien Phu on 13 March 1954.

At peace talks that followed in 1954, Vietnam was officially divided at the 17th parallel (see Source 23). Both the north and south agreed to hold elections to form one government that would reunify Vietnam. However, the election was never held. The idea was opposed by the United States, as they feared a victory by Ho Chi Minh. The country remained divided and the conflict continued.

Source 22 Ho Chi Minh in negotiations with the French in 1946

Source 23 The extent of Indochina in 1954 and the division of Vietnam

11.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which country controlled Vietnam prior to World War II?
2. Why did the Viet Minh go to war with the French after World War II?
3. What was the major decision of the 1954 peace talks in Vietnam?

GO DEEPER

4. Conduct research on Vietnam and prepare a timeline of Vietnam's history from the Han invasion in 111 BCE to Vietnam's colonisation by the French. Use colour shading to indicate periods when Vietnam was an independent territory or a colony of another country.

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11.5 WHY AUSTRALIA BECAME INVOLVED IN THE VIETNAM WAR

KEY CONTENT

In this topic you will:

- explain why Australia became involved in the Vietnam War.

Australia's foreign policy at the time of the Vietnam War meant that the Australian government wanted to offer military support to the United States in Vietnam. There were several reasons for this, which are outlined in the following section.

US involvement in the Vietnam War

The Soviet Union and China had offered support and recognition to the Viet Minh in the north, while the United States and Britain did the same for Bao Dai in the south. US presidents Dwight Eisenhower (1953–61), John F. Kennedy (1961–63) and Lyndon B. Johnson (1963–69) regarded the conflict in Vietnam as a war between the free world and communism, rather than a colonial war. Their belief in the domino theory led the United States to provide military aid to South Vietnam. The domino theory was used to justify an increasing level of US military involvement. In 1955, 300 US military advisers had been sent to South Vietnam to help train their soldiers, and this increased to 16 000 military advisers in 1964 and to over 500 000 US troops by 1968.

Australia's decision to send troops to Vietnam

A common belief is that Australia simply followed the United States into the Vietnam War. This idea owes much to the famous statement made by Menzies' successor, the Liberal Prime Minster Harold Holt, who pledged that 'Australia would go all the way with L. B. J.' L. B. J. was Lyndon Baines Johnson who had become President of the United States in 1963 following the assassination of John F. Kennedy.

Historians now believe that rather than just following the United States into the Vietnam War, Australia was actively encouraging an increased US military commitment in both the Vietnam War and within the South-East Asian region in the 1960s. Government documents have provided evidence that Australia did not just follow, but had its own agenda for encouraging the United States to send in more troops. The explanation for this agenda lies in another conflict in our region, known as the Indonesian Confrontation (1963–66).

Source 24 From left, US presidents Dwight Eisenhower, John F. Kennedy and Lyndon B. Johnson

The Indonesian Confrontation

In 1963, the Indonesian government under President Sukarno was involved in a small, undeclared war with Malaysia. The clash was labelled *Konfrontasi* (Confrontation) by the Indonesians. Australian forces became involved as part of a Commonwealth force to support Malaysia, and Australians troops fought Indonesian forces in Borneo and Sarawak. Twenty-three Australians were killed during the Indonesian Confrontation, including seven in combat operations. The Australian public knew little about the scope of the fighting at the time, but the Menzies government became increasingly concerned about a possible Indonesian threat, especially along the border that Australia shared with the Indonesians in Papua New Guinea (see Source 25).

The tension increased further when Sukarno started to indicate that he was favourably disposed to the views of the Communist Party of Indonesia (PKI). The Menzies government wanted a clear US military presence in the region, in response to this potential threat of a communist Indonesia. In order to help ensure that presence, Australia was vigorous in encouraging the United States to expand its military commitment to Vietnam. At a military conference with the United States in April 1965, Australia promised to send combat troops to Vietnam in return for an expanded US role in the region. (Australia had already sent military advisers to South Vietnam, but they did not have a combat role.)

Source 25 During the Indonesian Confrontation, Australian troops were involved in operations in Borneo and Sarawak, which is a Malaysian state on Borneo island.

Reasons for Australia's involvement in the Vietnam War

There is evidence that Australia's decision to send combat troops to Vietnam in 1965 had more to do with the fear of Indonesia becoming communist than it did about events in Vietnam. We have also discussed:

- Australia's foreign policy approach during the Cold War, including the idea of 'forward defence' – the belief that Australia would need to rely on Britain and the United States for its security in the region. Australia was willing to commit troops to support Britain and the United States when they became involved in conflicts in Asia, with the aim of showing loyalty to these 'great and powerful friends' and the hope this support would be reciprocated.
- Australia's belief in the domino theory, following the fall of China to communism in 1949, the first domino in the chain
- Australia's obligations as a member of the United Nations
- Australia's historical and ongoing fear of Asian invasion
- Australia's eagerness to formalise a military alliance with the United States through the ANZUS Treaty, moving to a closer relationship with the United States as Britain's influence in the region declined
- the background to the war in Vietnam, where a non-communist South Vietnam was under attack by communist North Vietnam, and where the United States became heavily committed to fighting communist forces.

The official reason for Australian involvement

The decision to send troops to Vietnam without being asked by the South Vietnamese government or the US had the potential to create diplomatic and media problems for the Menzies government. It was kept from the public until Menzies announced to parliament on 29 April 1965 that Australia would be sending combat troops to Vietnam, as a response to a request from the South Vietnamese government. No such request from South Vietnam had been sent. We now know that the Australian government asked for a request to be cabled before Menzies made his announcement.

Source 26 Australian troops with Indonesian soldiers who were captured while infiltrating Malaysian territory, October 1964 (AWM PO1499.003)

11.5 SOURCE STUDY

Reasons for Australia's involvement in the Vietnam War

Source 27

In ... 1962 the Government decided, following upon a request from the Government of South Vietnam, that Australia should contribute militarily to the defence of South Vietnam. We sent at that time a group of about 30 military instructors to provide military training assistance.

The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance. We have decided – and this has been done after close consultation with the Government of the United States – to provide an infantry battalion for service in South Vietnam ...

We have not, of course, come to this decision without the closest attention to the question of defence priorities. We do not, and must not, overlook the point that our alliances, as well as providing guarantees and assurances for our security, make demands upon us ...

Assessing all this, it is our judgment that our decision to commit a battalion in South Vietnam represents the most useful additional contribution which we can make to the defence of the region at this time. The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South and South-East Asia. It must be seen as a thrust by China between the Pacific and Indian oceans.

Prime Minister Menzies' announcement in the House of Representatives that 800 men of the 1st Battalion Royal Australian Regiment would be sent to Vietnam, 29 April 1965

INTERPRET

1. What indicates to historians that Source 27 is an official source?
2. Does the fact that this speech was given in parliament make it true?
3. Does this source support or contradict the information given in the proceeding section outlining why Australia went to war in Vietnam? How can you explain any differences?
4. What, if any, indication does this source give that Menzies believed in the domino theory?

11.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which theory was used to justify the increased US military presence in Vietnam?
2. Outline the official reason why Australia became involved in the Vietnam War.

APPLY AND ANALYSE

3. Discuss the reasons behind Australia sending troops to fight in the Vietnam War. Which reason do you think was the most significant for the Australian government in 1965 and why?

11A

CHECKPOINT

WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Describe the nature of international relations after World War II, in the period known as the Cold War

1 Who were the main capitalist and communist powers at the end of World War II? Explain the differences between capitalism and communism that underpinned the Cold War. (5 marks)

2 Explain how events during World War II impacted on Australia's post-war international relations. (5 marks)

» Explain Australia's approach to the threat of communism

3 Outline how the period of decolonisation after World War II impacted on Australia's approach to Asia and communism. (5 marks)

» Outline the Australian government's response to the threat of communism in Asia, including involvement in military conflicts and the establishment of alliances

4 Assess the validity of the concepts of 'forward defence' and the 'domino theory' as the basis of Australia's response to the threat of communism. (10 marks)

5 Evaluate the role that Australia's international alliances played in Australia's involvement in the Vietnam War. (5 marks)

» Outline the Australian government's response to the threat of communism within Australia

6 Explain how the Menzies government responded to the threat of communism within Australia. Why do you think the Australian people rejected attempts to ban the Communist Party of Australia? (5 marks)

» Outline the background to the Vietnam War

7 Discuss the implications of the Allies' decision to order the return of Vietnam to French control at the end of World War II. (5 marks)

» Explain why Australia became involved in the Vietnam War

8 Assess the official and unofficial reasons Australia became involved in the Vietnam War, and explain which ones you believe to be the most accurate. (10 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

11B WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR?

11.6 OVERVIEW OF AUSTRALIAN INVOLVEMENT

KEY CONTENT

In this topic you will:

- compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam
- identify the main location of Australian operations in Vietnam.

Australia's part in the Vietnam War began in 1962 when Australian Prime Minister Menzies agreed to send 30 military advisers to help support the South Vietnamese government in Saigon. The number of military advisers was then boosted to 100, along with a small fleet of transport aircraft. In 1965, the Australian contribution was dramatically increased when a battalion of combat troops was sent to Vietnam. By 1973, when the last Australians were withdrawn, almost 60 000 Australian soldiers, sailors and air force personnel had served in Vietnam (see Source 1).

Source 1 Australian service personnel in the Vietnam War

Australian service personnel in Vietnam	
Total number of Australians who served in Vietnam	almost 60 000 (including around 15 000 National Servicemen)
Greatest number of servicemen in Vietnam at the one time	7672
Usual length of service	12 months
Dead	520 (including 202 National Servicemen)
Wounded	3000

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

A historian would certainly examine a source such as Source 1, but could draw extra meaning by comparing the figures given here with other countries who were also involved such as the United States and New Zealand, as well as the figures provided by North Vietnam.

Source 2 Australian soldiers board a troop carrier at Garden Island, Sydney, prior to their departure for Vietnam. (AWM CUN/68/0129/EC)

Australia's main area of operations in Vietnam

The first group of 800 combat troops from Australia arrived in May 1965. They were sent to Bien Hoa province, north of Saigon, in South Vietnam and initially operated under US control, serving with a US airborne brigade. However, the main area of Australian operations was in Phuoc Tuy province, south-east of Saigon, where they operated independently of US command.

Combat troops and support personnel, known as the Australian Task Force, were established at Nui Dat. Soldiers lived and trained at Nui Dat when they were not on patrol operations. Another Australian base, with medical, engineering, postal and other service operations, was built 30 kilometres south of Nui Dat, at the port of Vung Tau. Known as the Australian Logistical Support Group, this was also where wounded soldiers convalesced, and where troops went for their rest and recreation periods. The main base for the Australian air force was also located here.

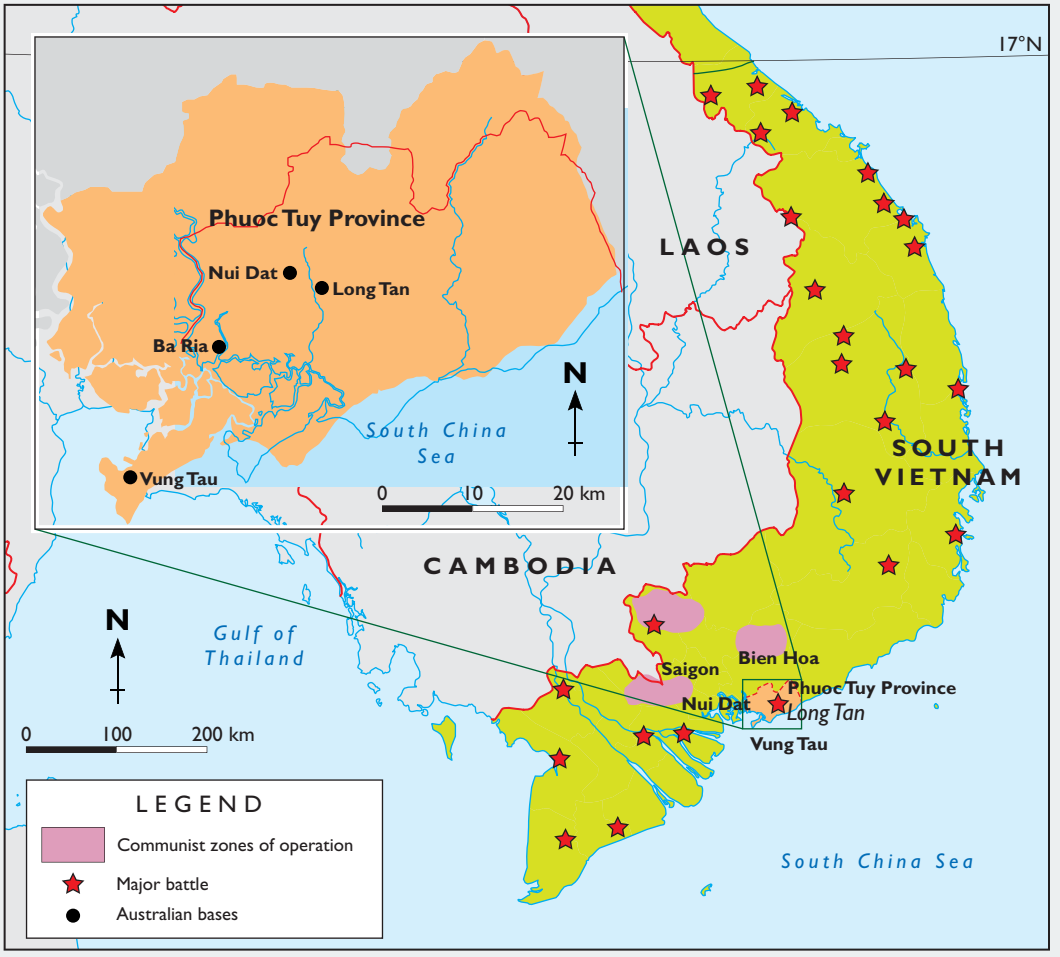
11.6 SOURCE STUDY

Australia's main area of operations in Vietnam

Source 3

> The majority of Australian servicemen and women served in Phuoc Tuy province, south-east of Saigon ... The Australians were given this province to control because it allowed good access by air and sea, and so could be reinforced or evacuated easily if necessary.

Extract from Australia and the Vietnam War, *Department of Veteran Affairs, 2007, p. 30*



Source 4 The location of Australian bases in Phuoc Tuy province, Vietnam

Source 5 Vung Tau, Phuoc Tuy province, Vietnam, was the base for a US army airfield, and the base of the Australian air force squadron. (AWM P02022.001)

Source 6 Australian soldiers on patrol in a typical jungle area in January 1968 (AWM EKT/68/0083/VN)

INTERPRET

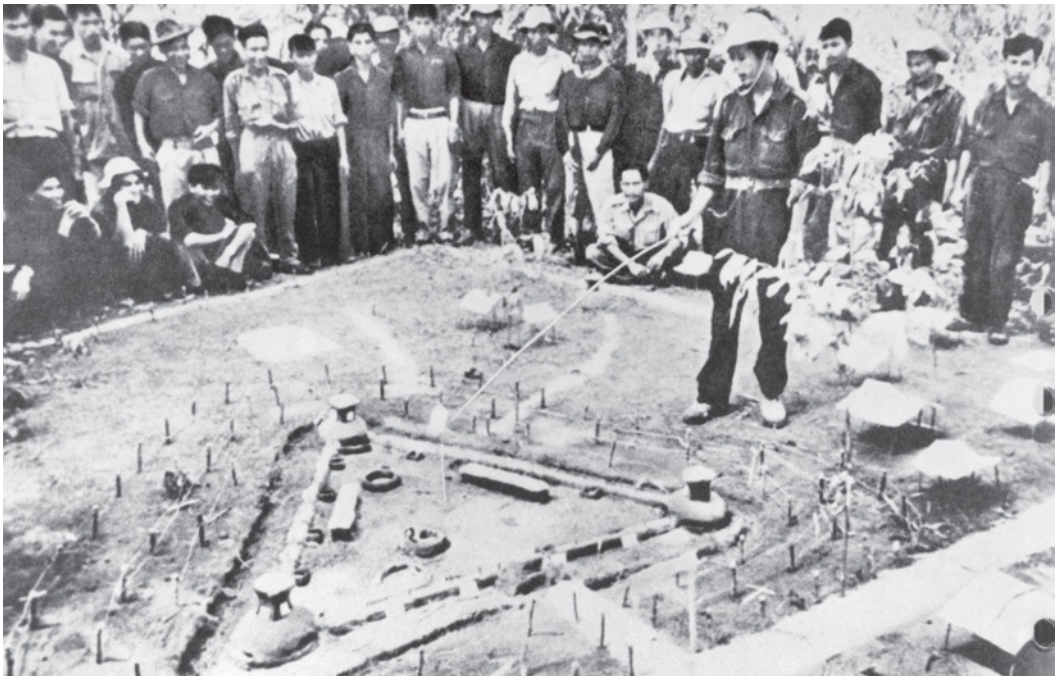
1. Which of these sources is useful for helping a historian understand where Australian troops were located in relation to the fighting along the 17th parallel?
2. Use these sources to explain why Australian troops were located in Phuoc Tuy province.
3. Explain how these sources help you to understand the conditions Australian soldiers fought in.

Who did the Australians fight against?

In the Australian area of operations, in Phuoc Tuy province, the enemy were referred to as the 'VC', an abbreviation for **Viet Cong**. The Viet Cong were South Vietnamese supporters of communist North Vietnam, although they were not one single group. Some were soldiers of Viet Cong army units who were well-trained and equipped, living in bases away from their home villages. Others were guerrilla fighters, part-time soldiers, who were not as well-trained or equipped as the regular soldiers. These were men and women who were farmers and other villagers in Australia's area of operation. The villagers went about their normal occupations by day, and took part in guerrilla warfare activities at night. These could be ambushes or attacks on Australian soldiers or their local Vietnamese supporters, sabotage or intelligence gathering.

Australians also fought against troops from the North Vietnamese Army operating in South Vietnam. These soldiers were experienced fighters and well-equipped.

Viet Cong
the communist force in Vietnam that battled South Vietnamese government forces during the Vietnam War (1954–75); with the support of the North Vietnamese army the Viet Cong fought against the South Vietnam and US forces using guerrilla warfare; also a term used to refer to a member of this force



Source 7 Viet Cong army personnel planning for an attack on a South Vietnamese target (AWM P01011.033)

11.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When did the Australian government start sending combat troops to Vietnam?
2. In which province and town was the Australian Task Force based?
3. Where were Australian soldiers sent to convalesce or have rest and recreation time?

APPLY AND ANALYSE

4. Conduct research to identify which other US allies were involved in the Vietnam War. Find out the extent of their involvement and the casualties they suffered. Summarise your findings in a table.

GO DEEPER

5. Research the methods used by the North Vietnamese Army that allowed it to operate in South Vietnam. Present your findings in a brief report.

11.7 THE NATURE OF AUSTRALIAN OPERATIONS IN VIETNAM

KEY CONTENT

In this topic you will:

- use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents.

For the most part, the Vietnam War was a guerrilla war. In other words, instead of fighting on a battlefield, the North Vietnamese and Viet Cong armies used 'hit-and-run tactics', specialising in raids and ambushes. US tactics included a massive bombing campaign, known as Rolling Thunder, and the use of helicopters to locate and attack enemy positions. Their approach was to draw the enemy out and engage them in battle, which often resulted in high US and enemy casualties.

The Australian army's counter-guerrilla warfare tactics

Australian military leaders preferred a different approach. While the aim of the US operations was to destroy the enemy, the main purpose of Australian operations was to stop enemy soldiers from receiving supplies and other support. One of the main ways of doing this was to patrol their area of operation in small units, using stealth to locate and ambush enemy camps. They cordoned off villages between dusk and dawn to block Viet Cong access to food supplies and other support. In some cases, they grouped into larger forces for 'search and destroy' missions on enemy bases.

Source 8 Australian soldiers waiting to be transported by helicopter back to their base in Nui Dat after completing a cordon and search operation of a village. This image was chosen for the Vietnam memorial in Canberra. (AWM EKN/67/0130/VN)

Counter-guerrilla warfare tactics

Source 9

There were significant differences in operational techniques between [the US and Australian] forces. The United States Army had vast resources of men, equipment and firepower at its disposal, which the Australians could never hope to have. The Americans were trained to deploy all these resources quickly to rapidly overwhelm the enemy and kill as many as possible. The Australians, with their tradition of jungle warfare and counter-revolutionary operations, had a more patient doctrine of patrolling and ambush, with less fire support. Their way caused fewer enemy casualties as well as restricting their own losses – vitally important in such a small army.

Extract from Richard Pelvin, Vietnam: Australia's Ten Year War 1962–1972, *Hardie Grant Books, 2013, p. 41*

Source 10 Australian soldiers patrol a coastal strip of Phuoc Tuy province to prevent the landing of Viet Cong reinforcements, supplies and equipment, September 1967. (AWM CAM/67/0804/VN)

Source 11

For some Viet Cong leaders there was no doubt the Australian jungle warfare approach was effective. One former Viet Cong leader is quoted as saying: 'Worse than the Americans were the Australians. The Americans style was to hit us, then call for planes and artillery. Our response was to break contact and disappear if we could ... The Australians were more patient than the Americans, better guerrilla fighters, better at ambushes. They liked to stay with us instead of calling in the planes. We were more afraid of their style.'

Extract from David Chanoff & Doan Van Toai, Vietnam, A Portrait of its People at War, *Taurus & Co., London, 1996, p. 108*

Source 12 An Australian soldier uses a mine detector to search a village for booby traps that may have been left by the Viet Cong, while another soldier stands guard. Australian troops had evacuated then destroyed the village which had been dominated by the Viet Cong. The villagers were resettled. (AWM EKT/67/0059/VN)

Source 13 Australian soldiers searching Dat Do village, August 1967 (AWM EKN/67/0135/VN)

Source 14 Australian soldiers on patrol in Vung Tau, May 1966 (AWM FOR/66/0434/VN)

Source 15 South Vietnam, 1968: a soldier questions a Vietnamese woman during an identity check in a cordon and search of the village of An Nhut, 1968. (AWM EKN/68/0153/VN)

INTERPRET

1. Use these sources to explain the nature of warfare Australian soldiers experienced in Vietnam. What is missing from these sources that might allow you to build a more complete understanding?
2. How does the quote from the Viet Cong leader in Source 11 enhance your understanding of Australian tactics? How reliable is it as a source?
3. What are the values and limitations of the sources from the Australian War Memorial (Sources 10, 12, 13, 14 and 15) in understanding the experiences of Australian soldiers in Vietnam?

Battle of Long Tan

There were exceptions to the use of counter-guerrilla warfare tactics, and a significant example was Australian involvement in the Battle of Long Tan on 18 August 1966. The battle occurred after the Australian base at Nui Dat was attacked by **mortar fire**. In response, 105 Australian soldiers moved into the Long Tan rubber plantation where the mortar shells were thought to have been fired. They immediately came under attack by up to 3000 North Vietnamese and Viet Cong troops.

mortar fire
short-range shells lobbed at targets

The fighting at Long Tan went on for four hours until the Australians received reinforcements, including accurate artillery fire that had a devastating effect on the enemy, who retreated, carrying many of their dead and wounded. The Australians counted 245 enemy dead on the battlefield, while 18 Australians were killed and 24 were wounded. Later research revealed that North Vietnamese Army and Viet Cong losses were as high as 800 deaths and 1000 wounded.

For many years, commentators believed the initial attack had been part of a Viet Cong plan to tempt the Australians out of their base and into an ambush. However, the size of the enemy force and the presence of the North Vietnamese Army battalion operating with the Viet Cong forces has changed some of the thinking about the circumstances of the battle. The evidence now suggests that the Australians had not been lured into an ambush but had in fact come across a regular North Vietnamese Army regiment who were moving in for an attack of the Nui Dat base. The battle probably saved the Australian Task Force at Nui Dat from a major attack from the combined North Vietnamese and Viet Cong armies. After this date, the Viet Cong were far less influential in the area.

SPOTLIGHT

SIGNIFICANCE

Historical significance is dependent on context. The Battle of Long Tan will always be regarded as an essential part of an Australian history of the Vietnam War, but may be much less significant for a US or Vietnamese history of the war.

Source 16 An Australian soldier guards a captured Viet Cong soldier found hiding on the battlefield on the day after the Battle of Long Tan. (AWM FOR/66/0659/VN)

11.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Briefly outline the tactics of Australian forces in Vietnam, and the reasons they adopted these tactics.

APPLY AND ANALYSE

2 Investigate the climate and geography of Vietnam and discuss what impact these would have had on the type of war that was fought there.

3 In total, 2.7 million Americans served in Vietnam. The most US troops in Vietnam at the one time was 543 400. Over 58 000 Americans died and 300 000 were wounded.

- **a** Use these statistics and additional research to complete a table similar to Source 1, outlining the US commitment to the Vietnam War.
- **b** Calculate the percentage of US and Australian troops who were wounded or died compared to the total number who served.
- **c** Write a paragraph that compares the American and Australian rate of casualties and relate this to their different tactical approaches.

EVALUATE AND CREATE

4 Investigate the main ways that Australian troops implemented their counter-guerrilla warfare tactics:

- village cordon and search
- patrol and ambush
- search and destroy
- other tasks such as perimeter patrols and protecting artillery bases.

Using that research, create a presentation that outlines the purpose of these operations and the dangers they posed for Australian soldiers. Include sources such as images, maps and diagrams from the text and your research.

GO DEEPER

5 The Battle of Long Tan has been chosen as the date for Australian Vietnam Veterans Day, and Delta Company 6RAR received a US Presidential Citation for 'extraordinary heroism' during the battle. Write a report that explains the significance of the battle in Australian military history.

Source 17 Australian Army nurses make friends with the Vietnamese children of Hoa Long village near the Australian Task Force Base in Vietnam, 1967.

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11.8 THE END OF THE VIETNAM WAR AND AUSTRALIAN WITHDRAWAL

KEY CONTENT

In this topic you will:

- outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War.

Despite the superior firepower of US forces, they were unable to defeat the North Vietnamese Army and Viet Cong. The growing numbers of US troops sent to Vietnam, and the growing casualties, led to a stronger anti-war movement in the United States. In Australia, public support also waned as the war became increasingly drawn out, with victory for the allies seeming no closer than at the start of their involvement. Source 19 summarises Australia's involvement in the Vietnam War, including the Tet Offensive, which proved to be a turning point in the general public's perspective of the Vietnam War in both the United States and Australia.

The Tet Offensive, January 1968

In January 1968, North Vietnamese and Viet Cong forces surprised the allies with coordinated attacks on over a hundred towns and cities in South Vietnam. This was a change from their guerrilla warfare tactics, planned in the hope of a quick victory. The attacks took the allies by surprise as they came during the Tet festival, a holiday period in Vietnam.

The attacks and occupation of South Vietnamese towns and cities were successfully repelled by US forces, including an attack on Saigon in which the US Embassy was targeted. In the process, major losses were inflicted on the North Vietnamese and Viet Cong armies. Despite the military failure of the Tet Offensive, graphic images of fighting and destruction were televised to US and Australian audiences, fuelling the anti-war movements.

Before the offensive was launched, US military commanders had been telling the politicians and the news media that they were winning the war. The dramatic display of enemy resistance seemed to directly contradict everything they had been saying. It shattered any illusions that the war was going well for the allies.

Withdrawal from Vietnam

The Tet Offensive caused a political crisis in the United States and, as a consequence, President Johnson ceased the bombing of North Vietnam in March 1968. He also declared that he would not seek re-election as president, after being widely criticised for his part in a costly war that seemed unwinnable. In November 1968, Richard Nixon was elected president and promised 'peace with honour', while secretly expanding the war. The Vietnam War dominated US politics from 1968 until a ceasefire agreement was made with North Vietnam in 1973.

The Australian government announced its first reduction of troops in April 1970, from three to two battalions. The last of the Australian troops left Nui Dat in November 1973.

Source 18 A street of ruined buildings in Saigon, damaged during the Tet Offensive (AWM P06322.038)

Source 19 Key events in Australia's Vietnam War involvement

Year	Event
1962	February – US military advisers arrive in Vietnam, increasing to 12 000 by mid-year August – first group of 30 Australian military advisers arrives in Vietnam
1964	July – first Australian killed in action November – selective conscription of 20-year-old men introduced
1965	February – US government authorises an air warfare campaign known as Rolling Thunder March – first US combat troops arrive in Vietnam April – Prime Minister Menzies announces Australia will send an infantry battalion May – 1st Battalion Royal Australian Regiment arrives in the province of Bien Hoa and initially serves with a US brigade September – opinion polls in Australia indicate 56 per cent favour Australian involvement in Vietnam, with 28 per cent in favour of withdrawal December – Australian troop numbers reach 1400, US troop numbers reach over 180 000
1966	March – Australian government announces a second battalion will be sent to Vietnam May – 1st Australian Task Force established at Nui Dat in Phuoc Tuy province; 1st Australian Logistical Task Force established at Vung Tau August – Battle of Long Tan November – opinion polls in Australia indicate 63 per cent favour conscription December – Australian troop numbers reach 4500, US troops numbers reach 400 000
1967	March–April – Australian navy and air force provide a missile destroyer and squadron of bombers May – opinion polls in Australia indicate 62 per cent favour Australian involvement, with 24 per cent in favour of withdrawal October – Australian government announces the addition of a third battalion and tank squadron
1968	January – Tet Offensive commences: attacks by North Vietnamese and Viet Cong forces against cities in South Vietnam March – USA halts bombing of North Vietnam May – negotiations towards a truce begin in Paris, though quickly stall
1969	January – Australian personnel in Vietnam reach a peak of 8300, including over 7600 troops; US troop numbers reach a peak of over 540 000 June – US government announces the beginning of the withdrawal of US forces August – opinion polls in Australia indicate 40 per cent favour Australian involvement, with 55 per cent in favour of withdrawal
1970	April – Australian government announces Australian forces will be reduced May – first Moratorium march in Australia, calling for an end to Australian involvement in Vietnam November – Australian forces reduced from three battalions to two
1971	March – Australian government announces the withdrawal of the 1st Australian Task Force as well as support personnel by Christmas December – major withdrawal of Australian troops
1972	August – last US combat troops are withdrawn December – conscription ends in Australia; all Australian troops are withdrawn from Vietnam
1973	January – ceasefire agreements signed; the Paris Peace Accord officially ends the Vietnam War November – last Australian personnel leave Vietnam

11.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why was the timing of the North Vietnamese Tet Offensive a surprise for the US commanders?
2. When did Australia announce that it was reducing troop numbers in Vietnam? When were all Australian troops finally removed?

11B

CHECKPOINT

WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR?

» Compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam

1 Create a table that lists the countries involved in the Vietnam War, and the numbers of their troops. (5 marks)

» Identify the main location of Australian operations in Vietnam

2 Draw a map of South Vietnam. On the map label:

- **a** the 17th parallel
- **b** Saigon
- **c** the key locations of Australian forces in Vietnam. (3 marks)

» Use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents

3 Drawing on a range of sources, explain the tactics Australian forces used in Vietnam. What evidence is there that they were successful? (12 marks)

» Outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War

4 Explain the developments and events that influenced the US and Australian governments' decision to withdraw troops from Vietnam. (5 marks)

Total marks [/25]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 15 marks = 600 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

11C WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA?

11.9 DIFFERENT VIEWS ON THE REASONS FOR INVOLVEMENT IN THE VIETNAM WAR

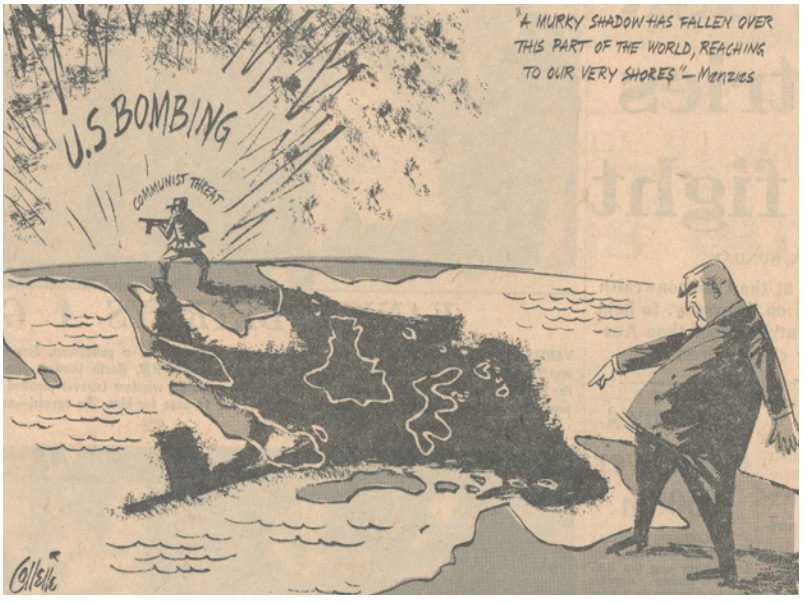
KEY CONTENT

In this topic you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's.

Views about Australia's involvement in the Vietnam War varied according to the experiences and perspectives of individuals – whether they were the politicians, generals, ordinary soldiers or civilians. During the 1960s and 1970s, the differing opinions bitterly divided Australian politics and society. The Liberal Party, especially under Menzies and then Harold Holt, was a strong supporter of the war. The Labor Party, under Arthur Calwell from 1960 to 1967 and then Gough Whitlam from 1967, opposed the war. The Labor Party believed in the US alliance but eventually argued that the conflict in Vietnam was a civil war and rejected the view that a North Vietnamese victory would see communism spread.

Some historians in this period also argued against the Liberal Party position. They saw Ho Chi Minh, the North Vietnamese leader, as a nationalist rather than simply an agent of communism. They argued that Vietnam and other countries in Asia needed to be understood in terms of their history and their desire for independence, and not just as part of Cold War thinking.



Source 1
A cartoon from *The Australian*, 14 June 1965, with Prime Minister Menzies saying, 'A murky shadow has fallen over this part of the world, reaching to our very shores'.

11.9 SOURCE STUDY

Differing views on the causes of the Vietnam War

Source 2

> We oppose the Government's decision to send 800 men to fight in Vietnam ... We do not think it is the right decision. We do not think it will help the fight against Communism ...We do not believe it will promote the welfare of the people of Vietnam ... [the Government's theory is that North Vietnamese aggression against South Vietnam is] part of a thrust by Communist China ... But is this picture of Chinese military aggression thrusting down inexorably through Indo China, Malaysia and Indonesia to Australia a true or realistic one? ... [the war in South Vietnam] is also a civil war and it is a guerrilla war ... to exhaust our resources in the bottomless pit of jungle warfare, in a war in which we have not even defined our purpose honestly, or explained what we would accept as victory, is the very height of folly ... Humiliation for America could come ... either by outright defeat ... or by ... becoming interminably bogged down in the awful morass of this war, as France was for ten years. Australia's aim should have been to help to end the war ... Instead, we have declared our intention to extend it ...

Leader of the Opposition Arthur Calwell, in response to Prime Minister Menzies' announcement of the involvement of Australian combat troops in Vietnam, House of Representatives debates, 4 May 1965, p. 1102

Source 3 A Liberal Party election poster from the 1966 election suggesting that Australia needed to oppose what was seen as a communist takeover of Vietnam in order to protect Australia from communism

Source 4 First opinion poll taken after the commitment of Australian troops to Vietnam

Poll date	Continue to fight in Vietnam (%)	Bring back forces now (%)	Undecided (%)
September 1965	56	28	16

Source: Australia and the Vietnam War, *Department of Veteran Affairs*

INTERPRET

1. Identify Sources 2 to 4 as pro-war, anti-war or neutral. Outline what enables you to identify the perspective presented in each source.
2. Explain how bias in sources doesn't necessarily stop them from being useful to historians.
3. Draw up two columns, one headed 'Perspective at the time' and the other 'Perspective from today'. Comment on each source, reflecting on how it would have been received at the time it was released, and how it appears from today's perspective.
4. Which theory about communism does Source 3 support?

11.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the political leaders in Australia who opposed and who supported Australia's involvement in the Vietnam War.
2. What was the Labor Party's view of the reasons for the war?

11.10 DIFFERENT VIEWS ON CONSCRIPTION AND AUSTRALIA'S INVOLVEMENT

KEY CONTENT

In this topic you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- explain how the National Service Scheme operated
- describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest
- explain how changing technologies in the media affected public opinion about the Vietnam War.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

The principal focus of Arthur Calwell's opposition to the Vietnam War was on **conscription**. Calwell and the Labor Party objected to the fact that the 20-year-old conscripts, known as National Servicemen, could be sent to fight in Vietnam but were not old enough to vote (the voting age was 21). Calwell made it the key issue of the 1966 federal election but lost. The new Liberal leader, Harold Holt, convinced the Australian people that the war was all about communism and keeping Australia safe. Holt and the Liberals were supported by most of the media. The people who owned the major newspapers and the commercial television stations were generally in favour of the war. The Catholic Church was also a strong supporter of the war, as were most of the other politically conservative groups in society, such as the Returned and Services League (RSL).

Source 5 Part of the crowd at a Vietnam War Moratorium march, Melbourne, 1970 (AWM P00671.003)

Source 6 Members of the Save Our Sons movement typically held silent demonstrations.

Despite the Liberal election win, many groups opposed conscription:

- **Conscientious objectors**: People who opposed war on moral or religious grounds were called conscientious objectors. One of the best known of these groups was the Quakers, also known as the Society of Friends. There were also well-known individuals who took a stand against conscription, including school teacher Bill White (see Source 13), and children's television host Simon Townsend who were both jailed for their beliefs.
- Save Our Sons: In 1965, a movement known as Save Our Sons was set up. The group was largely made up of mothers of potential conscripts, and they staged peaceful public protests against conscription and the war.
- Vietnam **Moratorium** movement: The Vietnam Moratorium movement was the largest protest movement in Australia's history. People from all walks of life took part in marches and rallies to protest against conscription and Australia's involvement in the war. The largest moratorium marches took place in May 1970, with an estimated 70 000 people marching through Melbourne and 20 000 in Sydney.

conscientious objector
a person who is opposed to war and refuses to perform military service because it goes against their beliefs, religion or conscience

moratorium
the suspension or delay of a planned action

STRANGE BUT TRUE

One of the most famous conscripts who served in Vietnam was pop singer Normie Rowe. The former 'King of Pop' rose to the rank of Corporal/ Crew-Commander of his own Armoured Personnel Carrier.

The National Service Scheme

Conscription was initially introduced by Menzies in 1964, in response to the possible threats posed by the Indonesian Confrontation. When Australia sent combat troops to Vietnam in 1965, conscription, officially known as the National Service Scheme, was used to build up the army's numbers to 40 000, allowing Australia to commit three battalions to the war. Under the scheme, all 20-year-old men were required to register with the Department of Labour and National Service. Bi-annual ballots were held, selecting the 8000 or so men each year who would become 'nashos' (National Servicemen). The men were selected by drawing numbered marbles out of a lottery barrel. The numbers on the marbles were dates of birth and any 20-year-old man with that date of birth would then be considered for national service. Two of the most famous people conscripted were cricketer Doug Walters and singer Normie Rowe.

Source 7 A group of National Servicemen during recruit training at Puckapunyal, Victoria, 1967 (AWM P01597.003)

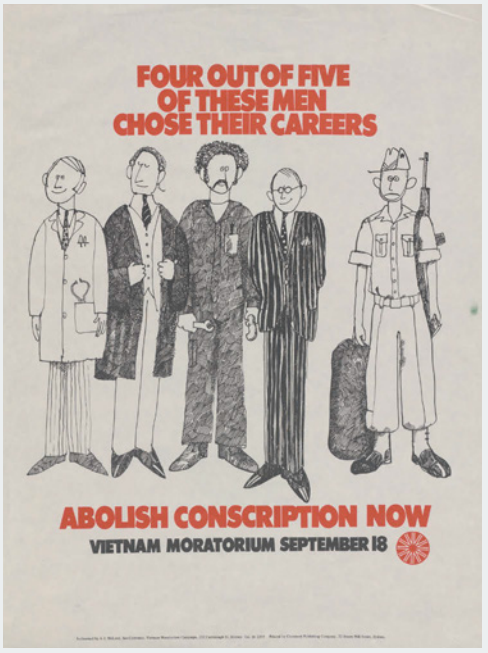
Results of the National Service Scheme	Number of men
20-year-olds registered for national service between 1964 and 1972	804 286
20-year-olds selected and enlisted in the army	63 740
National Servicemen who served in Vietnam	15 381
Exemptions from national service (including students and ministers of religion and for reasons of physical or mental disability, or conscientious objection determined by court)	3 563
Indefinite deferments from national service (including 20 502 married between selection and call-up – being a married man entitled you to a deferment)	35 548
Imprisoned after refusing to obey a call-up notice	14

Source 8 Results of the National Service Scheme between 1964 and 1972

Source 9 A marble showing a birth date is pulled from a lottery barrel during the conscription ballet.

Responses to conscription

Anti-conscription posters



Source 10 An anti-conscription poster for the Vietnam Moratorium Campaign, 1970 (AWM ARTV00866)

Source 11 An anti-conscription poster from the Vietnam War era produced by the Organisation to Halt Military Service

Conscientious objectors

Source 12

> White's continued refusal to obey any military order received extensive media coverage ... [by the time he succeeded in his legal appeal to be recognised as a conscientious objector] Bill White had become a folk hero ... White was among the first young men who, by publicly defying the national service system, would symbolise the divisions in Australian society. During the 1939–45 war, 'conchies' had been widely regarded as cowards or religious fanatics. William White's resolute determination ... helped to defeat that image and to make it easier for later objectors to be seen by many, especially younger, Australians as heroes.

Extract from P.G. Edwards, A Nation at War, *Allen & Unwin, 1997, pp. 130–3*

Source 13 Conscientious objector Bill White, a school teacher, was dismissed from the public service and arrested outside his home in Gladesville, Sydney, in November 1966 after refusing to serve in the national service.

The Vietnam Moratorium movement

Source 14

> By marching I was going against my family, my husband [a policeman] and just about everyone I met in day-to-day life ... I attended because I felt I had to finally stand up and be counted, even though it meant so much of a personal risk ... I dressed in clothes that were not identifiable with me. I tied up my blonde hair and hid it under a hat ... I was scared stiff I would be shown in the crowds on the news but I wasn't.

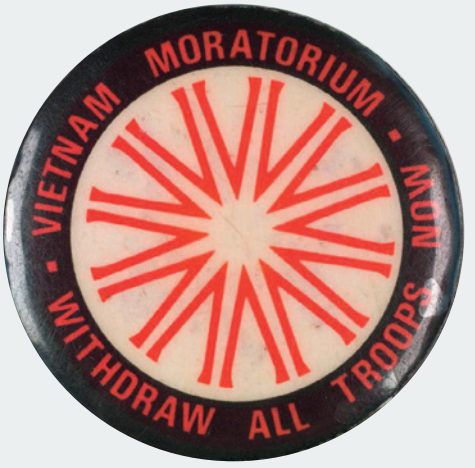
Louise in Greg Langley, A Decade of Dissent: Vietnam and the Conflict on the Australian Home Front, *Allen and Unwin, 1992, p. 138*

Source 15

> I was in 5th Form (Year 11) in 1970 and was asked to do the Anzac Day speech at school. I clashed with our principal, who insisted that I remove my Moratorium badge before speaking. I refused and explained that I believed it was my right to wear the badge because I was morally opposed to our involvement in Vietnam. The History department backed me, and allowed me to deliver a speech pointing out the military failure of Gallipoli while wearing my badge.
>
> My parents also supported me when I took part in a Vietnam Moratorium march that was starting from Sydney University. Finding kindred spirits marching down the street to Town Hall was incredibly empowering for a 16-year-old. I clearly remember chanting 'give peace a chance' as we marched, and being amazed at the size of the crowd. For the first time I thought that perhaps people actually had a chance to change government policies.

Bernie Howitt, a 16-year-old student at Kogarah High School in 1970

Source 16
A Vietnam Moratorium badge. The words around the edge of the badge are 'Vietnam Moratorium. Withdraw all troops now.'



INTERPRET

Anti-conscription posters: Sources 10 and 11

1 Identify the main message of each source. Analyse the methods used in each source to convince you of its point of view.
2 Explain which poster you feel is the most effective in convincing people to agree with its point of view.
3 Describe the main target audience for each source.

Conscientious objectors: Sources 12 and 13

4 Explain how these sources can help a historian understand both sides of the conscription debate.
5 How does Source 12 support the suggestion that Bill White became a 'folk hero'?

The Vietnam Moratorium movement: Sources 14, 15 and 16

6 How do these sources help you understand the types of people who protested against the war?
7 Examine the sources carefully and explain how useful each is to a historian investigating the reasons people protested against the war.
8 Assess the reliability of each source as a tool for understanding divisions in Australian society at the time.

SPOTLIGHT

PERSPECTIVES

How valuable are personal perspectives such as these for historians? What limitations would historians have to place on their reliability?

Growing opposition in Australia

As Source 4 shows, most Australians (56 per cent) surveyed in a 1965 opinion poll favoured a continuing involvement in Vietnam. In 1967, an opinion poll taken after the announcement that more troops would be sent to Vietnam showed that opposition to the war had grown. Only 37 per cent favoured sending more troops. By 1969, opinion polls showed – for the first time – that the majority were in favour of withdrawing troops. As discussed earlier, the Tet Offensive in 1968 had been a turning point in fuelling public opposition to the war, in the United States and in Australia. Changing technologies in the media also played a role in this change.

Source 17 An Australian cameraman filming while out on patrol with South Vietnamese troops, 1967 (AWM P00508.010)

The Vietnam War in the media

Television was introduced into Australia in 1956, and by 1968 almost every household in Australia owned a set. Vietnam has been called the 'first televised war'. Unlike earlier wars and conflicts involving Australia troops, images from the Vietnam War were seen every night on the televised evening news. While images of Australian casualties were never shown, and the media was supportive of Australia's involvement, some graphic images influenced public opinion. In particular, images of battles during the Tet Offensive and alleged atrocities had a part to play in strengthening the anti-war movement in the last years of the war.

11.10B SOURCE STUDY

The Vietnam War in the media

Source 18

> Australians' exposure to earlier wars had largely been by print media and radio ... Visual images of the war were confined to newsreels and documentaries shown at cinemas ... censors carefully controlled the footage presented and there were considerable time lags between filming and screening ... [By 1965] the majority of Australian households had a television set ... Television journalists and cameramen on the ground in Vietnam brought the war to Australians with an immediacy never before attainable ... [audiences were exposed to coverage of battles fought by Americans] that resulted in greater destruction and loss of life than Australian actions. While this did not reflect the reality of the war in Phuoc Tuy, a non-specialist audience could not be expected to make the distinction ... [Later studies of media coverage] indicate that most stories did not contain graphic footage ... But the graphic images are the ones that stay in peoples' consciousness.
>
> *Extract from Richard Pelvin,* Vietnam: Australia's Ten Year War 1962–1972, *Hardie Grant Books, 2013, p. 212*

Source 19

> It was the novelty of seeing war for the first time that led many Australians to oppose it ... In this sense, the technology, the TV – and not the messengers, the reporters – lost support for the war. Had TV cameras filmed the bombing of Dresden or Tokyo, viewers may similarly have turned away in horror. Western viewers weaned on the notion of war as heroic ... and 'just' were suddenly seeing thousands of dead, millions of refugees, unspeakable suffering ... in short, the things common to all wars.
>
> *Extract from Paul Ham,* Vietnam: The Australian War, *Harper Collins, 2007, p. 413*

INTERPRET

1. Identify the perspective given in each source about the significance of television footage in affecting support for the Vietnam War.
2. What is the date of each source? Comment on whether this makes the source more or less valuable as information about the media's role in the war.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

What impact do you think the televising of the war had on the empathetic understanding of people at home during the war? Does your ability to view news footage of soldiers in action enhance your empathetic understanding?

11.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which groups in Australia supported involvement in the Vietnam War?
2. Which people were required to register in the National Service Scheme?
3. Which groups protested Australia's involvement in the war? Outline the types of people involved in these groups.

APPLY AND ANALYSE

4. Discuss whether you think it was fair that:
   - **a** only 20-year-olds were required to register for national service, with possible service in Vietnam
   - **b** men were selected by drawing marbles out of a barrel.
5. Investigate what you had to do if your birthday was selected in the ballot, and the possible length of service that you faced.
6. An opinion poll in 1995, 30 years after Australian troops were first sent to Vietnam, showed that 55 per cent of Australians thought troops should not have been sent, while 30 per cent of Australians thought it had been the right thing to do. Survey your class and compare your results with the historical opinion polls.

EVALUATE AND CREATE

7. The birth dates below were selected in the 1967 ballots.
   - **a** Imagine that your entire class was registered for national service in that year. How many would have been selected?
   - **b** List the feelings that you would have had in 1967 if your number was called. Remember, only men were conscripted, so if you are female, list the feelings you would have had if a friend or relative had his number selected.
   - **c** Work in pairs to construct a dialogue between a person who accepted his conscription, and a friend who was planning to avoid conscription.

Birthdates drawn in the fifth National Service ballot: 10 March 1967	Birthdates drawn in the sixth National Service ballot: 8 September 1967
January 1, 4, 6, 7, 12, 16, 17, 20, 24, 25, 30 February 3, 8, 12, 16, 18, 23 March 3, 11, 16, 21, 22, 23 April 4, 12, 14, 15, 17, 19, 24, 29 May 1, 13, 14, 22, 25, 29 June 5, 11, 12, 15, 16, 20, 29	July 2, 12, 15, 19, 21, 23, 25, 29 August 1, 7, 8, 9, 11, 12, 19, 26, 27 September 10, 13, 15, 16, 19, 23 October 13, 14, 16, 21, 25, 26, 31 November 6, 17, 18 December 4, 10, 15, 22, 24, 25

GO DEEPER

8. How did the National Service Scheme differ from conscription during World War I and World War II?
9. Compare the way that the Australian public responded to conscription in the Vietnam era and during the world wars. Discuss the possible reasons for any differences in the responses.

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11C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA?

» Identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War

1 Copy and complete the following table in your notebook by filling in the names of groups and individuals who supported or opposed Australia's involvement in the Vietnam War, and the reasons they did so. (10 marks)

Supported war	Reason	Opposed war	Reason

» Outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's

2 Outline the Australian government's arguments for involving Australia in Vietnam. Compare this with the federal opposition's arguments. Which argument was successful in the 1966 election? Was the success of this argument maintained for the duration of the war? (10 marks)

» Explain how the National Service Scheme operated

3 Explain what conscription is, and how the National Service Scheme introduced by the Menzies government operated. (5 marks)

» Describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest

4 Outline the evidence available to support the suggestion that Australia was divided by the Vietnam War. (5 marks)

5 In your notebook, copy and complete the following table about groups who opposed conscription and the methods they used. Choose from the trade union movement; university students; school students; politicians; conscientious objectors; Save Our Sons; and the Vietnam Moratorium movement. (10 marks)

Group opposed to Vietnam War	Method of opposition

» Explain how changing technologies in the media affected public opinion about the Vietnam War

6 Explain why Vietnam is sometimes referred to as the 'first televised war'. (5 marks)

7 Explain, using evidence, how the media affected public opinion towards the Vietnam War. (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

11D WHAT WAS THE IMPACT OF THE VIETNAM WAR?

11.11 IMPACT OF THE WAR FOR VIETNAM VETERANS

KEY CONTENT

In this topic you will:

- assess the impact of the war for Vietnam veterans and use sources to explain the difficulties faced by veterans and their families after the Vietnam War.

The homecoming for Vietnam veterans was very different from the experiences of their grandfathers and fathers after service in World War I and World War II. The Vietnam War had become so unpopular that there was no real welcome home. To avoid demonstrators, returning troops were often flown into Sydney's Mascot airport after dark. Some marched in parades in their home towns and cities on their return, but there was no official parade or welcome for the Vietnam veterans until 1987 (see Source 1).

Many veterans were left to cope with physical injuries. Many reported stress, and for some there were ongoing psychological issues arising from what they had been through. No doubt the veterans from earlier wars had suffered in much the same way, but the Vietnam veterans felt very much alone and unappreciated. As a response to the sense of neglect, they formed the Vietnam Veterans Association in 1979, which continues to actively represent the interests of those who served in the Vietnam War.

Source 1 For many Vietnam veterans, the October 1987 Welcome Home Parade in Sydney was the first official parade or welcome since their return from service in Vietnam.

Exposure to Agent Orange

One of the main concerns of Vietnam veterans was the possible harmful effects of their exposure to **Agent Orange**. Agent Orange was a poison (mainly dioxin) used extensively during the Vietnam War by the US to kill the plant life in the dense jungle areas that had provided cover and hiding places for the Viet Cong. Exposure was thought to lead to higher instances of certain diseases and cancers, as well as birth defects in some children of Vietnam veterans. It was a source of anger and disappointment among Vietnam veterans when governments were slow to react to their concerns.

Agent Orange
a highly poisonous herbicide sprayed onto areas of thick jungle by US forces during the Vietnam War to deprive **Viet Cong** troops of cover

11.11 SOURCE STUDY

Experiences of Vietnam veterans

Coming home

Source 2

> Bob Pride: I think we landed at Sydney airport about ten or eleven o'clock at night, went through customs, got our pay. When the doors opened up there were these people waving placards and someone was holding up a page out of a newspaper about women and children being killed.
>
> ...
>
> John Skinner: We spent about two hours with our families and then we marched through Sydney. I felt ten feet tall, I really felt good. They had ticker-tape and there were people in the street, but what I didn't realise was that most people were only curious. They weren't cheering us home. They just lined up to see something.
>
> ...
>
> Michael Scrase: One minute I was in Vietnam and the next minute I was home, and I was totally lost ... I know my mum and dad found it very hard to handle me ... In fact, they told me quite plainly that I wasn't the same person any more. I was prone to get violent, punch walls, get into rages very quickly. I've never slept right since the day I came home.

Extracts from Stuart Rintoul, Ashes of Vietnam: Australian Voices, *William Heinemann Australia, 1987, pp. 181, 182, 184*

Source 3 Australian soldiers march through Sydney on their return from Vietnam, May 1967.

INTERPRET

1. Explain how these sources help you build an understanding of the experiences of Vietnam veterans.
2. Which of these sources would be most useful for historians investigating the reaction of Australian soldiers to serving in Vietnam?

11.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did most returning Vietnam veterans fly into Australia at night?
2. When was the Vietnam Veterans Association formed? Why was it formed?
3. What was Agent Orange?

11.12 IMPACT ON THE VIETNAMESE PEOPLE AND MIGRATION TO AUSTRALIA

KEY CONTENT

In this topic you will:

- assess the impact of the war for the Vietnamese people and use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War.

re-education camp
the official term used to describe prison camps set up across Vietnam by the new Vietnamese government following the end of the Vietnam War; an estimated 1 to 2 million military officials, government workers and individuals from South Vietnam were imprisoned in these camps under extremely harsh conditions

The long years of conflict in Vietnam had devastating human costs for North and South Vietnam. The number of soldiers killed on both sides is measured in the hundreds of thousands. An unknown number of civilians, possibly over a million, also died as a result of armed conflicts, bombings and assassinations. An even greater number would suffer from the effects of Agent Orange and other chemicals sprayed by allied forces.

Source 4 Numbers of Vietnamese casualties in the Vietnam War

Type of casualty	Number of people
South Vietnamese troops killed or missing in action	220 357
South Vietnamese troops wounded	1 170 000
North Vietnamese and Viet Cong troops killed	660 000
South Vietnamese civilian casualties	325 000–1 000 000
North Vietnamese civilian casualties from US bombings	65 000
Civilians assassinated by North Vietnamese and Viet Cong	166 000
Vietnamese affected by herbicide poisoning	3 000 000

Source: Paul Ham, Vietnam: The Australian War, *Harper Collins, 2007*

After Australian and US troops had withdrawn from Vietnam, the North Vietnamese advanced southwards. Their tanks rolled into the former Presidential Palace in Saigon on 29 April 1975. Vietnam was finally unified as a communist country. Any South Vietnamese people who had worked with or supported the West were regarded as suspect by the communist government. These included the translators, administrative support staff and guides who the US and Australian armies had relied on. Shopkeepers, bar owners and taxi drivers servicing allied soldiers and owners of accommodation used by soldiers were also considered suspect.

Source 5 Desperate South Vietnamese people scale the wall of the US Embassy in Saigon, trying to reach evacuation helicopters as the last Americans depart from Vietnam, 29 April 1975.

Anyone thought to have come under the influence of the West was imprisoned in a '**re-education camp**'. It is estimated that about one million Vietnamese were imprisoned in these camps after the war. About 165 000 people are thought to have died in these camps, and many were tortured. Most people in the camps were imprisoned for periods of three to 10 years, but some people were incarcerated for up to 17 years.

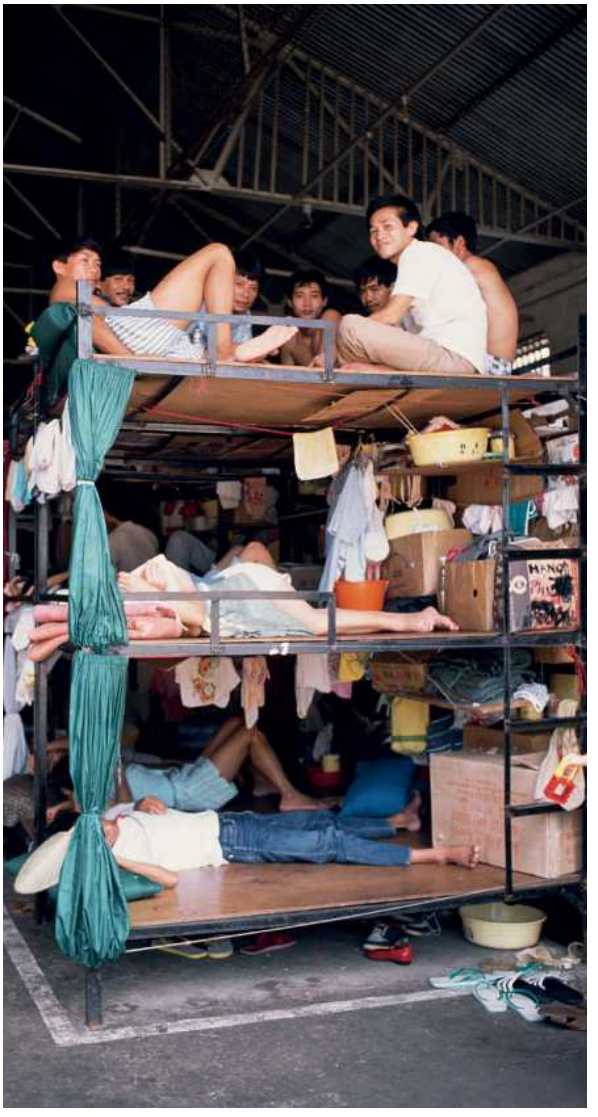
Vietnamese emigration

Many Vietnamese families whose lives had been disrupted by the war and imprisonment in the re-education camps became desperate to leave the country. Some chose to leave as they feared political persecution because of their pro-American beliefs. Others saw fewer opportunities under a communist system.

People fleeing from Vietnam in the 1970s could be described as 'internally displaced persons' or 'stateless people' as categorised by the **United Nations High Commission for Refugees (UNHCR)**. Internally displaced persons are those who have been forced to flee their residence because of armed conflicts while they were still living within their country. Stateless people are those who are not considered a member of any state. Those who fled Vietnam were also categorised as refugees and asylum seekers.

UNHCR recognised the scope of the tragedy that was unfolding and established refugee camps in Malaysia, Hong Kong, Thailand, the Philippines and Indonesia to try to house and process the claims of the Vietnamese fleeing the country. From these camps, refugees were processed and resettled in countries willing to accept them. UNHCR won the Nobel Peace Prize in 1981 for their work with Vietnamese refugees.

The main countries to accept Vietnamese refugees were the United States (823 000), Australia (137 000), Canada (137 000), France (96 000), Germany (40 000), the United Kingdom (19 000) and Japan (11 000). Australian governments after the war felt a moral obligation to help these refugees resettle in Australia. Many refugees were so fearful and desperate to leave that they arrived in Australia without official approval, after a risky journey by sea. They became known as 'boat people'.



Source 6 A refugee camp in Asia for Vietnamese refugees

Source 7 Vietnamese refugees arrive at Sydney Airport in June 1975. Many were accepted as refugees by the Australian government after the war and flown to Australia.

United Nations High Commission for Refugees (UNHCR)
an international organisation that protects **refugees** and helps to find homes for them; set up as part of the United Nations

Boat people

The term 'boat people' refers to refugees who take to the sea, often in small boats, to escape persecution and in search of a better life. The term was used in the 1970s to refer to Vietnamese refugees and has remained part of the Australian political vocabulary as both Labor and non-Labor governments have attempted to deal with a steady flow of refugees attracted to all that Australia has to offer.

As an island nation with a relatively small population, Australia's control of its coastal borders has long been a concern. Boats have been arriving in Australia throughout the continent's history, but the arrival of Vietnamese refugees heralded a new form of migration. The first boat refugees from Vietnam to arrive in Australia landed in Darwin in April 1976, a year after the end of the Vietnam War. According to government figures, the initial boat was followed by a further 2058 boats from Vietnam, with the final boat arriving in August 1981. Australia's willingness to take these people reflected in practice the formal announcement of the Whitlam Labor government in 1973 that the White Australia policy was legally abolished. This slow change had started in 1966 when the Holt Liberal government began to modify the policy.

The journey to Australia

The journey from Vietnam to Australia was difficult and dangerous. After bribing local officials, Vietnamese people took to dangerous seas, often on makeshift boats and rafts. The main hope was to drift into open sea lanes, and be picked up by a vessel that could take them to a safe destination. Sturdier vessels did make it as far as Australia, but many only made it as far as neighbouring countries such as Thailand. Before leaving Vietnam, families had to sell their belongings, and any money was usually converted to gold, which was easier to carry. Unfortunately, that made the boats a prime target for pirates, particularly along the coast of Thailand. Pirates became a major risk for potential refugees, and added further danger to a voyage that was already risky with storms and rough seas.

There are no clear statistics, but estimates suggest 250 000 to 500 000 refugees perished in their attempts to leave Vietnam. Many survivors arrived with graphic accounts of robbery, rape and murder by Thai pirates. Families were typically split before leaving Vietnam in the hope that at least one would survive and reach safety. They survived on very little food and water, and with a voyage to Darwin lasting four weeks, many arrived in Australia in an emaciated condition.

Source 8
Some Vietnamese refugees came to Australia as 'boat people' after hazardous journeys by sea.

11.12 SOURCE STUDY

Experiences of Vietnamese refugees

Source 9

> ... in a matter of weeks, we went from having houses, cars, money, servants, and chauffeurs to homeless. We didn't know where our father was, or if he is alive ... I was 12 years old when the Vietnam War was over, the following four years living under the communist rules, was the pivotal time of my life. I spent my youth watching what to say at school or to anyone outside our family, living in constant fear of what might happen to us if people know who we are, or know of our father's military background.
>
> In 1978, after my sister and brother escaped to Malaysia, for half a year, I never go to bed without fears, because the local policemen would come to our house any time at night to count heads, and I had to lie about the absence of my sister and brother ... I tried to escape with my sister and brother five times ... we made it ... although it wasn't a 'smooth sailing' [with] 373 people, including 75 children, packed in a 25m by 5m wooden boat; we were tossed around by a violent storm the first night on the water, people threw up and urinated all over each other ... we lived with that horrible smell for the next seven days underneath the boat with very little air or light. We survived two Thai pirate groups, then was shot, pushed back at and robbed by Malaysian police. We ran out of food and water and people started to die by the 6th day. After seven days on the sea, we landed on a small fisherman village somewhere in Indonesia ...
>
> *Extract from Carina Hoang's website 'Carina Hoang, a true story of determination and survival'*

Source 10 Vietnamese refugees, Darwin, November 1977

INTERPRET

1 Explain the value of these sources in helping you understand the reasons people fled Vietnam and the conditions they experienced during their journey to Australia.

11.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the reasons why the Vietnamese death toll in the Vietnam War was so high.
2 Why did many people choose to leave Vietnam at the end of the war?
3 Outline the conditions Vietnamese refugees experienced during boat trips to Australia.

APPLY AND ANALYSE

4 Topic 10.8 in Chapter 10 covers refugees and asylum seekers. Review that section and, in your own words, define both these terms.

I USED TO THINK, NOW I THINK

Examine Sources 9 and 10 and complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

11.13 AUSTRALIA'S CHANGING SOCIETY AND RELATIONSHIPS WITH ASIA

KEY CONTENT

In this topic you will:

- outline the social and political changes that occurred in Australia during the Vietnam War era
- outline how Australia's relationship with Asia changed during the Vietnam War era in the 1970s.

STRANGE BUT TRUE

For a period in the 1950s, an Australian national opinion poll asked only men for their views. They thought results were being distorted by the number of women who responded: 'don't know' or 'would have to ask my husband'.

At the end of World War II, Australians wanted stability and security after two world wars and the economic hardship of the Great Depression. The priority for Australian governments was economic prosperity and security from possible threats to the 'Australian way of life'. Many Australians felt more closely aligned with Britain than with their neighbours in Asia. They still felt the threat of an Asian invasion, a fear that was heightened by Japan's show of military strength during the war and the communist takeover in China. The White Australia immigration policy was still firmly in place.

Australian society was conservative and, for the most part, people did not challenge the government's views and decisions. Most of the population was either born in Australia or Europe. Political leaders and others in public life were predominantly male.

For ordinary Australians, the 1950s and 60s were years of prosperity in an economic boom time. Workers earned more, and there was virtually no unemployment. The population grew, partly because of post-war migration from Europe that the Australian government encouraged after the war. Consumer goods such as cars and washing machines became commonly available. The arrival of rock 'n' roll and the introduction of television heralded a new era in Australian popular culture. The influence of Britain was still strong, but the US influence was growing.

Source 11 Gough Whitlam and entertainer Little Pattie wear 'It's time' T-shirts during the 1972 election campaign.

By the end of the Vietnam War era, Australians had experienced a decade of further change. Changing views about the role of women and the White Australia policy, and the beginnings of anti-authoritarian behaviour by young people were not only due to Australia's involvement in the Vietnam War. These trends were already emerging. However, the government's decision to send National Servicemen to Vietnam and the drawn-out nature of the conflict led people to question the government's authority as well as the reasons behind its decision to enter the war. People became more politically involved than ever before, by giving their support to anti-conscription and anti-war campaigns, and by joining political parties. This increased political involvement contributed to the election of Gough Whitlam's government in 1972, the first Labor government in Australia in 23 years.

11.13 SOURCE STUDY

Social and political change in the Vietnam War era

Source 12

> The most dramatic effect wrought by The Beatles' visit was not over music but over the entire fabric of Australian society. In a sense it liberated young people who had not previously dreamed of openly disobeying their parents, police, civil authorities or indeed any adult.
>
> By playing truant, by pushing over airport barriers, by thumping on glass windows, by standing outside a hotel in the rain, thousands of Australian adolescents had asserted their own feelings for perhaps the first time.
>
> This release, which felt so breathtakingly daring and tasted so exhilaratingly fresh, was to mark the behaviour patterns of a decade.
>
> *Extract from Glenn A. Baker,* The Beatles Down Under, *Wild and Woolley, Sydney, 1982, p. 127*

Source 13 Mounted police try to control a crowd of 10 000 people trying to see The Beatles at the Southern Cross Hotel in Melbourne during their June 1964 Australian tour.

INTERPRET

1. Explain how these sources help you understand both the social and political changes that occurred in Australia during the Vietnam War era.
2. Identify the ways that Glenn A. Baker suggests that The Beatles' tour of Australia in 1964 paved the way for later change.
3. To what extent does Source 13 support the argument made in Source 12?

Australia's changing relationship with Asia

Australia's involvement in a war in Asia influenced the way Australians viewed their place in the world. Previously, Australia had considered itself as an outpost of Europe and viewed Asia either with distrust and suspicion or with ignorance. Australians now started to recognise that they were part of the Asian region, as well as seeing the economic benefits of having a better understanding and closer ties with their Asian neighbours.

The Whitlam government established diplomatic relations with China and the unified government in Vietnam. The White Australia policy was officially dismantled, and Australia began to welcome immigrants from Asia, including Vietnamese refugees. As a result, Australian society would become more culturally diverse. A new era of cooperation and trade with Asia was also established and Australia became a member of Asia-Pacific Economic Cooperation (APEC), firmly placing itself as a part of Asia. Australian football's move to join the Asian Football Confederation in 2006 showed that cultural entities were also moving closer to Asia.

11.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did Australians generally regard Asia at the end of World War II?
2. What evidence is there that Australia was largely a conservative country in the 1950s?
3. Identify areas where Australia changed both socially and politically during the Vietnam War era.

APPLY AND ANALYSE

4. Use census data to find evidence to support the argument that Australia has become a more culturally diverse place since the end of the Vietnam War. Present your findings in a visual display. Discuss those findings in terms of continuity and change.

Source 14 The 30th gathering of APEC leaders in Papua New Guinea, 2018

CASE STUDY

Popular music and the Vietnam War era

As you consider the range and diversity of popular culture about the Vietnam War, it is important to ask, 'When was this created?' There is a huge difference between the historical context of something created in 1965, when the war was beginning to escalate; 1970, when more and more people were becoming disillusioned by the loss of life and questioning the reason countries were fighting there; and 1984, at a time when contesting viewpoints were arguing about the meaning of the Vietnam War and what it achieved. What follows are some examples of popular music and the Vietnam War.

The Vietnam War era coincided with an explosion in popular music. As you have seen, 1964 was the year Australia committed itself to the Vietnam War by introducing National Service, and it was also the year The Beatles toured both the United States and Australia, launching the global phenomenon of Beatlemania. Rock 'n' roll swept through countries, encouraging young people to develop their own identities.

Anti-war songs

The first song to make the Sydney charts that has become indelibly associated with the Vietnam War was Barry McGuire's 'Eve of destruction' in 1965. It raised the question that was on the world's mind as the war escalated, that if the Vietnam War became nuclear, it could lead to the destruction of the world. Written by US songwriter P. F. Sloan, it became a rallying cry for those who opposed the war. The Animals had a US hit with 'We gotta get out of this place'. In US high schools, it became a popular end-of-school song, while it soared to popularity with the increasing number of troops in Vietnam in 1965.

Australian Frank Lewis recorded his own song, 'Year of war' in 1970, which recounted world conflicts within the context of the Vietnam War, and warned that 'the last is yet to come'. Probably the most famous Australian anti-war song was Ronnie Burns's hit single from 1970, 'Smiley'. Written by Johnny Young, it was inspired by the drafting of fellow singer Normie Rowe, the Smiley of the song, who was sent to Vietnam.

SPOTLIGHT

RESEARCH

This topic presents a great opportunity to apply your research skills. These are only a few of the many songs that comment on the Vietnam War, either directly or indirectly. Use your skills as a History student to find more songs and create your own playlist.

SEE, THINK, WONDER

Examine Source 15.

What do you see?

What do you think?

What does it make you wonder?

Source 15 The crowd at Bruce Springsteen's 1988 concert in East Berlin that has been credited with accelerating the end of East Germany

Pro-war songs

Those supporting the war in Vietnam also sought to use music to convince teenagers that the war was necessary. Staff Sergeant Barry Sadler had a number one hit in the US with 'The ballad of the Green Berets' in 1966. Sadler had served and been injured in Vietnam, and the song became a Top 10 hit in Australia, too. US news broadcaster Victor Lundberg had a surprise Top 10 hit in the US late in 1967 with his spoken word, 'An open letter to my teenage son' in which he told his teenage son that if he burnt his draft card, he should also burn his birth certificate because Lundberg would no longer consider the boy his son.

Supporting the veterans

Source 16 'Ohio' by Crosby, Stills, Nash and Young commented on a famous anti-Vietnam War protest where four US students were shot dead.

In later years, there has been a struggle for veterans' voices to be heard. Bruce Springsteen highlighted the struggle for veterans to be accepted into a post-Vietnam war world when he released 'Born in the USA' in 1984. It sparked a major push to understand the difficulties faced by Vietnam veterans and is a great example of why it is important to understand popular culture sources in their context. After the song's release, US President Ronald Reagan spoke about Bruce Springsteen during the 1984 Presidential campaign. Springsteen quickly rejected overtures to endorse Reagan and suggested his aides hadn't understood the song. On 19 July 1988, Springsteen sang the song to thunderous applause at a concert in East Berlin, just over a year before the Berlin Wall came down and East Germany ceased to exist. The sight of hundreds of thousands of young East Berliners singing 'born in the USA' in that context gave the song yet another meaning.

Australian music also dealt with the question of Vietnam vets. Cold Chisel's 'Khe Sanh' was released in 1978 and has gone on to become affectionately regarded as Australia's 'alternative national anthem'. Redgum's 'I was only nineteen' rose to number one on the Australian charts in 1983 and all royalties were donated to the Vietnam Veterans Association of Australia. It was based on the experiences of the writer John Schuman's brother-in-law. Even Normie Rowe tackled what was for him a very personal subject with his 2007 album, *Missing in Action*.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the key question to ask when you are dealing with popular culture linked to the Vietnam War?

2 Name one pro- and one anti-Vietnam War song that reached the Australian charts.

APPLY AND ANALYSE

3 Listen to The Animals' 1965 song 'We gotta get out of this place', and analyse the lyrics. Explain how the lyrics could mean different things, depending on the context in which they are used.

EVALUATE AND CREATE

4 Create a compilation album of anti-Vietnam War songs based on the ones mentioned here and others that you have uncovered from your own research. Create the album cover, and include one to two sentences per song as cover notes to give some background to the period, the songs and artists, to help the listener understand what they are hearing.

GO DEEPER

5 Listen to 'Fortunate son' by Creedence Clearwater Revival. Find the lyrics and use them to explain what the song is about. Which three future US presidents would have been eligible for the draft? How did each avoid being sent to Vietnam? How do their experiences help you understand the song?

11D

CHECKPOINT

WHAT WAS THE IMPACT OF THE VIETNAM WAR?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Assess the impact of the war for Vietnam veterans

1 Assess the impact the Vietnam War had on Australian soldiers, both in Vietnam and upon their return home. (10 marks)

» Use sources to explain the difficulties faced by veterans and their families after the Vietnam War

2 Prepare a submission for the Department of Veterans' Affairs calling for increased support for Vietnam veterans and their families. In your submission, include references to specific sources to support your viewpoint. (10 marks)

» Assess the impact of the war for the Vietnamese people

3 Explain the impact of the war for Vietnamese people in terms of casualties suffered by both the North and South. Suggest why sources may differ in listing the casualties experienced by the Vietnamese during the war. (5 marks)

4 Create a digital scrapbook that helps people understand the impact the Vietnam War had on both North and South Vietnam. (5 marks)

» Use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War

5 Drawing on a range of sources, explain why so many people tried to leave Vietnam after the war ended, and the experiences they had in reaching destinations such as Australia. (10 marks)

» Outline the social and political changes that occurred in Australia during the Vietnam War era

6 Outline the way Australia changed both socially and politically during the Vietnam War era. (5 marks)

» Outline how Australia's relationship with Asia changed from the end of World War II to the end of the Vietnam War era in the 1970s

7 Outline the changes in Australia's relationship with Asia between the end of World War II and the Vietnam War. (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

12

Source 1 Part of the Holocaust Memorial Museum's display of deported people, Washington DC, United States

THE HOLOCAUST

The Holocaust was the systematic, bureaucratic, state-sponsored mass murder of approximately six million Jewish people between 1933 and 1945. It was an attempt by Germany's Nazi regime to eradicate Jewish people from Europe. The regime also targeted the Romani and Sinti peoples (also called gypsies), people with disabilities, Jehovah's Witnesses, homosexuals, German political opponents and, later, Soviet prisoners of war and Polish people. Elie Wiesel, a Romanian-born Holocaust survivor, highlights the importance of studying the Holocaust through the stories of those who were persecuted. He says:

> Let us tell tales so as to remember how vulnerable man is when faced with overwhelming evil. Let us tell tales so as not to allow the executioner to have the last word. The last word belongs to the victim. It is up to the witness to capture it, shape it, transmit it and keep it as a secret, and then communicate that secret to others.

Throughout this chapter, the tales of those who perished and others who survived will communicate the terrors and atrocities that comprised this genocide. The Holocaust is studied so that we never forget, but also in order to never repeat this history.

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WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST? 12A

In this section you will:

» describe the concept of genocide
» sequence the main waves of antisemitism
» identify key features of pre-war Jewish life
» identify historiographical approaches.

CHECKPOINT 12A

WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST? 12B

In this section you will:

» outline government policies and practices that restricted life for different groups
» explain how and why the government was successful in implementing its policies
» describe the hardships faced by victims of Nazi ideology.

CHECKPOINT 12B

HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS? 12C

In this section you will:

» describe the impact of increasing persecution during the war years
» using a range of sources, describe the experiences of different groups during the Holocaust
» discuss the response of different individuals and groups during the Holocaust.

CASE STUDY: MUSIC AND THE HOLOCAUST

CHECKPOINT 12C

WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST? 12D

In this section you will:

» assess the impact of the Holocaust
» explain the international response to the Holocaust.

CHECKPOINT 12D

THE HOLOCAUST – A TIMELINE

Source 2
An artist's impression of King Nebuchadnezzar II capturing the Jewish people and enslaving them in Babylon

TIMELINE

c. 1400 BCE
The Jewish people enter the Promised Land of Israel, after being delivered from slavery in Egypt.

586 BCE
The Temple in Jerusalem is destroyed by King Nebuchadnezzar II of Babylon, and Jewish captives are taken into exile in Babylon.

c. 538 BCE
King Cyrus the Great of Persia liberates the Jews who were exiled in Babylonia, allowing them to return to Jerusalem and rebuild the Temple.

70 CE
The second Temple is destroyed by the Romans, with nearly one million Jewish people being killed. Most of the survivors are sold into slavery or escape to other nations.

1025
The Kingdom of Poland is founded, providing shelter for persecuted and expelled European Jewish communities.

1144
The first 'Blood Libel' against the Jews takes place in Norwich, England. Blood libels are superstitious, false allegations that Jews murder Christians for ritualistic practice. This concept spreads across Europe.

1290
King Edward I of England declares that all Jews must be expelled from the country within three months. This edict remained in place until 1656.

1560
Approximately 75 per cent of the world's Jewish people live in Poland, the 'Paradise of the Jews'.

1881
Ongoing pogroms against Jewish people in Russia spark the first major wave of *aliyah* (Jewish immigration) into Israel.

c. 1400 | c. 500 | BCE | CE | 70 | 1000 | 1500 | 1880

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify two examples of kings supporting Jewish people.
2. In what year did Germany open its first concentration camp?
3. What evidence is there to suggest that antisemitism existed well before Hitler was appointed Chancellor?
4. What started in Nuremberg in 1945? How does this suggest that the actions of the Nazis were not condoned?

Source 3
On 2 August 1933, Hitler became the führer of Germany, combining the office of the president with the office of the chancellor.

Source 4 Jewish people in the Lodz Ghetto, wearing the compulsory Jewish Badge.

1914
The Ottoman Empire, with control over the whole Middle East, outlaws Zionism, expelling 11 000 of the 60 000 Jewish people living in Palestine.

1929
In Hebron, the oldest continuously inhabited Jewish city in the world, 69 Jews are brutally murdered. The British authorities decide to evacuate the Jewish population and forbid them to return.

1933
Adolf Hitler is appointed Chancellor of the German Reich. He instigates antisemitism across the country and opens Dachau – Germany's first concentration camp.

1935
The Nuremberg Laws are proclaimed on 15 September, placing significant restrictions on Jewish people.

1938
On 9 November, the Nazis unleash series of pogroms against Jewish people with *Kristallnacht* (the Night of Broken Glass).

1939
World War II commences and Polish Jews are forced to wear the Star of David.

1940
The Lodz and Warsaw Ghettos are sealed.

1941
Gas experiments begin at Auschwitz concentration camp, and German Jews begin to be deported.

1942
The Final Solution is agreed upon at the Wannsee Conference. Thirty thousand Jewish people are deported from the Warsaw Ghetto for transport to the newly opened Treblinka extermination camp.

1945
World War II ends, and the Nuremberg trials of war crimes begin.

Source 5
The entrance to the Auschwitz-Birkenau death camp, where it is estimated that over 1 000 000 Jewish people were murdered

12A WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST?

12.1 THE CONCEPT OF GENOCIDE

KEY CONTENT

In this topic you will:

- describe the concept of genocide.

In 1944, a Polish lawyer named Raphäel Lemkin coined the term 'genocide'. The Latin suffix *-cide* means killing, and it appears in other English words such as 'homicide' (the killing of man or a human). *Genos* is a Greek word meaning race or tribe, so genocide means the killing of a race or tribe. Genocide is usually understood to be the systematic, **bureaucratic** mass murder of a group of people with something in common such as their nationality, ethnicity, race or religion. Genocide is different to a random mass murder in that the intent is to destroy or eradicate the particular group. Lemkin's definition came about partly in response to the atrocities committed with the deliberate murder of Jewish people as a result of Nazi policies and practices. However, he also intended to encompass previous acts of hatred throughout history, where specific groups were targeted for destruction. By 1946, as a result of Lemkin's campaign, the term 'genocide' was recognised as a crime under international law.

bureaucratic relating to a system of government in which important decisions are made by state officials rather than elected representatives

Genocide as a crime

World War II ended in 1945. In 1946, the United Nations General Assembly recognised genocide as a crime under international law through *Resolution 96 (I) The Crime of Genocide.* The Resolution recognises not only the mass murder of Jewish people by Nazis, but also 'many instances' of genocide in the past.

Source 1 An extract from *Resolution 96 (I)*

> Genocide is a denial of the right of existence of entire human groups, as homicide is the denial of the right to live of individual human beings; such denial of the right of existence shocks the conscience of mankind, results in great losses to humanity in the form of cultural and other contributions represented by these human groups, and is contrary to moral law and to the spirit and aims of the United Nations.
>
> Many instances of such crimes of genocide have occurred when racial, religious, political and other groups have been destroyed, entirely or in part.
>
> The punishment of the crime of genocide is a matter of international concern.
>
> *The General Assembly, therefore,*
>
> *Affirms* that genocide is a crime under international law which the civilized world condemns, and for the commission of which principals and accomplices – whether private individuals, public officials or statesmen, and whether the crime is committed on religious, racial, political or any other grounds – are punishable.

UN General Assembly, The Crime of Genocide, *11 December 1946, A/RES/96, available at: www.refworld.org/docid/3b00f09753.html*

The 1948 *Convention on the Prevention and Punishment of the Crime of Genocide* (the Genocide Convention) **codified** genocide as an independent crime. Australia signed the Genocide Convention on 11 December 1948 and **ratified** it on 8 July 1949. By comparison, France and the United States also signed the Genocide Convention with Australia, but it wasn't until 14 October 1950 and 25 November 1988 respectively, that they ratified their agreement. As of mid-2020, 152 states (countries) had ratified the Genocide Convention. This highlights a difficulty with international law. There is no obligation for different countries to sign conventions or treaties, and once they do, ratification must still take place for it to be officially binding on that state.

codify
to arrange laws or rules into a systematic code

ratify
to approve a treaty through a state's own system; the process of agreeing to be bound by the treaty that has been signed

Source 2 Genocide as defined by Article II of the 1948 *Convention on the Prevention and Punishment of the Crime of Genocide*

> In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
>
> (a) Killing members of the group;
>
> (b) Causing serious bodily or mental harm to members of the group;
>
> (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
>
> (d) Imposing measures intended to prevent births within the group;
>
> (e) Forcibly transferring children of the group to another group.

The United Nations continues to affirm its stance that genocide is a crime of international concern. In 1998, Article 6 of the *Rome Statute of the International Criminal Court* used the same definition in Article II of the Genocide Convention to consolidate its stance that targeted hatred is a crime, whether within a war or as a stand-alone act.

Source 3 The entrance to the Auschwitz-Birkenau extermination camp, where it is estimated that over 1 000 000 Jewish people were murdered

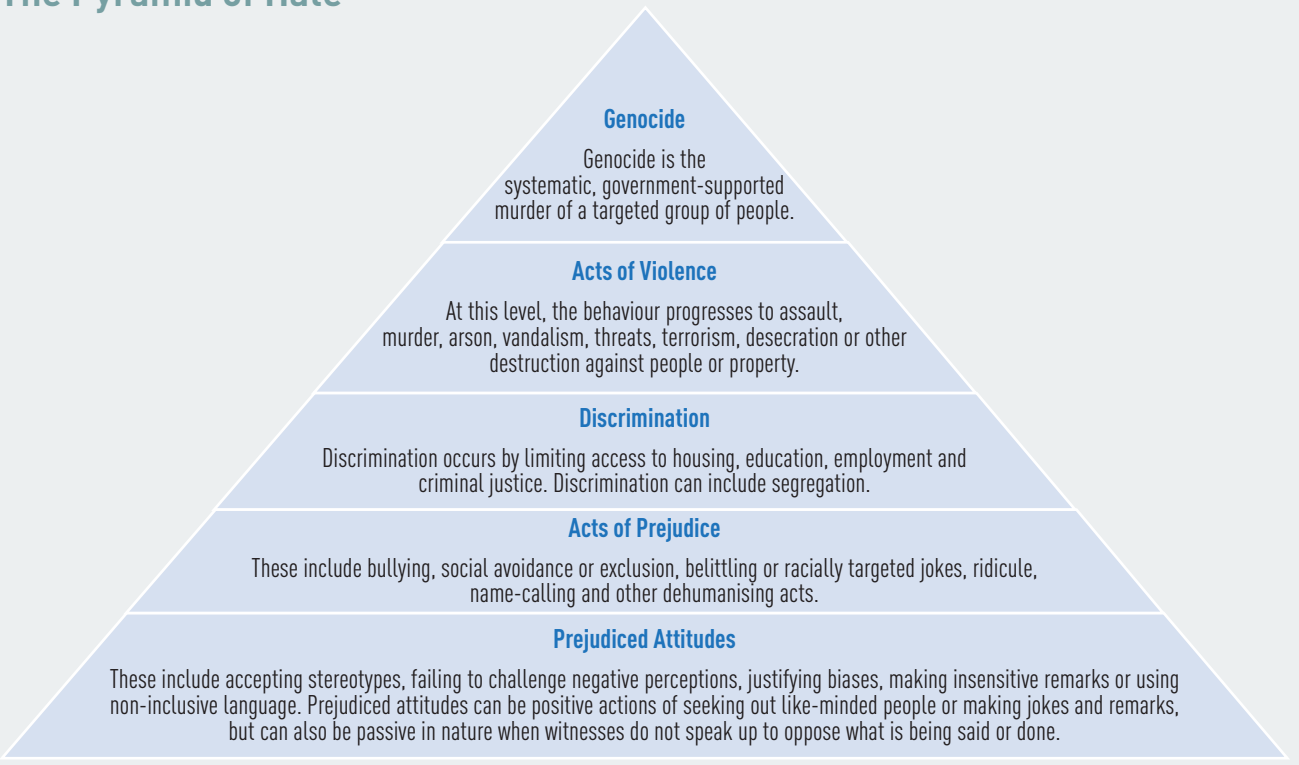
The Pyramid of Hate

Sho'ah
(also Shoah) a Hebrew word meaning 'catastrophe'; in 1942, historian Ben-Zion Dinur used the word to describe the extermination of Jewish people across Europe

When studying the Holocaust or ***Sho'ah***, one of the questions that comes up repeatedly is, 'How was it humanly possible?' It is unfathomable to think that a group of people can choose to hate another group, then put that ideology into practice. Racial prejudice is learnt behaviour. It happens gradually over time, and people can become desensitised to the behaviour they witness, which may inhibit bystanders from intervening. The Anti-Defamation League in the United States established the *Pyramid of Hate* to demonstrate how minor behaviours of prejudice can escalate to the point of genocide. The structure of a pyramid means that the upper levels are supported by the lower levels. This theory suggests that acts of genocide are only possible when there is acceptance and tolerance of the steps below. When studying the Holocaust in light of this theory, it is easy to see that the Holocaust could have been prevented. Had unacceptable behaviours been suppressed through early intervention, the ultimate genocide might never have occurred. A quote, often attributed to Edmund Burke, is used regularly in commentaries on the Holocaust: 'The only thing necessary for the triumph of evil is that good men do nothing.'

12.1 SOURCE STUDY

The Pyramid of Hate



Source 4 The Pyramid of Hate

INTERPRET

1 Which step in Source 4 is most likely to be seen in daily life? Justify your response.
2 Consider the quote by Edmund Burke, 'The only thing necessary for the triumph of evil is that good men do nothing.' How do the stages in the pyramid corroborate or contradict this interpretation?

Source 5 is a well-known quote from German church leader Martin Niemöller, who initially supported the Nazi Party, but then came to oppose it. He was eventually imprisoned in a series of concentration camps.

Source 5

> First they came for the communists,
>
> and I didn't speak out because I wasn't a communist.
>
> Then they came for the socialists,
>
> and I didn't speak out because I wasn't a socialist.
>
> Then they came for the trade unionists,
>
> and I didn't speak out because I wasn't a trade unionist.
>
> Then they came for the Jews,
>
> and I didn't speak out because I wasn't a Jew.
>
> Then they came for me,
>
> and there was no one left to speak for me.
>
> *Martin Niemöller*

12.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Define the term 'genocide'.
2 How did the United Nations criminalise genocide?

APPLY AND ANALYSE

3 What role did Raphäel Lemkin play in making the prevention of genocide an international responsibility?
4 What are the challenges associated with preventing and punishing genocide?
5 Consider the view expressed by Martin Niemöller in Source 5. How does the Pyramid of Hate (see Source 4) support or contradict this?

EVALUATE AND CREATE

6 Do research to find which countries have not signed the Genocide Convention. Write a persuasive speech to their head of state or parliament, arguing why they should sign and ratify this convention.

GO DEEPER

7 In groups, research one of the following topics and outline the key events. Assess the facts in relation to the definition of genocide. Does your topic constitute genocide? Justify your response in a class presentation.

- Rome's destruction of Carthage (146 BCE)
- the Athenian massacre at Melos (416 BCE)
- Tasmania (1825–30s)
- the Stolen Generations (Australia, 1910–70)
- Armenia (1915–17)
- the Soviet Great Purge (1936–38)
- East Timor (1974–99)
- Cambodia (1981–83)
- Rwanda (1994)
- Bosnia (1995)
- Darfur (2003 onwards)
- the Rohingya people (2017 onwards).

12.2 ANTISEMITISM THROUGHOUT HISTORY

KEY CONTENT

In this topic you will:

- sequence the main waves of antisemitism.

pogrom
a Russian word meaning to demolish violently; used to refer to violent uprisings and attacks on Jews in central and eastern Europe by local non-Jewish people

SPOTLIGHT

CONTINUITY AND CHANGE

'Antisemitism' is a fairly modern term, yet prejudice towards Jewish people has existed for thousands of years. Over time, the concept has remained the same, but how it played out in terms of persecution depended on the historical context.

Torah
usually refers to the first five books of the 24 books of the Hebrew Bible; it can also mean the whole Hebrew Bible

Bible
the Christian Old Testament and New Testament; the first five books of the Jewish Torah are in the Old Testament

Promised Land
the land recorded in the Torah and Christian Old Testament as being land granted to the Jews as their homeland

In order to understand the term 'antisemitism', it is important to consider the problems with the word itself. The term (and spelling) 'anti-Semitism' was first used in 1879 by an anti-Jewish German, Wilhelm Marr. At the time, there were **pogroms** and other anti-Jewish campaigns across central and eastern Europe. *Anti* is an ancient Greek word meaning 'against' or 'opposite', so the term anti-Semitism implies being against Semitic peoples. Semites are people belonging to a group who speak a Semitic language. It usually includes Arabs, Akkadians, Canaanites, Ethiopians, Aramaeans and Hebrews. Therefore, anti-Semitism would seem to imply discrimination against all of these groups, but it has only been attributed to anti-Jewish prejudices or actions. This, in itself, highlights the targeted nature of the prejudice.

The International Holocaust Remembrance Alliance articulates concern as the concept of 'Semitism' appears to give weight to the suggested racial classification. The Alliance argues for the unhyphenated spelling of antisemitism, so that the generic term that is clearly associated with Jew-hatred cannot be confused. Antisemitism is the targeted prejudice towards Jewish people, so this term, without a hyphen, is used here for clarity.

Antisemitism in the ancient world

Documented cases of antisemitism in the ancient world exist in the **Torah**, the **Bible** and secular records from different governments. The Jews differed from most ancient societies as they were monotheistic (they believed in one god), rather than polytheistic (the belief in many gods). At different times, the Babylonians, Persians, Greeks and Romans conquered the ancient kingdoms of Judea and Israel, with the Jews being persecuted for their desire to remain a separate cultural group rather than adopting the customs and beliefs of their conquerors.

Jewish people were held in captivity in Egypt, being freed by Moses *c.* 1400 BCE and led back to the **Promised Land**. In 586 BCE, King Nebuchadnezzar II of Babylon captured the Jewish people and destroyed their Temple in Jerusalem. When Cyrus the Great conquered Babylon and established the Persian Empire, the Jews were released from servitude and it was recorded that their Temple would be rebuilt. In the Cyrus Cylinder, an inscribed clay cylinder, Cyrus details religious tolerance, and freedom from racial vilification. However, subject peoples (people who were 'subject' to the king) across the Persian Empire did not necessarily agree with the policy of equality. The Old Testament Book of Ezra 4:11-21 outlines that during the rule of Artaxerxes I (464 BCE – 424 BCE), the Samarians wrote to the king opposing the rebuilding of 'that rebellious and wicked city', with the king agreeing that 'this city be not rebuilt'.

In ancient Rome, Cicero (106 BCE – 43 BCE) expressed hostility towards the Jews by reminding a jury of 'the odium of the Jewish gold' and that they 'stick together'. He even went as far as to claim that Judaism was a barbarous superstition. The Roman historian Tacitus (CE 56 – CE 120) described Jewish customs as 'base and abominable'. Juvenal (CE 55 – CE 120), a Roman poet and satirist, expressed disgust towards anyone who converted to Judaism. The first-century Jewish historian Josephus acknowledged that Rome permitted Jewish religious practice. However, that doesn't mean that it was respected. There are many accounts of violence and attacks on Jewish groups.

Source 6 An artist's impression of King Nebuchadnezzar II capturing Jewish people and enslaving them in Babylon

Antisemitism in the Middle Ages

Throughout the Middle Ages in Europe, public opinion was heavily driven by Christian church leaders. Writings from the early church fathers such as Tertullian (CE 160 – CE 225) were often used to justify antisemitism. Tertullian portrayed Jewish people as rebels against god as they had rejected Jesus as the promised messiah. With many people being illiterate at this time, portrayals of **Ecclesia and Synagoga** emerged in art and sculpture. Synagoga would stand to the left of Ecclesia, since the left side represented evil. She was usually blindfolded, to indicate being blind to Christ. The constant negative portrayal of Jewish people resulted in outbreaks of persecution. A massacre of Jewish people occurred in York in 1190, and attempts at ethnic cleansing included the expulsion of Jews from England in 1290, France in 1306 and Spain in 1492.

The concept of **blood libel** was heavily propagated by Martin Luther in his 1543 publication *On the Jews and their Lies*. Blood libel had been used to accuse Jewish people of causing and spreading the plague, along with other diseases. Across the next 100 years, blood libel charges became common in eastern Europe, including throughout Poland where Jews had been promised protection by nobles in exchange for working the land.

Ecclesia and Synagoga
feminine figures that emerged in Christian art during the Middle Ages; Ecclesia represented the Christian church, and Synagoga represented the Jewish synagogue

blood libel
a false allegation that Jewish people conducted rituals using the blood of Christian or other non-Jewish children they had murdered

Antisemitism in the Middle Ages

Source 7 Synagoga above the portico of Notre Dame, Paris. Synagoga is defeated, with her crown at her feet, the Torah slipping from her hand and a serpent acting as a blindfold.

Source 8 *Ecclesia and Synagoga* (Ecclesia is to the left of Jesus and holding a chalice, while Synagoga is blindfolded on his right) in a crucifixion from a German Book of Psalms *c.* 1260

Source 9

> We hold the Jewish people in special regard because their covenant with God has never been revoked, for 'the gifts and the call of God are irrevocable' (Rom 11:29). ... Dialogue and friendship with the children of Israel are part of the life of Jesus' disciples. The friendship which has grown between us makes us bitterly and sincerely regret the terrible persecutions which they have endured, and continue to endure, especially those that have involved Christians. God continues to work among the people of the Old Covenant and to bring forth treasures of wisdom which flow from their encounter with his word. For this reason, the Church also is enriched when she receives the values of Judaism.

Pope Francis demonstrates the revised Church opinion on Jewish people in *Evangelii Gaudium* (2014), pp. 247–9.

INTERPRET

1. What is the value of Sources 7 and 8 to historians studying antisemitism in the Middle Ages?
2. Compare Source 9 with Sources 7 and 8. What appears to have changed over time?
3. What are the limitations of these sources for understanding antisemitic attitudes?
4. Search online for a picture of Ecclesia above the portico of Notre Dame. How does she differ to the portrayal of Synagoga in Source 7?

Antisemitism in modern times

Professor Rafi Vago of Tel Aviv University suggests that the French Revolution sparked the period of modern antisemitism. The Declaration of the Rights of Man and of the Citizen in 1789 created a new relationship between citizens, with discrimination being outlawed. Jewish people had long been segregated from society throughout Europe, considered the ultimate 'other'. The new statute of liberty for all provided emancipation for Jewish people, but this did not last long, with their 'otherness' returning as traditional attitudes triumphed after the fall of Napoleon in 1815. Jewish people across much of his former empire lost legal equality. Throughout the nineteenth and early twentieth century, Jewish people faced pogroms, with as many as 1326 pogroms in Ukraine alone after the Russian Revolution.

In response to the increasing number of Jewish refugees across Europe, the 1938 Evian Conference brought together 32 nations and 39 private organisations to discuss where Jewish refugees could be repatriated. The United States had a quota on the number of Jewish immigrants it permitted each year, and Australia said that it would accept 15 000 Jewish people over three years. The Australian representative, T. W. White, justified this by saying, 'As we have no real racial problem, we are not desirous of importing one.' This meant that he acknowledged the prevalence of antisemitism and wanted to avoid it, rather than address it, in Australia. The limit of 15 000 people over three years meant 5000 per year. In 1938, there were 50 000 applications from people wanting to escape Europe, so only 1 in 10 were able to obtain refuge in Australia. In 1945, Australia reduced its Jewish immigration quota to 3000 per year and specifically asked on the sponsorship form whether or not somebody was Jewish.

Source 10 The neo-Nazi National Alliance at a rally in Washington DC in 2002, protesting against US aid and support to Israel

In November 2019, the Executive Council of Australian Jewry published a report that found antisemitic incidents increased by 59 per cent between 2017 and 2018. This high level was maintained throughout 2019, but there was a shift in the manner of antisemitism, with a 30 per cent increase in abuse, harassment and intimidation. Even more recently, antisemitism was evident both in Australia and internationally in response to COVID-19. Social media posts accused Jewish people of creating the virus, with reference to antisemitic names for it such as 'Jew flu'. Dr Dvir Abramovich, chairman of the Anti-Defamation Committee, described this as the modern equivalent of the Medieval blood libel of Jewish people spreading the Black Death. Despite learning from atrocities witnessed throughout history, antisemitism still exists in today's society.

Source 11

> It remains true that the Jewish community's places of worship, schools, communal organisations and community centres need, for security reasons, to operate under the protection of high fences, armed guards, metal detectors, CCTV cameras and the like. This necessity is recognised by Australia's law enforcement agencies and arises from the entrenched and protean nature of antisemitism in western and Middle Eastern culture, resulting in a high incidence of physical attacks against Jews and Jewish communal buildings over the last three decades, and continuing threats.

Extract from Julie Nathan, 'Report on Antisemitism in Australia 2019: 1 October 2018 – 30 September 2019', Executive Council of Australian Jewry, *9 November 2019, p. 9*

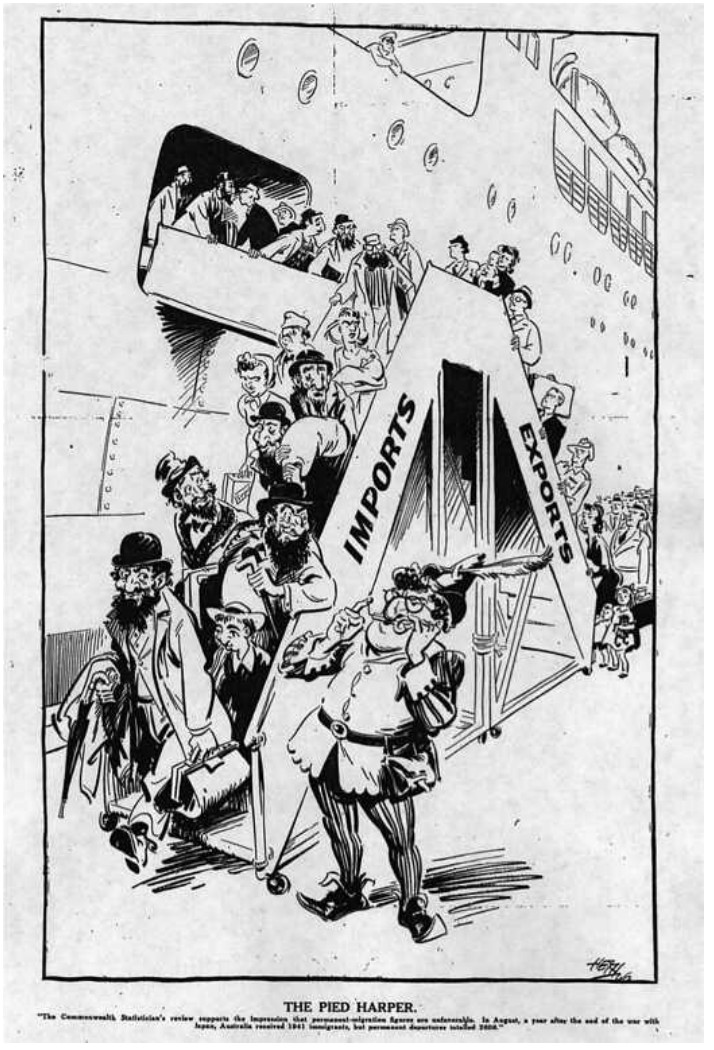
SEE THINK WONDER

Look at the cartoon in Source 12.

What do you see?

What do you think?

What does it make you wonder?



Source 12 A cartoon from *The Bulletin* in 1946: The Minister for Immigration, Arthur Calwell, is depicted playing a Jewish harp to entice Jewish people into Australia, forcing non-Jewish people out.

12.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How did antisemitism present itself in the ancient world?
2 What evidence is there to suggest that at least some ancient rulers were tolerant of different groups and religions?
3 Why did antisemitism emerge in art in the Middle Ages?
4 Why did racial equality provided by the French Revolution not have a lasting impact?
5 How did antisemitism change in 2019?

APPLY AND ANALYSE

6 How have governments contributed to antisemitism?
7 What does the response by Australia and the United States at the Evian Conference suggested about prejudice in their respective societies?
8 To what extent is history repeating itself, considering the rise of antisemitism through graffiti and scapegoating with the COVID-19 pandemic?
9 Study the cartoon in Source 12.
   a What evidence is there to suggest that Arthur Calwell supported Jewish immigration?
   b Despite the Minister for Immigration welcoming Jewish people, how does this cartoon display antisemitic attitudes?
   c Would you consider this cartoon to be propaganda? Justify your response.

EVALUATE AND CREATE

10 Research further examples of antisemitism in the twenty-first century. Devise a campaign to educate society, and implement a response to eradicate antisemitism. Present your ideas as a podcast, talk show, video or other audio-visual format.
Use a table like the one below to conduct your research. This will ensure you incorporate a variety of perspectives to develop depth to your analysis.

Research findings	Example 1	Example 2	Example 3
Antisemitism in the twenty-first century			
Detail *Provide a description of who, what, where, when etc.*			
Impact *What was the result? Provide detail of any violence, further crime, wellbeing impacts etc.*			
Response *How can this form of antisemitism be addressed? Provide detail on your proposed measures to educate society, or particular groups in society.*			
Source/Authority *News article? Government report? Social Media?*			

GO DEEPER

11 Conduct research on the impacts of racism. Explain the social, political and economic consequences of racist attitudes in society. In your response, consider either a particular case study, or examine the issue more broadly in a global context. Structure your response as an essay, using the themes outlined in the question to develop your paragraphs.

Source 13 A Nazi Swastika spray painted on a wall by ultra Rome football fans, in December 2018

12.3 PRE-WAR JEWISH LIFE

KEY CONTENT

In this topic you will:

- identify key features of pre-war Jewish life.

SPOTLIGHT

COMPREHENSION, CHRONOLOGY, TERMS AND CONCEPTS

A range of Hebrew and Yiddish terms are used when describing Jewish life before, during and after the Holocaust. Many of these terms describe specific elements of Jewish culture and religion, which means there isn't always a direct English translation.

When studying the Holocaust, it is common to learn about the number of victims who perished, along with the conditions faced by those in the ghettos and camps. However, it is in studying individual stories that we can truly understand the meaning and significance of the Holocaust. The world didn't lose numbers. It lost a spiritual community.

More than 70 per cent of Jewish people were living in big cities at the time the Nazis came to power. Life was very similar to life today. Thirty-five per cent of Warsaw, the capital of Poland, was Jewish. The Nazi regime moved the Jewish population into an area that was just 2 per cent of the city when they established the Warsaw Ghetto. To understand just how absurd the Nazi racial ideology was, it is important to understand what Jewish life was like before the Holocaust.

Religious life

Not all Jewish people were religious, with many identifying more closely with the nation in which they lived than with the Jewish community. There were many who lived separately from non-Jews, maintaining a more traditional and religious way of life. The synagogue was the place of worship and study of the Torah, sometimes with a Jewish school attached. The synagogue also served as the central point of the community, with social gatherings and celebrations being hosted there. In some parts of Europe, particularly in the east, more religious Jews lived in communities known as *shtetls*. Their lifestyle was based on shared religious observance and diet.

Orthodox Jew
a traditional Jew with devout and strict observance of the Torah

Shabbat
the centrepiece of Jewish life as the day of rest from sundown on Friday to sundown on Saturday; also called the Sabbath

Memoirs and testimonies reveal that Jewish people practised their religion in different ways. Photographs and oral histories indicate that there were **Orthodox Jews**, with the classic black flock coats and fur hats called *shtreimels* worn by married men, while others adopted Western-style clothing and were largely integrated into the community.

Jewish life centred on **Shabbat** each week and major holidays such as Passover, Rosh Hashanah, Hanukkah and Yom Kippur, the holiest day of the year. Orthodox Jews might pray daily at the synagogue, while others might attend only during major holidays.

Cultural life

Community is valued in Jewish society, as is support for young people. Prior to World War II, 10 to 15 per cent of the Jewish youth belonged to youth movements. Jewish people believed that their youth had the power to change the world because they could think outside the box. Jewish youth took initiative in society, mentoring and teaching younger children within the community.

Between World War I and World War II, Poland had the largest Jewish population in Europe, with Jewish people representing 10 per cent of the Polish population. Three million of the 3.5 million Jewish people in Poland were victims of the Holocaust, meaning that every second Jewish person killed was Polish. Yiddish was predominantly their native language, so they were easily identified due to their accent when speaking Polish. When Nazis conducted physical examinations, Jewish men were easily identified, as only Jewish boys were circumcised at the time.

Eighty per cent of Jewish people worked in commerce and industry, which created a general assumption that Jewish people were wealthy. However, Jewish industry was typically shoemaking and tailoring, with many being ***schleppers***, who were not wealthy. Jewish people were also shopkeepers. In comparison with non-Jewish Poles, the majority of whom worked in agriculture, Jewish people would have appeared wealthy.

schlepper
Yiddish word for a someone who carries things and travels; a pedlar

12.3 SOURCE STUDY

Pre-war Jewish life

Source 14

European Jews, like European Christians, were and are a diverse group. By the early twentieth century many Jews were highly acculturated; neither their appearance, habits of daily life, or language distinguished them from their non-Jewish French, German, Italian, Polish, Greek or other neighbors. Some attended religious services on high holidays only; others, never. Some maintained a strong sense of Jewish identity; others, very little or none at all ... There were wealthy Jews in Europe around 1930 as well as middle-class and very poor Jews. There were Jewish bankers and shopkeepers, Jewish doctors, nurses, actors, professors, soldiers, typists, peddlers, factory owners, factory workers, kindergarten teachers, conservatives, liberals, nationalists, feminists, anarchists, and Communists ... Nazi propaganda would create the category of 'the Jews', a composite based on myths and stereotypes ... In reality there was no such thing as 'the Jew', only Jews who often differed as much, and in many cases more, from one another than they did from the Christians around them.

Extract from Doris L. Bergen, War and Genocide: A Concise History of the Holocaust, *Rowman & Littlefield, New York, 2016, pp. 19–20*

Source 15 Yaacov Lerche and Gitel Zweiman enjoying winter sports in Lubartow, Poland. Both Yaacov and Gitel perished in the Holocaust.

Source 16 Anna (age 10) recalls life before the war in Warsaw, Poland

One day a new movie theatre called The Palladium opened in Warsaw. Isabelle talked my mother into coming with us to see a Shirley Temple movie.

Itshak B. Tatelbaum, Through Our Eyes: Children Witness the Holocaust, *Yad Vashem, Jerusalem, 2004, p. 17.*

Source 17 Hannele (age 11) recalls like before the war in Germany

One of the most popular games which was played by the older children with great vigour was Volkerball, a type of hand-ball game with two teams and complicated rules. It was a great day with the older children allowed us to take part ... Winter in Gerresheim was particularly a happy time ... I loved to watch the first snow falling; large great flakes from behind the windowpane, settling soundlessly on branches, fences, and streetlamps. I loved the sense of warmth and safety it gave me ... Snowball-fights raged up and down the street and even grownups sometimes became involved ...

Itshak B. Tatelbaum, Through Our Eyes: Children Witness the Holocaust, *Yad Vashem, Jerusalem, 2004, p. 18.*

Source 18 Orthodox Jews in Vienna, Austria, around 1910

INTERPRET

1. What aspects of life in these sources do you recognise from your life today?
2. With reference to three sources, describe pre-war Jewish life.
3. What does the evidence reveal about religion and culture for Jewish people?

12.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the role of the synagogue in Jewish communities?
2. What jobs were typical for Jewish people?

APPLY AND ANALYSE

3. Why is it difficult to describe a 'typical' Jewish person or family?

EVALUATE AND CREATE

4. Using the databases available on websites such as 'Yad Vashem – The World Holocaust Memorial Center' or the 'United States Holocaust Memorial Museum', research people who experienced the Holocaust. Choose an individual whose experience you will follow throughout this unit. For now, establish a document with their name, date and place of birth and any details about their life before the war. Include a photograph. As you continue throughout this unit, you'll be directed to find out what their experience was or, if unknown, what it might have been, based on where they lived, the age they were and what was happening across Europe at that time. This provides an opportunity to honour their story and learn from your class about individual experiences throughout the Holocaust.

12.4 AN INTRODUCTION TO HISTORIOGRAPHICAL APPROACHES

KEY CONTENT

In this topic you will:

- identify historiographical approaches.

When studying the Holocaust, there are several **historiographical** approaches adopted by historians. Historians looking at how the Holocaust could happen often use the intentionalist or functionalist arguments.

historiography
the study of how history is written and constructed

The intentionalist approach

Intentionalists see Hitler as the crucial factor in making the **Final Solution** possible. The intentionalist argument is that Hitler was not merely throwing around idle threats, but instead meant everything he said, and always *intended* the mass murder of Jewish people. Intentionalists concede that opportunity was important, so while there was always intent to kill Jewish people, the circumstances also needed to fall into place to make it possible.

Final Solution
the Nazi plan to exterminate the Jewish people

The functionalist approach

Functionalists (also called structuralists) attribute blame for the Holocaust more broadly than Hitler. They argue that there was no specific order issued by Hitler, nor was there any plan that had been developed over time. Functionalists do not dispute that the Holocaust happened. They suggest that, rather than it being a single leader's decision, both individuals and groups made a combination of decisions independently, which contributed to the evolution of the Final Solution.

SPOTLIGHT

PERSPECTIVES

Historians who access the same sources and materials to study an aspect of history can arrive at different conclusions. Their education or background may have shaped their thinking and interpretation, bringing a degree of personal bias into their analysis of history. Considering different perspectives broadens our learning and understanding of the past.

Source 19 Intentionalists see Hitler as the crucial factor in making the Final Solution possible. Functionalists argue that the Holocaust was not just Hitler's decision alone.

12.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How does the intentionalist argument shift blame from Nazi collaborators?

2 How does the functionalist (structuralist) argument suggest that the Holocaust was a group effort?

APPLY AND ANALYSE

3 For each of the perspectives below, indicate if they are more intentionalist or functionalist in their approach.

	Historian	Perspective	Approach
a	Dietrich Bracher	In his book *The German Dictatorship*, Bracher suggests that Hitler's idea of gassing Jewish people stemmed from his own experience of being in a gas attack at the end of World War I. He claims that for Hitler, the Final Solution had priority over all other war issues.	
b	Martin Broszat	In his book *Der Staat Hitlers*, Broszat argues that rather than being a well-ordered dictatorship directed only by Hitler, the Nazi Party was a jumble of overlapping jurisdictions characterised by constant infighting for power.	
c	Alan Bullock	In his book *Hitler and Stalin: Parallel Lives*, Bullock argues that, 'Hitler alone had the imagination – however twisted – to come up with such a plan ... had there not been a Hitler to conceive of such projects and to convince others that they could actually take place, neither transportation nor the Final Solution would have occurred'.	
d	Lucy Dawidowicz	In her book *The War Against the Jews*, Dawidowicz states that destroying the Jews was always part of Hitler's thinking, and that 'only the question of opportunity mattered'.	
e	Saul Friedlander	In his book *Nazi Germany and the Jews*, Friedlander suggests that Hitler adopted a policy of 'eliminationist antisemitism', which was a policy of excluding German Jews from society. He goes on to say that 'eliminationist antisemitism' became 'exterminationist antisemitism' when Hitler gave the order to commit genocide.	
f	Daniel Goldhagen	The author of *Hitler's Willing Executioners* said in an interview that, 'there are many more people involved in the extermination of Jews ... many of the killers knew that they did not have to kill ... Hitler and the Nazi Party were instrumental for the initiation and commission of the Holocaust .... But they came to power in a country which was already virulently antisemitic and so they were easily able to mobilise ordinary Germans'.	
g	Eberhard Jäckel	During an international conference at Stuttgart, Jäckel accepted many aspects of the functionalist perspective, except one vital point. He insisted that Hitler himself knew that his ultimate goal was the systematic mass murder of European Jews. He argued in his book *Hitler's Philosophy of Life* that Hitler had been dreaming of his goal to remove the Jews as early as 1919.	
h	Hans Mommsen	Mommsen's position suggests that the Holocaust emerged from political-bureaucratic mechanisms crafted by high-ranking leaders such as Reinhard Heydrich and Adolf Eichmann, through improvisation rather than detailed planning.	

GO DEEPER

4 Conduct research on one functionalist and one intentionalist historian from the table above. Outline their key arguments regarding the Holocaust in a table comparing the similarities, differences and weaknesses in their arguments. Which historian's argument is more compelling? Provide reasons to support your response.

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12A

CHECKPOINT

WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Describe the concept of genocide

1 What is genocide? (3 marks)

2 Explain how the Holocaust fulfils the criteria for genocide. (5 marks)

» Sequence the main waves of antisemitism

3 Why did Poland attract more Jewish people than other European countries from the twelfth century onwards? (5 marks)

4 Outline the ways negative attitudes towards Jewish people were evident in twentieth century policies in both Australia and internationally. (10 marks)

5 With reference to at least one example from each of ancient, medieval and modern history, outline continuity and change in relation to antisemitism. (15 marks)

» Identify key features of pre-war Jewish life

6 Why is it difficult to describe a 'typical' Jewish family? (4 marks)

7 What was the religious role of the synagogue? (4 marks)

8 What was the social or community role of the synagogue? (4 marks)

9 Explain the varied experiences of what it meant to be Jewish in pre-war Europe. (10 marks)

» Identify historiographical approaches

10 Outline the differences between the functionalist (structuralist) and intentionalist arguments. (4 marks)

11 What are the key limitations of each of these approaches to studying the Holocaust? (6 marks)

12 Which approach appears to most align with the Pyramid of Hate theory? Justify your response. (10 marks)

Total marks: [/80]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

Source 20 Torah scroll (Leviticus 1)

12B WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST?

12.5 NAZI IDEOLOGY

KEY CONTENT

In this topic you will:

- outline government policies and practices that restricted life for different groups.

Untermensch
German for 'under men'; the Nazi term for non-Aryan 'inferior people'

Aryan Race
Hitler's description of the supreme race, including German, Nordic, Scandinavian and English Europeans

eugenics
the selective process of classifying and breeding out inferior or undesirable characteristics from the human population

STRANGE BUT TRUE

Hitler relied on mythology when naming and declaring his 'Aryan Race'. The Aryans *are* one of the earliest (and therefore 'pure' by Hitler's definition) races, but they emerged from pre-historic Iran, with records as far back as 1500 BCE. Iran means 'land of the Aryans'.

Treaty of Versailles
the treaty that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

Reichstag
the German parliament

Jewish people were the prime focus of the Final Solution, but they were not the only victims of the Holocaust. Anyone seen as ***Untermensch*** was a potential victim. In July 1925, Adolf Hitler published *Mein Kampf* (My Struggle). This was a rambling political commentary filled with ideas about German national and racial purity and superiority. It condemned Jewish people and described them as parasites on society. This ideology fuelled political and social changes that targeted anyone deemed to be 'life unworthy of life'.

In the early 1930s, the Nazis implemented measures such as forced sterilisation of anyone deemed undesirable to remain in their society. By 1939, this extended to a coordinated program of mass murder known as the T4 program (a code name based on the address at Tiergartenstrasse 4 in Berlin). This was a euthanasia program that killed around 275 000 people by gassing and lethal injection. This was separate to the killing of Jewish people in the Final Solution. Victims included those with conditions such as schizophrenia, epilepsy and dementia. In addition, anyone classified by doctors as criminally insane or who had been committed to a psychiatric institution for more than five years could be euthanised under the T4 program. During the war, the program was expanded to include the elderly who were considered a burden on society, bomb victims with injuries too difficult to treat and foreign forced labourers.

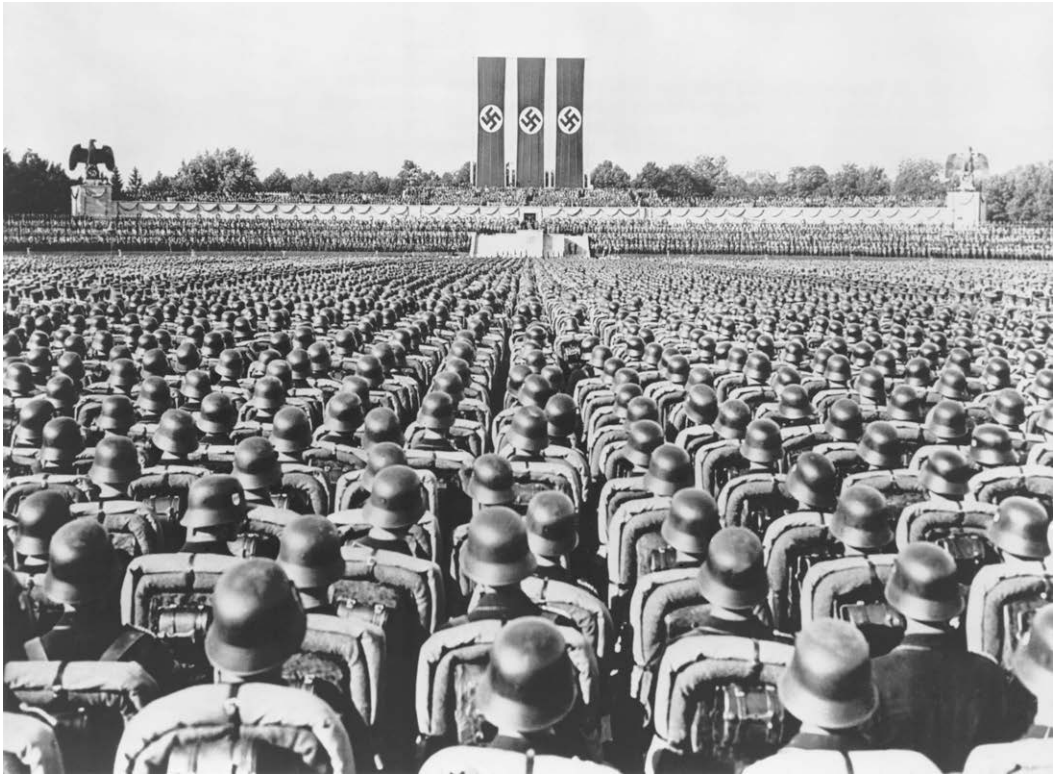
Nazi ideology stemmed from more than just *Mein Kampf*. Social Darwinism emerged in the second half of the nineteenth century, promoting the concept that some nations and cultures are inferior to others. Hitler propagated the idea that the **Aryan Race** was supreme and that racial purity needed to be maintained by eradicating racial contamination. Consequently, **eugenics** became mainstream in the Nazi quest to dominate the world.

The rise of the Nazi Party

Germany was crippled by the loss of World War I, particularly with the terms of peace under the **Treaty of Versailles**. Germany saw the outcome as harsh and unjust, contributing to violence and anger directed at the new Weimar Republic. Throughout the 1920s, hyperinflation rendered Germany's currency worthless and despite some recovery, the Great Depression instigated a new economic crisis.

The Nazi Party offered a way of life in addition to a political agenda, with sports teams, clubs and a Nazi newspaper. The Nazis failed to gain political traction in the 1928 Federal election, but they had a significant following in local and state elections. Support for the Nazi Party rose from 2.6 per cent in 1928 to 37.3 per cent by the election of July 1932. Even though this was not a majority vote, Hitler used the idea of the Nazi Party as the largest in the **Reichstag** as the rationale for him to be appointed Chancellor of Germany.

In January 1933, Hitler was appointed chancellor by President Paul von Hindenburg, and in August 1934 when Hindenburg died, Hitler merged the roles of President and Chancellor, creating an unassailable position of Nazi power.



Source 1 Nazi German soldiers at the 1936 Nuremberg Rally, September 1936

SPOTLIGHT

CAUSE AND EFFECT

The Holocaust could not have happened without the developments in Nazi ideology that paved the way for hatred and prejudice to escalate over time. This is a clear example of particular events and decisions that contributed to later actions and effects.

Source 2 Adolf Hitler was a gifted orator. He is seen here at the terrace of Royal Castle of the Lustgarten of Berlin, speaking during his election campaign in 1920.

Source 3 Adolf Hitler (left) with Joseph Goebbels (centre) and Gottfried Feder (right) in the mid-1920s. These men were instrumental in the rise of the Nazi Party.

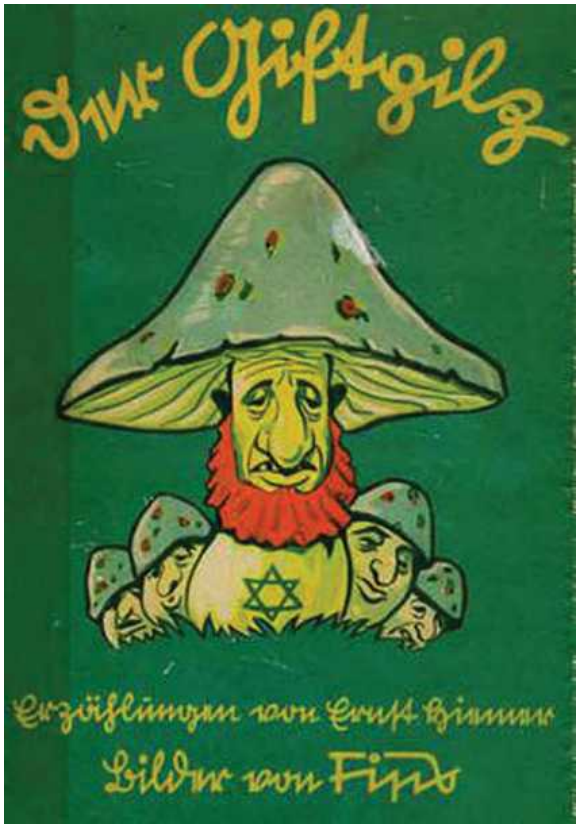
Racial ideology and eugenics

nationalism
a sense of pride in, and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

Nationalism was reinforced by the strengthening Nazi Party. In order to do this, the Nazis needed to infiltrate every aspect of society. Children's books such as *The Poisonous Mushroom* and *Trust No Fox* were designed to reinforce the idea that associating with Jewish people would end in the destruction of German society. As clear forms of propaganda, they incited fear, taught and consolidated stereotypes and generated prejudiced sentiment from a young age.

In addition to this, the Hitler Youth was a vibrant movement that had been established in 1922. From 1933 it was the official boys' youth movement in Germany, primarily as a paramilitary unit. The *League of German Girls* (also known as the *Band of German Maidens*) was the girls' wing of the Hitler Youth and it was the only legal female youth organisation in Nazi Germany. The Hitler Youth reinforced the indoctrination of Nazi ideology being taught in schools, which also aligned with what many young people were learning at home. After World War II, the Hitler Youth wasn't condemned for criminal activity as the members were children and teenagers, but the leaders were convicted of corrupting young minds.

Ideology extended beyond education and from 1933 to 1945, anyone considered a biological threat to Germany's national 'health' could be 'cleansed' from society through the T4 program. This involved the combined effort of doctors, geneticists, anthropologists and psychiatrists, with anyone considered 'genetically diseased' being sterilised or euthanised. There were around 400 000 forced sterilisations in addition to the 275 000 euthanasia deaths, with the campaign focusing on the principles of preserving public health and promoting the ideals of genetic fitness that were trending as a result of interest in social Darwinism.



Source 4 The cover of the children's book, *The Poisonous Mushroom*

Source 5 Nazi ideology being taught in a German classroom

12.5 SOURCE STUDY

Nazi propaganda

In March 1933, Joseph Goebbels was appointed the Minister for Enlightenment and Propaganda. He had proven success in Nazi publications, with a focus on repetition, simplicity, drawing on emotion and presenting the Nazi perspective as the only possible view. He achieved this through creating a sense of unity and belonging by relying on the power of mass groups to generate hysteria and therefore a common enemy against which to unite. Goebbels relied on stereotypes and scapegoats, marginalising the 'inferiors' the Germans wished to target. Prior to Goebbels' appointment, anti-Jewish newspapers such as *Der Stürmer* had been in place since as early as 1923, publishing weekly antisemitic cartoons.

Source 6 A board game available in Nazi Germany. Players were taught to identify Jewish neighbourhoods and businesses.

Source 7 The ideal Aryan family, each with blonde hair and chiselled good looks. The eldest son seems to be a member of the Hitler Youth.

INTERPRET

1 How does *Der Stürmer* present the view that Jewish people are a threat to Germans?
2 What is the value of these sources to historians studying pre-war Nazi ideology?
3 Why would these sources be considered examples of propaganda?

The Nuremberg Laws

As the Nazi Party consolidated its power, the Nuremberg Laws were passed in September 1935. The purpose of these laws was to reinforce Aryan superiority, preserving what the Nazis believed was the purity of race. The Nuremberg Laws were a series of laws covering citizenship and protections. Jewish people had significant restrictions imposed upon them. A Jewish adult who was not married to another Jew and didn't practise cultural or religious aspects of Judaism, but had two Jewish grandparents, or anyone with one Jewish grandparent, was defined as a *Mischlinge*. This became a legal term for those with both Jewish and Aryan heritage. Hitler believed that some *Mischlinge* could be assimilated into German society, while others could not. Source 8 provides the Nazi justification for these actions.

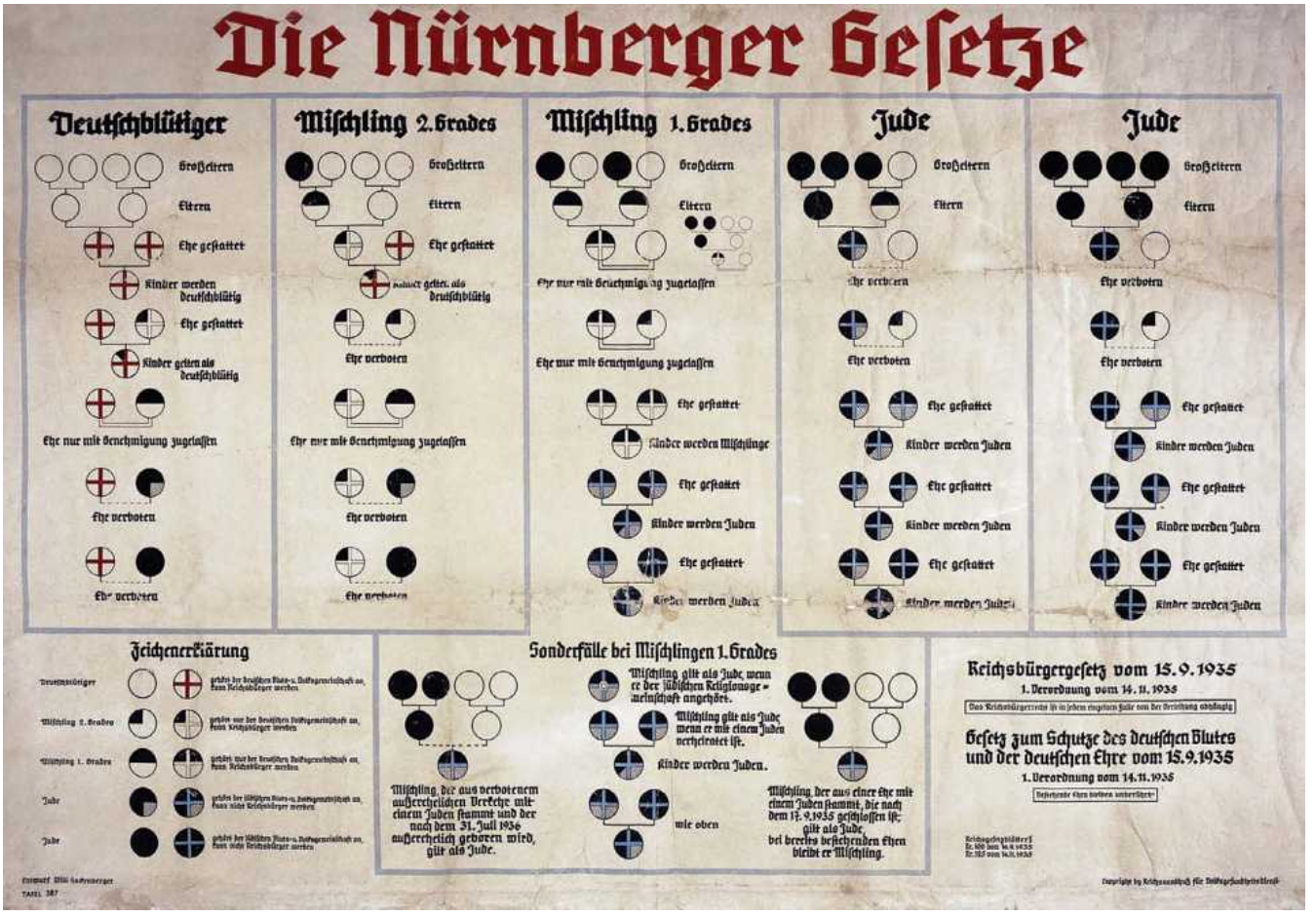
Source 8 Extract from a speech by Hermann Goering at the Nuremberg Party rally in 1935

> We must preserve the Germanic and Nordic purity of the race, and must protect our women and girls with every means at our disposal. In this pure blood stream will blossom forth a new era of Germanic happiness... Never again will we let our Germanism be infected and ruined by Jewish infiltration.

The Nuremberg Laws were initially only aimed at reducing Jewish freedom and equality, but later were extended to Black people, and Romani and Sinti peoples living in Germany. Jewish people had long been persecuted for what they believed, but now were targeted for who they were at birth. Even those who had converted to Christianity were still classified as Jewish. These laws sparked similar laws in other European countries and by 1941, Bulgaria, Croatia, Hungary, Italy, Romania, Slovakia and Vichy France had all enacted their own similar antisemitic legislation.

Source 9 Extract from the *Law for the Protection of German Blood and German Honor*, 15 September 1935

> Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:
>
> **Article 1**
>
> 1. Marriages between Jews and citizens of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
> 2. Annulment proceedings can be initiated only by the state prosecutor.
>
> **Article 2**
>
> Extramarital relations between Jews and citizens of German or related blood are forbidden.
>
> **Article 3**
>
> Jews may not employ in their households female subjects of the state of Germany or related blood who are under 45 years old.
>
> **Article 4**
>
> 1. Jews are forbidden to fly the Reich or national flag or display Reich colors.
> 2. They are, on the other hand, permitted to display the Jewish colors. The exercise of the right is protected by the state.
>
> **Article 5**
>
> 1. Any person who violates the prohibition under Article 1 will be punished with a prison sentence with hard labor.
> 2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence with hard labor.
> 3. Any person violating the provisions under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.



Source 10 The Nuremberg Laws provided a clear framework to classify Jewish people and Germans. The left column of this chart explains 'German-bloods' and the two far right columns explain what it means to be a 'Jew'. The columns between identify 'half-breeds' in varying degrees. The white circles represent 'Aryan' Germans with the red cross indicating that those people are able to be full German citizens. The black circles represent the Jews, with mixed races represented by partial shading.

12.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is meant by the term 'eugenics'?
2. What were the key features of Nazi racial ideology?
3. Identify three ways Nazi ideology was promoted and reinforced in society.

APPLY AND ANALYSE

4. How does the use of the term 'Aryan' by the Nazis indicate that their racial ideology was an ideal rather than reality based on fact?
5. Consider Article 5(2) of the *Law for the Protection of German Blood and German Honor* (Source 9). What does this indicate about gender stereotypes at the time?

EVALUATE AND CREATE

6. Continue research on your chosen individual. How did Nazi ideology affect them or their family and friends? Add detail to your profile to continue building their story.

GO DEEPER

7. Research the Nuremberg Laws to find out more about the restrictions placed on Jewish and non-Jewish Germans. Prepare a report that you would present to the United Nations if such laws were to be introduced today, explaining how and why they breach human rights. Focus on social, political and economic factors, using specific examples from the Nuremberg Laws of 1935.

12.6 IMPLEMENTATION OF NAZI IDEOLOGY

KEY CONTENT

In this topic you will:

- **explain how and why the government was successful in implementing its policies**
- **describe the hardships faced by victims of Nazi ideology.**

Nazi ideology was promoted beyond the genetic field. It was thought that in order to be truly pure and untainted, cleansing of political thought and social practices had to be implemented. This meant a shift from expression of racial ideals to carrying out acts of persecution. Historians often look back and question how this could happen and how people and other governments failed to intervene. It is important to consider the broader policies in Nazi Germany at the time, in order to understand that many people would have feared repercussions and persecution of their own friends and family. However, perhaps the most important lesson to learn is that if individuals don't speak up and intervene when seeing wrong in society, then behaviours are accepted and become the norm. This progression from idea to practice demonstrates the process of indoctrination that can ultimately lead to a genocide.

The burning of books

On 10 May 1933, a practice of burning books that were considered un-German began in 34 different university towns and cities. For many weeks prior to the burning, Nazi-dominated student groups had collected works by prominent writers who were Jewish, liberal or left-wing in their approach. Blacklists identified targeted works, with authors such as Bertolt Brecht and Ernest Hemingway being considered a threat to German nationalism. This was one of the first public acts that stood out as a symbol of censorship, highlighting Nazi intolerance and barbarism. Book burnings were the first step in 'cleansing' education, with libraries, warehouses and bookshops being raided in order to destroy what were now considered illegal titles.

STRANGE BUT TRUE

Heinrich Heine was a famous German poet born in 1797. He was Jewish by birth but converted to Lutheran Christianity as an adult. He made a chillingly prophetic statement in his 1820–21 play *Almansor* with the quote, 'Where they burn books, they will in the end also burn people'. Heine's books were burnt during the 1930s as his works were considered enemies of the German spirit.

Source 11 Thousands of books smoulder in a Nazi bonfire, 1933. The burnings were conducted by the German Student Association of Nazi Germany.

The Night of the Long Knives

Hitler's purification of Germany wasn't only reserved for Jewish people and other groups considered inferior. By 1934, Hitler had become so determined in his quest for supremacy that he ordered a purge within his own political party. Previously, enemies of Nazism and those posing a threat had been killed, but now Hitler moved to assassinating Nazis if he considered that they had the mere potential to be future enemies. The ***Sturmabteilung*** (SA) had assisted Hitler with his rise to power, but now they became especially targeted.

On 30 June 1934, the paramilitary SA was attacked by the ***Schutzstaffel*** (SS), with many of the SA leaders being killed. More than 500 other perceived opponents of Hitler were killed, demonstrating Hitler's ferocity in ensuring the elimination of any threat to his ideology. The Night of the Long Knives is also known as *Röhm Putsch* as prominent figures such as Ernst Röhm, the leader of the SA who was thought to be organising a coup, were killed. In the aftermath, Goebbels controlled the media coverage to portray events as a preventative measure in response to the SA trying to overthrow the government. Public perception was that the SA was violent and unruly, so these reports were accepted as legitimate among society. For absolute certainty that the Nazi regime would receive no backlash for this purge, the Reichstag retrospectively approved a bill stating that the actions were emergency defence measures.

Sturmabteilung
Nazi Storm Troopers; the Nazi Party's original paramilitary wing, abbreviated to SA

Schutzstaffel
a major paramilitary organisation, which translates to 'protective echelon'; it became the elite guard and Hitler's executive force, abbreviated to SS

The Berlin Olympics

The Olympic Games are intended to unite athletes and nations from across the world, so it seems incongruent that they were hosted by Berlin in 1936. Goebbels saw the Olympics as an opportunity to promote Nazi ideology through propaganda. An image of Germany as strong and united after the economic hardships following World War I was put forward, while the growing militarism and the deliberate targeting of Jewish people and other groups was hidden. Despite the full effect of Nazi ideology not being apparent, there was sufficient discontent from other nations, with some people in the United States and parts of Europe demanding a boycott of the Games, although they still went ahead.

The Germans had carefully selected Aryan athletes, with Hitler firmly believing that Aryan racial supremacy would result in unparalleled success. An 'Aryans only' policy had been instituted across all German athletic organisations in 1933. Perhaps to prevent international criticism, Helene Mayer, a non-Aryan, was permitted to represent Germany in fencing. Her father was Jewish, so she didn't qualify as 'Jewish' under the German system of classification. Like all German medallists at the games, Mayer gave the Nazi salute when she was on the podium to receive her silver medal.

Source 12 The Nazi Swastika on display during the opening ceremony of the Berlin Olympics

The US women's relay team beat Germany when the German team conducted a poor baton pass. US athlete Jesse Owens won four gold medals, meaning that Hitler's theory was rendered invalid. It was particularly trying for Hitler, as Owens was a Black American. A common misconception is that Hitler explicitly refused to shake hands with Owens, but the truth is that Hitler refused to shake hands with anyone after the first day of competition.

There are numerous accounts of Hitler losing his temper throughout the games. One such case arose when Peru beat Austria 4–2 in a football match, with Hitler demanding a private rematch between the teams. Peru protested and left the Games, with countries such as Colombia withdrawing in support.

In addition to this, individual Jewish athletes from a number of countries including France, Canada and the UK chose not to compete.

Jewish groups had urged Jewish athletes not to compete. In total, there were nine athletes who were Jewish or of Jewish heritage who won medals in 1936. It is thought that perhaps they had not fully grasped the extent and purposes of Nazi ideology and persecution at the time. During the Olympics, most anti-Jewish signs were removed, and Goebbels ordered that newspapers remain neutral. A false message was propagated of Germany as peaceful, inclusive and tolerant.

Kristallnacht – The Night of Broken Glass

Continued persecution of Jewish people, places and culture saw a rise in violent actions. From 9–10 November 1938, *Kristallnacht* or the Night of Broken Glass, was carried out. Synagogues, Jewish homes, schools and businesses in Germany were torched by Nazis shifting persecution from harassment to acts of violence. The antisemitic violence was directed by Goebbels as retaliation for the death of Ernst vom Rath, a German diplomat in Paris. He had been shot by Herschel Grynszpan, a 17-year-old Jew who was born and raised in Hanover, Germany. He had been living in France for several years before learning that his parents had been exiled to Poland by the Nazi regime.

Mass damage and destruction took place, sanctioned and promoted by local Nazis. Nearly 100 Jewish people were killed in the process, with police and firemen given orders to do nothing. In smaller towns, Nazis were sent to neighbouring locations from where they lived in order to remove any moral difficulties they might have faced in carrying out acts of violence against people they knew personally. This is an example of dehumanisation and removal of human sentiment and care, allowing for greater atrocities to occur. The streets were littered with broken glass and enormous repair works were required. The Nazis held Jewish people responsible for the damage, issuing significant fines to Jewish people who had been attacked. More than 30 000 Jewish men were arrested and transported to concentration camps such as Dachau and Buchenwald, for being perceived enemies of Nazi Germany. *Kristallnacht* was a piercing notice to Jewish people that persecution was real and escalating.

Bystanders, upstanders and collaborators

When studying the Holocaust, or any violent event in history, it is important to note that there are different groups of people who contribute or respond in different ways. For the Holocaust, key players include perpetrators, bystanders, upstanders and collaborators.

Source 13 People observing the aftermath of *Kristallnacht*

The Holocaust collaborators are usually quite evident. The Nazi Party and their supporters all assisted with the implementation of antisemitic policies or behaviours in society. The upstanders are usually quite prominent too, often because they are arrested for contradicting Nazi policy. Bystanders are often not featured when studying topics like the Holocaust, but they are often the majority of a population. Consider the image in Source 13.

It is evident that damage to Jewish businesses occurred because of *Kristallnacht*. The people shown in Source 13 don't appear to have been the perpetrators, as they're not wearing Nazi uniforms. The image appears to be from the next day or following days, so these are probably Germans going about their usual lives.

The photograph suggests that people walked by the damage rather than helping. As they didn't assist with the violence, they were not collaborators. The people don't appear to be speaking out in protest against the violence, so they're not upstanders. This means they're bystanders, standing by and witnessing events, without taking action for or against. It is often argued that if more bystanders became upstanders, perhaps events would not have escalated as they did.

12.6 SOURCE STUDY

Bystanders, upstanders and collaborators

Source 14 Jewish women in Linz, Austria. Their signs read, 'I have been excluded from the national community.'

INTERPRET

1. Which people in Source 14 could be considered perpetrators or collaborators? Give reasons for your answer.
2. What evidence is there of bystanders?
3. Why might potential upstanders be fearful of coming forward in this scene?

12.6 CHECK YOUR UNDERSTANDING

REVIEW AND UNDERSTAND

1. What was the purpose of the burning of books?
2. What was the Night of the Long Knives?
3. Who was affected by *Kristallnacht*?

APPLY AND ANALYSE

4. At the Olympics, Hitler 'allegedly' refused to shake hands with Jesse Owens. Find contradictory versions of this story. Which is more compelling? Justify your choice.
5. Was Germany open about their racial ideology during the Olympics or did they disguise policies? What does this reveal about the Nazis? Were they proud or ashamed of their policies? Justify your response with specific examples.
6. What is the difference between a bystander and a collaborator? Provide examples of both from Nazi Germany.

EVALUATE AND CREATE

7. Continue research on your chosen individual. What impact did the pre-war events have on their life? Add detail to your profile to continue building their story.

GO DEEPER

8. Research international responses to the Berlin Olympics. Did the world know what was truly happening in Nazi Germany? Include reference to statements and opinions in 1936, as well as responses after World War II. Could the world have acted in 1936 to prevent the Holocaust?

SPOTLIGHT

RESEARCH

When conducting research in history, there are many occasions when direct, specific evidence is not available for your particular inquiry. Historians will instead ask questions about the broader historical context to make inferences about their topic. For example, if researching an individual during the Holocaust and there is limited information on their experience, a historian might instead look for information about their town, or any ghetto or camp they were in, and then piece together an idea of the experiences of people with a similar demographic.

12B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST?

» Outline government policies and practices that restricted life for different groups

1 What is meant by the term eugenics and how did the Nazis apply this to society? (5 marks)

2 What role did propaganda play in restricting life for Jewish people? (5 marks)

3 What was the purpose of the Nuremberg Laws? (5 marks)

4 How did the Nazi burning of books in 1933 restrict life for Jewish people? (5 marks)

5 How did *Kristallnacht* display an escalation of prejudice towards Jewish people? (5 marks)

» Explain how and why the government was successful in implementing its policies

6 How did the Night of the Long Knives demonstrate Nazi ideology? (5 marks)

7 Explain the role of collaborators and bystanders in the Nazi success of implementing its policies. (10 marks)

8 With reference to the theory outlined in the Pyramid of Hate, how and why did German society support the implementation of Nazi policies? (10 marks)

9 With reference to the Berlin Olympics, explain how the international community contributed to the Nazi Party's implementation of policies. (10 marks)

» Describe the hardships faced by victims of Nazi ideology

10 Explain the social and economic impacts of the Nuremberg Laws on Jewish people. (10 marks)

11 How did the Nuremberg Laws affect some non-Jewish people? (5 marks)

Total marks: [/75]

Check your Student obook assess for these digital resources and more:

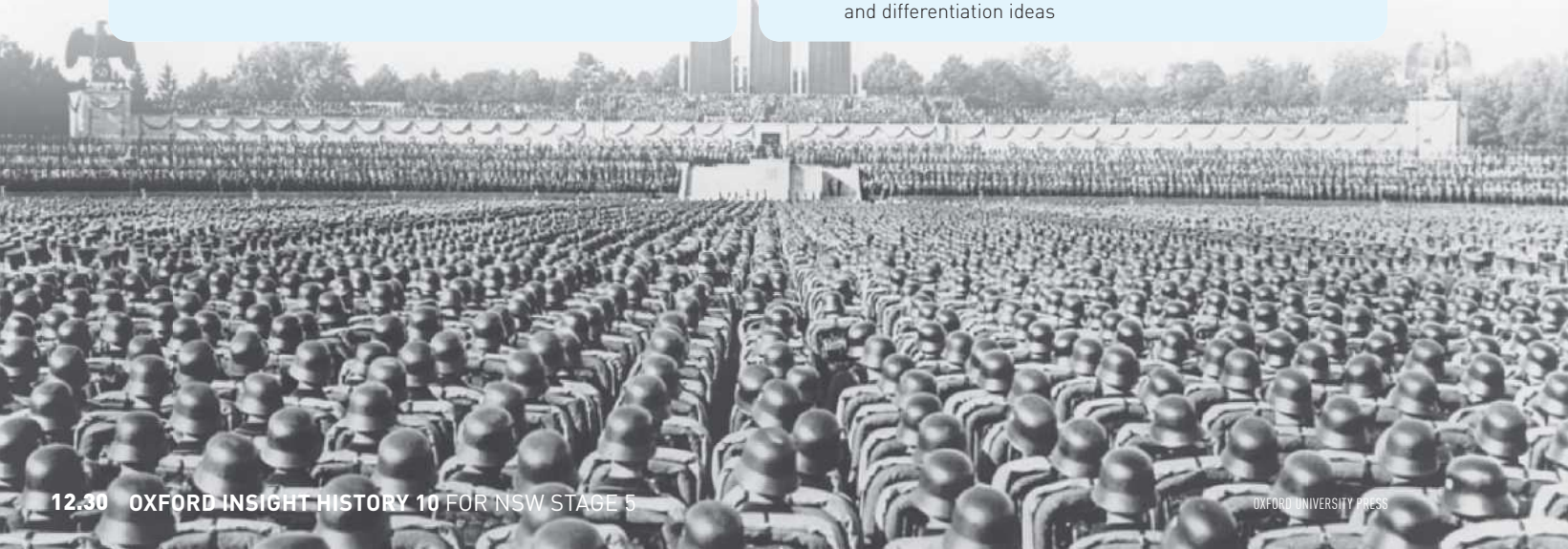
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework



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12C HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS?

12.7 PERSECUTION DURING WORLD WAR II

KEY CONTENT

In this topic you will:

- describe the impact of increasing persecution during the war years.

THINK, PAIR, SHARE

Think about what it would be like to be told that you're moving out of your home, into a smaller space with other families, and the challenges you and your family would face.

Discuss your ideas with a partner.

Share your ideas with the class.

What began as an attack on German Jews and other minority groups turned into the systematic and calculated mass murder of Jewish people across Europe. Europe progressively came under Nazi rule as Germany expanded its territory across much of the continent from 1939. From November 1939, all Jewish people in Poland and other German-controlled territories in Europe were ordered to wear a yellow star to identify themselves, just as Jewish people in Germany had to. In the same year, Jewish inhabitants of major towns and cities were herded into ghettos, which were fenced off to contain and isolate Jewish people from the rest of society.

Life in the ghettos

When war broke out and Germany invaded Poland, Jewish people were separated from mainstream society through the establishment of ghettos. The rationale was to control and contain the Jewish population, particularly as Poland had the largest Jewish community in Europe, with approximately 3.3 million Jewish people at the time. The ghettos were usually in poor parts of the city, with Jewish families forced to move from homes they might have occupied for decades, into overcrowded dwellings they shared with strangers, all while being separated from the rest of the city by a wall. Most were cut off from their livelihoods, meaning that they now suffered impoverishment, disease and starvation.

Source 1 This 2.5 metre high concrete wall encircled a Jewish ghetto in German-occupied Warsaw, Poland, 1940. Enclosing 500 000 Jews, the wall surrounded more than 100 city blocks.

Ghettos were established as an interim measure while the Germans worked out a solution to what they considered to be 'the Jewish problem'. The ghettos were set up across Europe between 1939 and 1941, before ultimately, the Final Solution was implemented.

Survivors talk about the immediate changes they experienced, such as the loss of freedom, loss of hope and loss of childhood, but also of the ongoing changes as the Nazis developed and evolved their methods of persecution. Some Jewish people were permitted to leave the ghetto each day as part of a work group, while others, particularly children, had to remain inside.

Each ghetto was run by a council called the *Judenrat*. This council acted as a type of government within the ghetto, overseeing education, health, food and supplies, sanitation and work groups. The *Judenrat* were forced to carry out Nazi orders, with the Nazis using this as a way of dividing the Jewish community, generating conflict as people encountered moral dilemmas of whether to follow Nazi orders or suffer the consequences. The reality is that while there could be privileges such as preferential treatment for *Judenrat*, which was likely to increase hostility in the ghettos, some even had to unwillingly share in the killing process. It is important to recognise that unlike Nazi perpetrators, most Jewish people, including those in the *Judenrat*, did not have control over their daily activities. For them, life choices did not exist, so they cannot be considered complicit or collaborators in these atrocities. The *Judenrat* often tried to form a barrier between Nazi hostility and the people in the ghetto.

The ghettos were a significant act by the Nazis to begin to eliminate Jewish people from Europe. Jewish people relied on rations given to them by the Germans, but these were insufficient for survival and they were forced into a reality where they had to smuggle. Cars and vehicles were banned in the ghettos, so people developed rickshaws as a form of transport. This assisted with black market trade, with food sometimes being hidden inside the rickshaw seat. Young children often smuggled on a small scale, being little enough to escape through holes in the ghetto walls to obtain food outside to bring back to their family. Smuggling operated on a larger scale too, with some Jewish people becoming very wealthy and gaining elite status within the ghetto.

Jewish people set up schools, maintained cultural practices when they could and mostly working as a community to support each other. Despite this, death and disease were rampant due to limited access to water and sanitation. The Nazis deliberately enabled these conditions to begin the slow deterioration of the Jewish population in Europe.

Source 2 Nurses treat a sick child in the Bedzin Ghetto, Poland.

Source 3 Jewish people in the Lodz Ghetto, wearing the compulsory Jewish Badge.

Source 4 Nazi soldiers clear the Warsaw Ghetto after an uprising in 1943.

From the ghettos to the camps

When the ghettos had served their interim purposes of gathering and recording Jewish people across Europe, the next step of resettlement in German-conquered territory in the east began. In 1941, the first transport of Jewish people to Theresienstadt Concentration Camp took place. Camps had existed since Dachau was established in 1933, but the systematic transportation of Jewish people from ghettos to camps marked the next stage in the Nazi implementation of the genocide. Jewish people had been forced to wear the Star of David within the ghettos, but the camps identified other groups such as political opponents including communists and trade unionists, Romani people, Sinti people, homosexuals and Jehovah's Witnesses.

The camps were intended to supply manual labour to Germany's war efforts, producing munitions, collecting wood, building railways and other required roles. In the camps, Jewish people feared being sick or tired, because even though many concentration camps never became extermination camps, punishments were harsh and could include prisoners being shot or beaten to death by Nazi soldiers.

A key difference between the ghettos and concentration camps was that in the ghettos, Jewish people could wear their own clothes, remain with their families, and have some degree of autonomy over their life, such as when they would eat. In the camps, prisoners were subject to the schedule set by the Nazis, they usually wore prisoner uniforms, and families were separated, with men and women working and living in different quarters.

Concentration camps had originally been established with regulations for prisoners. These included the right to file complaints about improper behaviour by *kapos* (prisoners chosen by camp guards to help run the camps) or SS troops, subscribe to a daily newspaper and to use the camp library if there was one. However, any complaint usually resulted in a punishment of beating or even death, and newspapers were only offered in German, which many prisoners did not understand. The regulations made no difference because the Nazis disregarded them, and ideology had progressed to such a stage that dehumanisation and promotion of violence was not only accepted, but expected.

The Final Solution

In July 1941, Hermann Goering issued a directive to Reinhard Heydrich to formulate a plan to solve the 'Jewish problem' in Europe. Heydrich became one of the main architects of the 'Final Solution', a coordinated plan to murder Jewish people. The plan was presented at the Wannsee Conference on 20 January 1942, but mass killings had begun prior to this. The Final Solution called for European Jews to be shot, gassed and killed by other means. Extermination or death camps were used to aid the mass execution.

Source 5 Jewish people being transported to camps via train

The largest extermination camp was Auschwitz-Birkenau. This camp was a series of smaller camps and served both as a labour camp and an extermination camp. Those arriving at Auschwitz rarely knew what was to come. A transport from ghettos or concentration camps usually comprised dozens of covered freight cars, with people sometimes being packed into carriages for days without food or water. It was only once the prisoners were inside the train that they could see the primitive conditions, with tiny windows (usually covered in barbed wire), a few bundles of hay that might be used by the elderly or nursing mothers to sit on and a bucket for excrement. Some people attempted to escape during the journey by removing boards from the floors or walls and jumping, but this usually resulted in guards shooting them.

Upon arrival, selection would begin. It is not only the word of survivors by which we learn of the camp selection and conditions; the Nazis themselves also documented the process, commissioning what is now known as *The Auschwitz Album*. The series of photographs by SS Ernst Hoffmann and Bernhard Walter documents the arrival of a train filled with Hungarian Jews. Photographs from the album show 21 physicians determining who was fit to live and who would go straight to the gas chambers. Men and women were separated to split up family units and break down any resolve to resist.

Selection involved a one- to two-second examination of each patient, with two questions being asked – how old they were and what their profession was. At Auschwitz, preferred professions included musicians (to fill the seven orchestras for Nazi entertainment), those with technical skills, nurses and physicians. People deemed unfit, too old or too young were sent immediately to the gas chambers, which were built to look like showers so as not to cause an immediate panic or resistance. Those who were considered fit for work were moved into barracks after the dehumanising processes of being tattooed with a number and having their head shaved. Hair was sometimes used for stuffing mattresses, while clothing and accessories such as shoes and glasses were collected and distributed to civilians outside the camps.

The barracks were crowded, food was scarce and the only way out of an extermination camp was through extermination or liberation. After people had been killed, the Nazis put the by-products of death to use. Gold fillings were taken from teeth, melted down and sent to the Reich Treasury. There is also at least one reliable documented account of fat from cremated bodies being used to make soap.

In 1945, as Soviet troops approached Auschwitz, the SS were unable to murder and cremate prisoners quickly enough. In an attempt to destroy evidence of the mass exterminations that had been taking place, they ordered all prisoners to march west, away from the approaching Soviet army. Prisoners who fell behind were shot, and thousands died from exposure and starvation. These marches became known as the death marches.

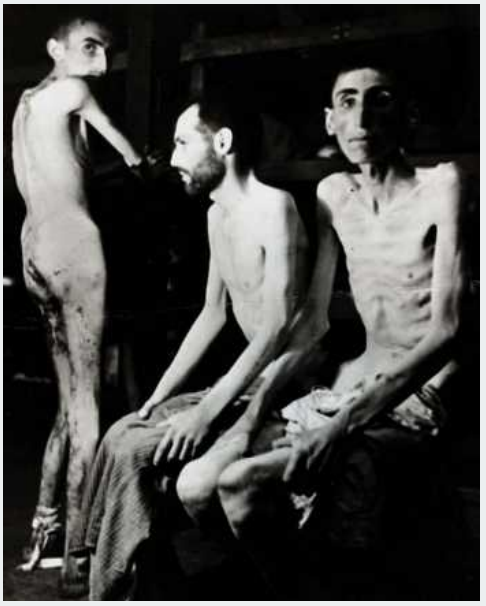
The Final Solution was the ultimate step in the state-sponsored, systematic killing of Jewish people and others deemed unworthy of life. It was only possible due to the propagation and acceptance of prejudiced ideas and actions that increased in severity over time. In studying and understanding how such atrocities came to be, we can then make sure that we each play a part to ensure that this can never happen again.

Source 6 Adults and children on the day they arrived at Auschwitz. This group was deemed unfit for work and sent to the gas chambers shortly after the photograph was taken.

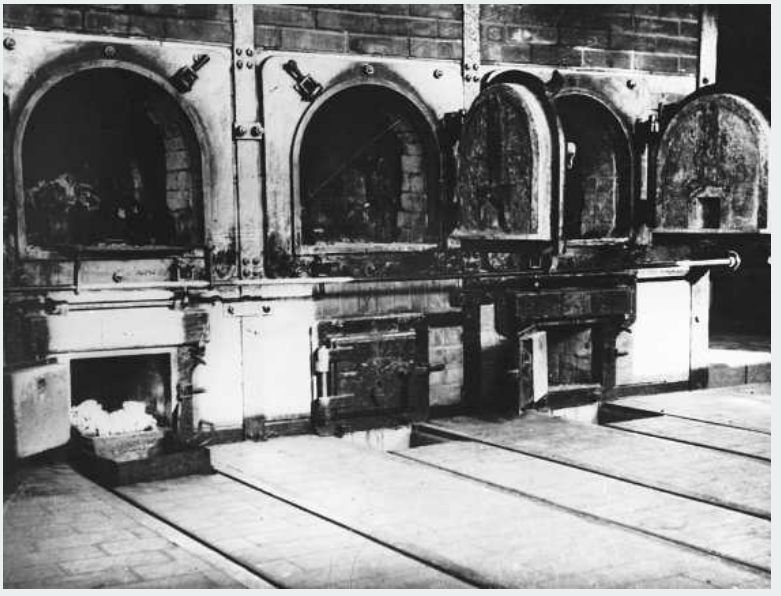
Source 8 Women with shaved heads after being selected for work at Auschwitz

Source 7 A section of the barbed wire fence at Auschwitz, in Poland

Examining the evidence



Source 9 Prisoners at Auschwitz: inmates weighed an average of 75 kilograms each before entering camp. The average weight dropped to 31 kilograms.



Source 10 Crematoria where the remains of people killed at Buchenwald concentration camp were cremated

Source 11 A Zyklon B canister from Auschwitz-Birkenau. The canisters released poisonous gas when they were opened and thrown into a gas chamber.

Source 12 Corpses at Belsen concentration camp

Source 13 Extract from the minutes of the Wannsee Conference, 20 January 1942

> In the pursuance of the final solution, the Jews will be conscripted for labour in the east under appropriate supervision. Large labour gangs will be formed from those fit for work, with the sexes separated, which will be sent to those areas for road construction and undoubtedly a large number of them will drop out through natural wastage. The remainder who survive – and they will certainly be those who have the greatest powers of endurance – will have to be dealt with accordingly. For, if released, they would, as a natural selection of the fittest, form a germ cell from which the Jewish race could regenerate itself. (That is the lesson of history.) In the process of carrying out the final solution Europe will be combed through from west to east.

INTERPRET

1 Assess the value of each source to historians studying the mistreatment and murder of Jewish people during World War II.
2 With reference to these sources, explain what the evidence reveals about Nazi concentration and extermination camps.

12.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What role did ghettos play in the Nazi plan?
2 Outline the conditions experienced by people in the ghettos.

APPLY AND ANALYSE

3 Identify examples from the ghettos and camps that demonstrate the following:
   - **a** systematic (elements to show that there were systems in place to organise and carry out what happened)
   - **b** bureaucratic (put in place by the government, people within the government, or government agencies)
   - **c** mass extermination (evidence of killing a mass group of people).
4 Based on your responses to question 3, does the Holocaust fulfil the criteria for genocide?

EVALUATE AND CREATE

5 Continue research on your chosen individual. What was their experience during the war years? Add detail to your profile to continue building their story.

GO DEEPER

6 Conduct research on one of the Jewish ghettos or Nazi concentration camps not explored in this chapter. Explain key features such as when and where it was, its purpose, how many people passed through and what conditions were like for the residents or prisoners.

12.8 THE EXPERIENCES OF DIFFERENT GROUPS

KEY CONTENT

In this topic you will:

- **using a range of sources, describe the experiences of different groups during the Holocaust.**

SPOTLIGHT

EMPATHETIC UNDERSTANDING

When studying the Holocaust, it is important to recognise that experiences differed. This was often dependent on the situation or circumstantial happenings, such as which officers were on duty or where a person lived or worked. Furthermore, people had to make decisions in 'choiceless' situations, so it is important to study their responses to persecution with this in mind.

We often hear of the 'Jews' and what they suffered during the Holocaust. This demonstrates an understanding of the targeted nature of prejudice towards Jewish people, but it fails to acknowledge that each individual had a unique experience.

Women

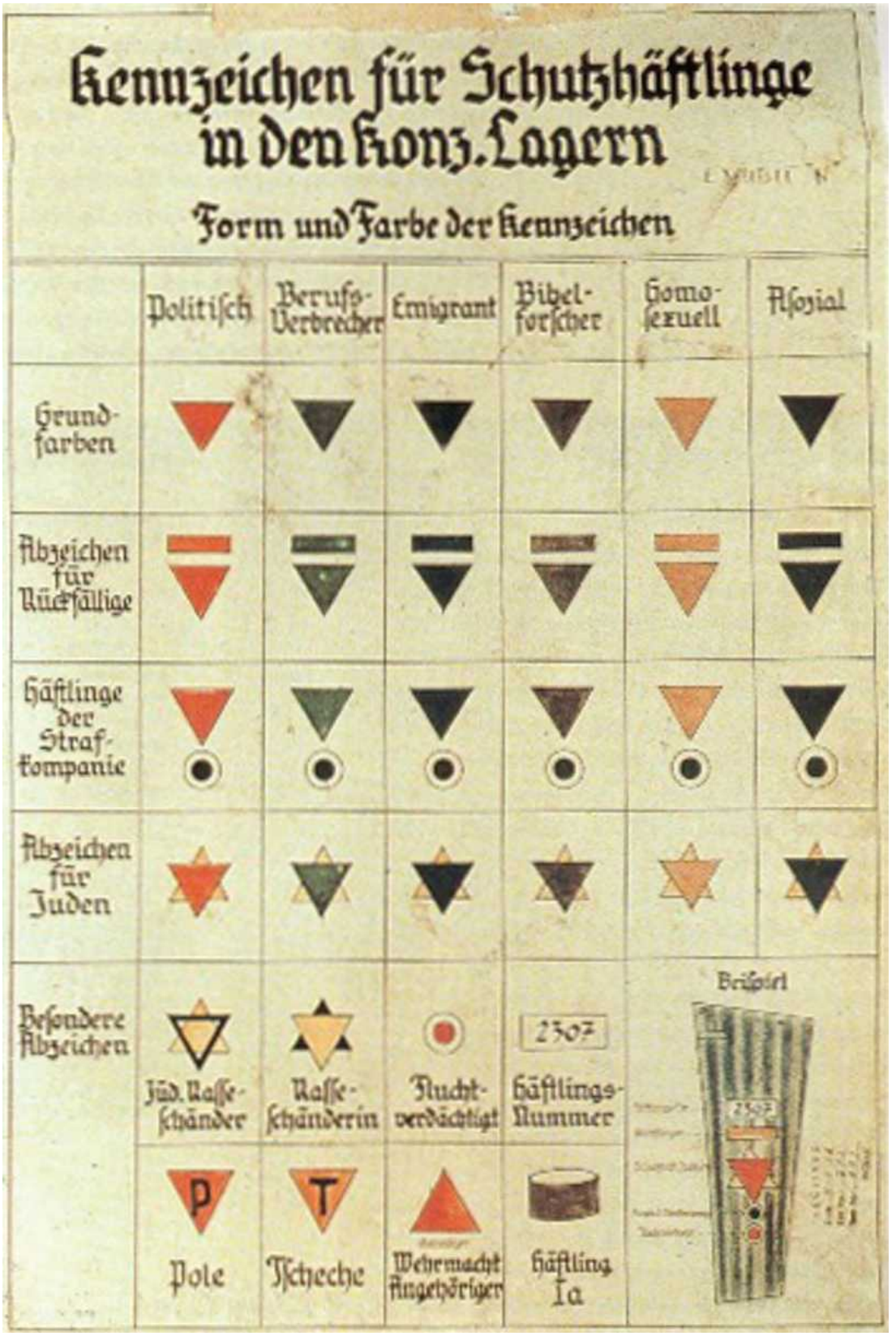
Gender stereotypes prior to World War II played a large role in women's experiences. It was widely anticipated that men would be subject to the implementation of Nazi ideology, so plans were established by many families to hide the men of the family or help them escape. It was also thought that the use of force or violence would not be directed at women. However, German policy was for all Jewish people, male or female, to be killed. As the war progressed, women were humiliated in the streets and were subject to harassment and abuse such as being forced to undress in front of German soldiers who would touch them or jeer at them. Once in the camps, men and women were separated, and women were subject to the same violence as men, often while trying to shelter and protect their children. The Germans almost always assigned any leadership roles to men.

In the early years of the war, women developed resourceful strategies to continue providing food for their family. As ghettos were created and then transportation to camps occurred, women were moved into labour roles. Women were also subject to medical experiments on their reproductive system, with exploratory treatments to discover the best sterilisation methods. In Lithuanian ghettos, German orders were that pregnant women must have abortions, with a similar abortion order being issued in 1943 in the Theresienstadt camp. In concentration camps, pregnant women were selected for immediate killing. Survivor testimonies often recount the moral dilemmas women faced. They wanted to protect their children and their family, but had to contemplate ethical questions such as whether stealing food was acceptable if it meant their children would survive.

Children

Like all groups, children had varied experiences during the Holocaust. Prior to the outbreak of World War II, a mission known as *Kindertransport* helped as many as 10 000 children escape Germany and Austria in particular. They were relocated to Britain to live with foster families. Similar operations emerged across Europe, but many children remained and suffered, with as many as 1.5 million Jewish children being murdered under the Nazis.

Extermination camps tended to have a policy of killing children up to the age of 12 on arrival, with any baby born being killed immediately after birth. If children could pass as 18 years of age or older, they tried to convince the Nazis they were adults, in order to be placed into a work group and have a chance at survival. Children aged 12 to 18 were used for medical experiments or forced labour if they were strong enough. Many children were assisted by non-Jewish people, taken into hiding in homes behind false identification papers, or assuming the identity of a non-Jewish child in the family who had passed away.



Source 14 A chart showing prisoner markings from Dachau

Specialist workers

There were many cases of Jewish people receiving special treatment because of their specialist skills. Others escaped the harsh conditions of the camps due to chance, such as in the case of those selected for the *Sonderkommando*. These men (who were usually Jewish) were tasked with removing bodies from the gas chambers and disposing of them. In 1980, a leather briefcase with a Thermos flask inside was discovered in the forest near Auschwitz-Birkenau. The Thermos contained handwritten notes in Greek, detailing Nazi crimes. The author was Marcel Nadjary, a Jewish man who was one of the *Sonderkommando*. Members of this group were kept in isolation from the rest of the camp inmates, which also meant less exposure to disease as facilities were shared among fewer men. The *Sonderkommando* also received higher rations to ensure they remained fit for the physical labour of moving up to 6000 bodies each day. They faced moral dilemmas such as feeling complicit in the Final Solution, but rationalised their role by concluding that if they weren't the ones doing so, someone else would, and they could do it with care and compassion.

Doctors often faced 'choiceless choices'. In one story from the Warsaw Ghetto, 50 people were in hospital with diabetes, all requiring insulin. A bowl in the middle of the table contained the insulin available for the next three months. If all patients were treated, the supply would diminish after a month. If the least sick were treated, they might survive, but the most sick would miss out and die. The question was put to the ethics committee, with a Jewish lawyer being outraged, saying that such a choice would be the equivalent of Nazi selection policies. The Rabbi said that it was like being asked to replace God, so he refused to have input. The head doctor said that a similar situation had existed a month before and all had died. Without the input from the ethics committee, who couldn't fathom being part of a decision to let some die and others live, the doctor decided to proceed with the treatment of some. In this unfortunate circumstance, no further supplies arrived after three months, so all the patients died anyway. The ultimate realisation for many in specialist roles was that asking the questions and having a choice was a way to exercise humanity. As long as they were looking for the best approach, they were seeking hope in the future. However, often they found that what they did or didn't do resulted in death anyway, as they had no control over the actions of the Nazis.

Other groups targeted by the Nazis

It was not only Jewish people who were targeted by Nazi ideology. Nazi racial ideals centred on superiority, so Germans with mental and physical disabilities were considered 'racially defective', with over 275 000 killed. Furthermore, the Romani and Sinti communities were classified as 'racially inferior', with as many as 250 000 from across Europe being killed as well. Other groups seen as 'racially inferior' were Soviet prisoners of war, and Polish people, who were considered only slightly above Jewish people.

Aside from racially classified groups, the Germans targeted political opponents and resistance workers, as well as Jehovah's Witnesses. Paragraph 175 of the *German Penal Code of 1871* made homosexual acts between men a crime. Consequently, anyone perceived to be a homosexual male was imprisoned so that Germany could achieve its goal of racial and cultural purification. The subordinate role of women in German society, and the fact that the law did not criminalise homosexuality for women, meant that women were not regarded as a social or political threat. The concentration and extermination camps had a classification system – Jewish people were identified with the Star of David, and 'others' were identified according to different colours and symbols.

The Bloodlands Hypothesis

Professor Timothy Snyder, of Yale University, argues that the use of the word Holocaust neglects the eight million non-Jewish people who were murdered under both Hitler's Nazi regime and in Stalinist Russia. Snyder emphasises that most of the genocidal killing took place outside Germany, throughout the land between Berlin in the West and Moscow in the east, and between the Baltic Sea in the north and the Black Sea in the south. He called this region 'The Bloodlands', explaining that both Hitler and Stalin were responsible for the mass murder of 14 million people in that region over a 12-year period. Snyder argues that all the victims need to be remembered, with the view that **exceptionalism** is generated by having a narrow focus mostly on Jewish victims. While it is true that it is important to remember all victims, and true to say that a further eight million people beyond the six million Jewish people were killed across the Bloodlands, the fact remains that six million of one group of people, the Jewish people, is by far the largest group targeted in these deliberate attempts to achieve what Hitler and Stalin believed to be racial superiority.

exceptionalism
the belief that something, someone or a group is exceptional or superior

12.8A SOURCE STUDY

Dr Mengele's medical experiments

Dr Josef Mengele was known as the 'Angel of Death'. He was based at Auschwitz-Birkenau, carrying out sadistic experiments on prisoners who presented with any anomalies such as genetic conditions or being an identical twin. His work included keeping one twin healthy, while conducting experiments on the other to see how much pain a human could tolerate, the effects of different poison or diseases such as typhus, and how well humans could recover afterwards. In addition to 732 pairs of twins he experimented on, he had a fascination with people who had dwarfism or giantism, and also with Romani and Sinti peoples.

Source 15

> Mengele firmly endorsed Nazi racial theory and engaged in a wide spectrum of experiments which aimed to illustrate the lack of resistance among Jews or Roma to various diseases. He also attempted to demonstrate the degeneration of Jewish and 'Gypsy' blood through the documentation of physical oddities and the collection and harvesting of tissue samples and body parts. Many of his 'test subjects' died as a result of the experimentation or were murdered in order to facilitate post-mortem examination.

Extract from The Holocaust Encyclopedia

Source 16 The Ovitz Siblings were Hungarian Jews from modern-day Romania. They were travelling actors and musicians, with seven of the 12 siblings being dwarves.

INTERPRET

1 What does Source 15 reveal about Dr Mengele's approach to medical science?
2 Why would the family in Source 16 have been of interest to Dr Mengele? Refer to evidence from Source 15 to support your response.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It is essential to consider a range of perspectives when studying an aspect of history. Sources won't always be relevant for a complete study, but they are useful for a specific historical inquiry. Problems to consider include the intended audience and purpose of creation. Historians also need to corroborate evidence to assess reliability.

12.8B SOURCE STUDY

Humour in the Holocaust

Like many groups, Jewish people developed their own humour as the result of their history that was marked by significant suffering and rejection. Humour was a way of resisting the despair that existed as a result of ongoing persecution and is a testament to their strength and outlook of hope. Within the camps and ghettos, comic situations emerged from contexts driving negative and painful emotions. Those with an advanced sense of humour became quite popular, along with joke-tellers, musicians, artists and others who could use humour and satire to enhance morale. Humour took on many forms, including self-deprecation, critique of events and the physical environment, as well as mockery of persecutors.

Important note

When studying humour during the Holocaust it is important to acknowledge and remember that it is the Jewish people who were living through atrocities who were the ones using humour as a means of survival and resistance. There is no place in today's society for anyone to mock, ridicule or make light of the Holocaust. Humour in the Holocaust is owned by those who endured Nazi persecution. We study and remember this aspect of history to focus on stories of survival and hope for these remarkable people who looked persecution in the face and fought back.

Source 17 A Jewish joke as an example of distorting reality to see its absurdity

- If we can hang on for 21 days, we'll survive.
- How's that?
- Eight days of Passover, eight days of *Sukkot*, two days of *Rosh Hashanah*, two days of *Shavuot* and one day of *Yom Kippur*.

Avner Ziv, Jewish Humor, *Transaction Publishers, New Brunswick, 1998, p. 52*

Source 18

> One of the essential aspects of Jewish life universally valued was the eternal *kol yankev*, the verbal wit of the Jewish people: expressions, jokes, anecdotes, wishes, various meditations and verbal inventions – all this was balm to buried feelings and downcast hearts. [...] The process of popular creativity had thus not halted even under the worst conditions of the ghettos and camps.

Extract from Israel Kaplan, Jewish Folk-Expressions under the Nazi Yoke, *Ghetto Fighters' House, Israel, 1982, pp. 18–19*

Source 19

> The saying, 'hard times either kill you or make you stronger' was verified here. I was one who became stronger. Nevertheless, there were times when, for a short period, I yearned to die or come down with a terrible disease that would render me unconscious. Not to feel a thing, not to think about anything. But reality slapped me in the face. My lucidity was exemplary.

I became stronger inside my being. I did not lose my sense of humor; on the contrary, it was honed due to an addition of cynicism and thanks to the 'don't worry' principle.

Extract from Mina Tomkiewicz, There Was Life There Too: Pages from Bergen-Belsen, *Twersky, Tel Aviv, 1946, p. 85*

Source 20

One could not help but laugh at the sarcastic notes and cartoons that accompanied them [cartoons published in a satirical weekly paper called *Salom na patek* (Hello Friday) in the Theresienstadt Ghetto]. The fact that these still arouse laughter today, among people unfamiliar with the atmosphere of the Terezin ghetto as well as among those who experienced it first hand, proves that black humor of the editorial staff had an existence beyond time and place.

Extract from Dan Re'im, '"Hello, Friday": Laughing in the Ghetto', Kesher, *Vol. 9, 1991, p. 71*

Source 21

Mad as it may sound, there was a funny side even in Auschwitz. [...] In the camps, laughing usually invited punishment or death, but having a sense of humor was critical.

Extract from Eva Salier, Survival of a Spirit. *Shengold, New York, 1995, pp. 61–62*

Source 22 Holocaust survivor Arie Ben-Menachem recalls a joke from the camps.

What is a 'pure Aryan'? This was the joke: A pure Aryan is blonde like Hitler, tall like Goebbels and thin and muscular like Goering.

Extract from Ostrower, Chaya, It Kept Us Alive: Humor in the Holocaust, *Yad Vashem, Jerusalem, 2014, p. 129*

Source 23 From left to right, Adolf Hitler, Hermann Goering, Joseph Goebbels and Rudolf Hess

Source 24 Survivor Luba Daniel remembers jokes about Hitler from even before they were in the ghetto.

> They used to tell the story that Hitler, Goering and Goebbels needed a ride. Their car had broken down, or something like that, and then a peasant walks by with a horse and wagon. They ask for a ride and the farmer takes them. They are not in uniform and Goering says, 'I am Goering!' The second one says, 'I am Goebbels!' The peasant turns around and says, 'If you tell me that that dark Jew over there is Hitler, I'll throw all three of you out!'
>
> *Extract from Ostrower, Chaya,* It Kept Us Alive: Humor in the Holocaust, *Yad Vashem, Jerusalem, 2014, p. 129*

INTERPRET

1. What was the purpose of humour during the Holocaust? Provide examples from at least two of the sources to support your argument.
2. What is the value of these sources to historians studying Jewish experiences during the Holocaust?
3. What are the limitations of these sources to historians studying Jewish experiences during the Holocaust?
4. What do these sources reveal about the sense of community during the Holocaust?
5. Consider Sources 22 to 24. How do these mock the Nazi ideology of racial superiority?

12.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did experiences vary throughout the Holocaust?
2. Outline the moral dilemmas faced by some groups.
3. What was the role of the *Kindertransport*?
4. What is meant by 'The Bloodlands'?

APPLY AND ANALYSE

5. How does the *Kindertransport* demonstrate that the Allied countries were aware of the potential for harm to occur to Jewish people?
6. What is meant by 'choiceless choices'?
7. How does the German criminalisation of homosexuality demonstrate different attitudes towards men and women?

EVALUATE AND CREATE

8. Continue research on your chosen individual. What group/s did they encounter or belong to? Add detail to your profile to continue building their story.

GO DEEPER

9. Choose one of the groups mentioned in the text, or another of your own interest, to research more about the experiences and stories of those who suffered as a result of persecution. Present a report outlining the manner of persecution, the experiences of the victims and the end result.

CASE STUDY

Music and the Holocaust

Musicologist Tamar Machado has studied the experience of musicians in the Holocaust in depth. The paradox of music was that it was something many Germans loved. Music was heard throughout ghettos and concentration camps, usually with popular songs from before the war. Over time, new songs emerged, serving as a form of historical documentation as gossip, news and personal expressions of loss were embedded into lyrics. For many Holocaust victims, music was essential for maintaining humanity when death and destruction was all around them.

Music distorted

In February 1940 in Lublin, Poland, more than 300 000 books were burned by the Nazis in an attempt to destroy Jewish culture. Many Jewish people looked on, crying as Torahs were burned. The SS couldn't stand the crying, so they brought in two orchestras to play happy music to drown out the sound. This is the first record of music being used to distort the sounds of anguish.

During the Babi Yar massacre from 29–30 September 1941, where 30 000 Jewish people were killed in just two days, an orchestra played so that those in Kyiv (also known as Kiev) and the surrounding villages wouldn't hear the sounds of death. Similar accounts exist from Sachsenhausen Concentration Camp, with marching music being switched on when people were being shot, and also at Majdanek in November 1943. On 2 November, the order was given to bring huge loudspeakers to the Majdanek camp, and across the next two days, folk music played while executions occurred.

Dehumanisation and torture through music

One of the cruellest uses of music was when the SS commanded orchestras to play Yiddish lullabies outside the gas chambers when children were being tortured. The children knew they were going to their deaths, and they could hear the lullabies their parents used to sing to them. The pain of separation, combined with fear, was intended as a brutal exercise of power.

Lagerführer Arthur Rödl demanded that a camp song be created at Buchenwald in December 1938. He promised a prize to the winners, but this was never paid. The victorious song, *Buchenwaldlied*, was a symbol of hope for the prisoners, but it was used by the SS as a form of torture. The *Lagerführer* insisted on lengthy rehearsals, with severe punishments for anyone who passed out from exhaustion or wasn't singing loudly enough. Despite this, many Jewish people saw singing the song as an act of resistance. What was intended as a form of dehumanisation became a symbol of hope. As prisoners were transported between camps, the song was passed on. In 1943 *Buchenwaldlied* was forbidden, as it was written by Jews. However, when the ***Kommandant*** of Treblinka gave an order for a Treblinka anthem to be composed, the same tune was used, and the resistance inspired further hope. Duress and torture transformed into resilience, survival and victory.

Lagerführer
the head SS officer assigned to a particular part or section of a concentration camp; he served as the commander of the particular section, rather than the camp as a whole

Kommandant
the chief commander within the SS service of a concentration camp; he had oversight of a whole complex, often with *Lagerführers* of sub-sections reporting to him

Survival through music

Everything was decided by the SS regarding when, where, what and to whom musicians played. An orchestra would often play for the Kommandant of the camp as a form of recreation and relaxation. The SS created these orchestras, and they were very much considered 'projects' for officers. Consequently, conditions for Jewish people were better in an orchestra than in other barracks, because the SS enjoyed their music and wanted to look after those who could play.

Sometimes musicians had better food, or they received cigarettes from the SS, meaning that they could trade these for other food and goods with prisoners.

Mr Lantosh was a Hungarian Jew who survived Birkenau because he could play the violin. When he arrived, an SS screamed at prisoners, asking if there was a musician or violinist among them. Mr Lantosh came forward and was given a violin to play. He was very talented and was taken to where the orchestra was rehearsing. The SS officer handed him the violin of the first violinist, and the previous first violinist was taken away and killed. Playing saved Mr Lantosh's life, but it had come at a price. He promised himself that if he survived the war because of the music, he would never play again. Music was everything to him, but he felt he owed his life to another person's death, so that was to be his sacrifice. His story was recorded in the Displaced Person's Camp in Feldafing, Germany.

The normal barracks in Birkenau had six or seven people to a bunk, but for the orchestra, there were just two people. Regular barracks had straw mattresses and one blanket for two or three people, whereas the orchestra barracks had sheets and blankets for every person. The orchestra sheets were cleaned each week and musicians were provided with weekly showers. When musicians were not motivated to practise, leaders within the orchestra would point to the gas chambers and remind them that if they didn't perfect their work, they would end up being killed.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Oral histories provide great insight into personal experiences. A key limitation is that historians can't always obtain full records, such as in this case where there is no written record of Mr Lantosh's first name.

Source 25 Hans Bonarewitz, a prisoner at Mauthausen Concentration Camp in 1942, is led to his execution by the camp orchestra, following a failed escape attempt. He was locked in a crate for a week before finally being executed.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is meant by the term 'music distorted'?
2 What were the benefits of being a Jewish musician?
3 How was music used simultaneously by the Nazis to torture and Jewish people as a form of resistance?

APPLY AND ANALYSE

4 Why did musicians often face moral dilemmas?

EVALUATE AND CREATE

5 Alma Rosé was the only Jewish person in Birkenau who was given a respectful burial. Research her life before the war, as well as her time as a prisoner, and write an obituary outlining her achievements. Record this as a podcast, using music she was famous for at appropriate times as a backing track.

GO DEEPER

6 Conduct further research on music and musicians during the Holocaust. To what extent did music provide protection from persecution? In your answer, use a range of sources as supporting evidence.

12.9 THE RESPONSE OF DIFFERENT INDIVIDUALS AND GROUPS

KEY CONTENT

In this topic you will:

- discuss the response of different individuals and groups during the Holocaust.

It is hard to ignore the statistic of six million Jewish people being murdered during the Holocaust. It is difficult to witness the photographs of people, clearly malnourished and sick, in camps. For this to happen, people had to will it and permit it. However, despite these usual images and interpretations of the Holocaust, there are many stories of both Jews and non-Jews who resisted the Nazis in various forms. A well-known case is that of Oskar Schindler, famous for saving 1200 Jewish people through his factories. He, along with many others, is recognised as **Righteous Among the Nations**.

Righteous Among the Nations
the recognition of non-Jewish individuals who risked their lives to aid Jewish people during the Holocaust

Leon Leyson was one of the youngest Jews to be saved by Oskar Schindler. He worked 12-hour shifts in Schindler's factories, with Schindler giving him double rations when he saw how weak he was. It was difficult for children to remain safe in such conditions, and it was the work of people like Oskar Schindler who promoted a special need for small hands to clean parts of machinery that kept Leon and other child labourers alive.

Another famous story of Nazi resistance is that of Anne Frank who, along with her family, was hidden in the attic of her father's office for two years. Some of the lesser-known cases of resistance are outlined below.

Jewish resistance

Resistance in the ghettos and camps

Despite the crowded and unpleasant conditions, Jewish resistance in the ghettos took on many forms. Jewish people had little support from local communities and even faced hostility at times. However, armed resistance units emerged in more than 100 ghettos. The most famous uprising was in April 1943 in the Warsaw Ghetto. Jewish locals were outnumbered and outgunned, yet they refused to sit back and accept their fate. It took almost a month for the Germans to subdue the uprising, which in itself was a victory for the Jews, giving them hope and the courage to endure what they were suffering. Revolts also took place in Nazi camps, including at Treblinka, Sobibor and Auschwitz-Birkenau.

Source 26 Jewish refugees wait in a soup line at a shelter in Warsaw, Poland, courtesy of Yad Vashem

These armed uprisings weren't the only form of resistance. Each day, Jewish people resisted Nazis, whose goal had been to confine them and control their religious and cultural practices.

Spiritual resistance was significant, with Jews refusing to relinquish their faith. Jewish people established practices to help each other obtain food legally, ensuring care for those who were less able to provide for themselves. Public soup kitchens were set up, with the largest of these in the Warsaw Ghetto serving up to 4000 bowls of soup each day. In addition to this, illegal smuggling, usually involving children, defied the Nazis' desire to lock Jewish people inside ghetto walls. Often it was children, whose size meant they could escape through holes in walls or be lifted over fences, who were sent out to find whatever nourishment they could to bring back for the family.

Perhaps the most telling sign of Jewish resistance was their will to live. Jewish youth were used to teaching and mentoring younger students at the synagogue, so setting up schools on the streets of the ghettos or in secret locations was a natural extension of their pre-war life. Education is an act of planning for the future and is a sign of learning to overcome challenges. This peaceful resistance speaks volumes, demonstrating that Jewish people were not passive victims, but instead fought back in daily life.

The Bielski brothers

Belarus was under Soviet occupation in the early years of World War II. In 1941, Germany invaded the Soviet Union, and the Nowogrodek District in western Belarus saw tens of thousands of Jewish people killed there. Tuvia, Asael, Zus and Aron Bielski were four of 12 siblings. They were the only Jewish family in their village of Stankiewicze, with strong connections both within and outside of the Jewish community. When the Germans invaded their village, the brothers were not at home, and they returned to find their family massacred.

partisan
a person belonging to a group to fight against an occupying force, usually in secret

They took refuge in the nearby forest and ended up bringing 30 extended family members and friends from other villages together as a **partisan** movement. With the help of local non-Jewish people, they collected weapons and food and became one of the most significant Jewish resistance efforts in the Holocaust. Their focus was on saving people rather than killing, with Tuvia recognised for his courageous leadership, informing the group that he would rather save one Jew than kill 10 Nazis. This was in response to the dilemma the group faced as persecution increased. Should they protect their core group or continue to expand and give others an opportunity to live?

It is estimated that the Bielski brothers amassed a partisan group of 1230 Jewish people. Around 70 per cent of their group was composed of women, children and elderly people who would have been executed under the German occupation if the Bielski brothers had not established their resistance movement. Despite witnessing horror and facing threats to their own lives, they continued to defy the Germans and save others through significant bravery.

Source 27 A group of partisans from various fighting units, who guarded the airfield in the Naliboki forest. Among them are members of the Bielski brothers' group, 1944.

Palestinian parachutists

Source 28 Palestinian parachutists

As Nazi ideology made the situation more dangerous for Jewish people across Europe, some fled to Palestine, the land previously known as Israel that was promised to the Jews when they were liberated from Egypt in 1400 BCE. Between 1943 and 1945, there were European-born Jewish men and women living in Palestine who risked their lives as volunteers in the British army, undergoing training to parachute into German-occupied Europe. With intimate knowledge of their birth language and country, they could move around with greater ease than those who were born in Britain. The purpose was to aid resistance movements and assist with rescues.

One hundred and ten brave men and women underwent training, and 37 of them eventually parachuted into enemy territory, including countries in central and eastern Europe, as well as France and Austria. Twelve of the parachutists were captured, with seven of them being executed. These heroes left behind their freedom in Palestine to enter occupied territory. Hannah Szenes was just 23 years old when she was executed by firing squad after first being tortured for several months by the Germans.

George Mantello and José Arturo Castellanos

György Mandl was born into a well-off Orthodox Jewish family in Transylvania, a Hungarian-speaking part of Romania. After the outbreak of World War II, he changed his name to George Mantello to eradicate any Jewish association with his name. In 1939, he brokered a deal for an El Salvadoran ambassador to purchase weapons and supplies from Czechoslovakia. The El Salvadoran was José Castellanos.

In 1942, Mantello sold his Romanian assets and moved to Switzerland. He was able to move across Europe when other Jewish people were restricted because in 1939, Castellanos had given him diplomatic positions. Mantello, his wife and their son held diplomatic passports and were therefore protected from deportation. Castellanos had requested permission from El Salvador to issue visas to protect many Jewish people, but the president of that country, President Martínez, refused because he was antisemitic and thought highly of Hitler.

Source 29 George Mantello

As the Salvadoran Consul General in Geneva, Switzerland, Castellanos made Mantello the first secretary of the Geneva Consulate and they created the *Certificate of Salvadoran Citizenship*. Mantello's role and this certificate were unofficial and not sanctioned by El Salvador, but they distributed the certificates across Europe to protect Jewish people. Mantello heard of the persecution of Jewish people in Hungary and Romania, and through the Swiss newspapers, was able to campaign for people to take action. Switzerland opened up its borders to Jewish refugees, and Mantello managed to get more than 10 000 Salvadoran citizenship certificates into Budapest to distribute to Jews, with the help of the Swiss consulate there. When a new government came to power in 1944 in El Salvador, they backed Castellanos's plan. Hungarian and Romanian Jews who held a Salvadoran certificate were not deported by the Germans. It is estimated that Mantello and Castellanos saved anywhere from 20 000 to 40 000 Jewish people as a result of their scheme.

Non-Jewish resistance

The village of Le Chambon

Vichy France
the regime under Marshal Henri Pétain after France surrendered to Germany in June 1940

Pastor André Trocmé and his assistant, Pastor Edouard Theis, led a spirit of resistance among the villagers of Le Chambon-sur-Lignon in **Vichy France**. It began when a Jewish woman who had escaped from Germany approached Pastor Trocmé's home, seeking shelter. Magda Trocmé, the pastor's wife, asked the mayor for assistance in preparing false identity documents to protect the woman, but he refused in case the presence of a German Jew endangered the French Jews already in the area. Magda was devastated to send the woman away, with only food and the names of some contacts who might be able to help. Realising that there were many more Jewish people who needed refuge, the village established an underground network to provide refuge for people in need.

Source 30 Pastor André Trocmé and Magda Trocmé

Pastor Trocmé encouraged his congregation to uphold their religious values of respect and tolerance for all people, even when French police descended on Le Chambon in 1942 to put an end to the rescue mission. Working together, the villagers defied the police presence and moved the people in hiding to surrounding farms. Pastor Trocmé, Pastor Theis and the headmaster of the local school were arrested by the Vichy government in 1943. They refused to sign an oath of loyalty to the Vichy government, but were still released. They had to go into hiding, but continued to organise rescues. By 1944, the community effort had saved approximately 3500 Jews and 1500 non-Jews who were also escaping persecution.

Sir Nicholas Winton

Nicholas Winton's work to save 669 Jewish children by transporting them to Great Britain was largely unknown until 1988, when his wife found a scrapbook with photographs and a list of names. Nicholas Winton was born in England in 1909, to parents of German Jewish ancestry. His surname was originally Wertheimer, but to avoid antisemitism, this was changed to Winton. He visited a friend in Czechoslovakia in 1938, where he went to refugee camps filled with Jewish people and political opponents who were escaping persecution.

Source 31 Children saved by Sir Nicholas Winton

Winton was aware of the *Kindertransport* rescuing Jewish children from Germany and Austria, and decided to establish a similar operation from Czechoslovakia. He raised money through campaigns in London, working at his regular job at the Stock Exchange during the day and focusing on finding foster homes for children at night.

His movement was successful, with the first planeload of children leaving for London just one day before the Germans occupied Czechoslovakia. He continue to organise operations by rail and ship, with eight transportations in total before Britain declared war on Germany in 1939. In 2002, he received a knighthood from Queen Elizabeth II for his services to humanity.

Sophie Scholl and the White Rose

Non-violent resistance was pursued by Sophie Scholl, her brother Hans and other members of the White Rose movement. Growing up in Germany, they were former members of the Hitler Youth who had come to question the principles they'd been taught. Sophie and Hans gathered like-minded friends and established the White Rose. They publicly rejected the racist militarism of the Nazis, and encouraged popular resistance of the regime. The White Rose produced leaflets to distribute across Germany and Austria, highlighting Nazi crimes against humanity such as the execution of more than 300 000 Jewish people in Poland. They also used graffiti to denounce Hitler, aiming for as much public awareness as they could garner. Sophie, Hans and other members of the White Rose were arrested on 18 February 1943 when they were distributing leaflets at the University of Munich. Just four days later, they were sentenced to death and executed within hours. Sophie was 21 years old when she died, having been convicted of high treason for speaking out as a political activist who opposed the persecution of the Jews.

Source 32 Sophie Scholl

Father Maximilian Kolbe

Maximilian Kolbe was a friar who grew up in Poland. In 1926 he allegedly stated that Freemasons are 'an organised clique of fanatical Jews who want to destroy the church'. However, this record is either false, or Father Kolbe turned away from antisemitism, because during World War II, his monastery sheltered Jewish refugees. He promoted assisting Jewish people, stating that, 'all men are our brothers'.

In 1941, Father Kolbe's monastery was closed by the Germans. He refused to sign the ***Deutsche Volksliste***, which would have granted him similar rights to German citizens, as his German ancestry was recognised by the Nazis. Owing to this and his shelter of 2000 Jewish people, he was arrested by the **Gestapo** and imprisoned, eventually being transferred to Auschwitz as prisoner 16670. Only months after arriving, and having suffered many beatings for continuing to act as a priest, he switched places with a prisoner who had a wife and children and had been selected for execution. Father Kolbe is an example of political resistance to the Nazis, combined with resistance in providing refuge for so many Jewish people prior to being arrested.

Source 33 A wax statue of Father Maximilian Kolbe, in front of an image of the entrance to Auschwitz. The German sign above the gate translates to 'Work sets you free'.

SPOTLIGHT

CONTESTABILITY

Maximilian Kolbe is someone whose actions, motive and intent have been disputed. Scholars differ in their opinion on how and when an individual should be judged. Father Kolbe is alleged to have held antisemitic opinions in the pre-war period, but his actions during World War II indicate that he, in fact, stood up to Nazi prejudices. Historians must consider which evidence is more convincing, and understand that people can be misrepresented, or they can change.

Deutsche Volksliste
German People's List; a categorisation of people in Nazi-occupied territories who met certain desirability, usually based on German or other approved ancestry

Gestapo
the German secret police under the Nazi regime

Source 34 The Buchenwald Orchestra is famous for creating the *Buchenwaldlied*, which felt like an act of resistance for many prisoners.

12.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What forms of resistance took place in the ghettos?
2. What role did the Bielski brothers play in saving other Jewish people?
3. What role did the White Rose play in raising political awareness?

APPLY AND ANALYSE

4. What challenges did group resistance movements face and how did this differ from resistance by individuals?
5. With reference to at least two examples you have studied, explain how individuals and groups who opposed Nazi ideology faced personal danger.

EVALUATE AND CREATE

6. Continue research on your chosen individual. Did they encounter any resistance movements or were they involved in any resistance? If not, research and include detail on resistance efforts by people of your individual's nationality, or for people who were in the same camp/s. Add detail to your profile to continue building their story.

GO DEEPER

7. Choose one of the following groups or individuals to conduct further research on Nazi resistance. Create a multimedia presentation outlining their actions during the Holocaust, the number of Jewish people they saved and the estimated number of descendants of those Jews who survived as a result of their actions.
   - Frank Foley (British Secret Intelligence)
   - Carl Lutz (a Swiss diplomat)
   - Irena Sendler (a Polish nurse)
   - Johan van Hulst (a Dutch teacher).

I USED TO THINK, NOW I THINK

Reflect on your learning about Holocaust experiences and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

12C

HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS?

» Describe the impact of increasing persecution during the war years

1 What role did the ghettos play in advancing Nazi ideology? (5 marks)

2 What is the purpose of a concentration camp? (3 marks)

3 How does a death camp differ from a concentration camp? (3 marks)

4 What is meant by the 'Final Solution'? (3 marks)

5 Describe the impact of increasing persecution during the war years on both Jewish and non-Jewish people. (15 marks)

» Discuss the response of different individuals and groups during the Holocaust

6 Outline the key features of the Warsaw Ghetto uprising. (5 marks)

7 What is meant by the term 'collaborator'? (2 marks)

8 Why might some individuals and groups have collaborated with the Nazis, even if they disagreed with their ideology? Provide a specific example to justify your argument. (4 marks)

9 Write a paragraph on each of the following topics, outlining the ways Jewish people resisted Nazi persecution in the ghettos:
- education
- spiritual resistance
- humour
- smuggling. (20 marks)

10 Explain the role of three non-Jewish individuals or groups in resisting Nazi persecution towards Jewish people. (10 marks)

» Using a range of sources, describe the experiences of different groups during the Holocaust

11 With reference to at least two sources from this chapter, describe the varied experiences of Jewish children during the Holocaust. (5 marks)

12 What does evidence reveal about the experience of Jewish musicians during the Holocaust? (10 marks)

13 To what extent did the experiences of different groups vary during the Holocaust, according to their perceived threat to the Nazi ideology of supremacy? (15 marks)

TOTAL MARKS: [/100]

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words

» 20 marks = 600 to 800 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

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A write-in answer sheet for the Checkpoint questions for this section

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Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

12D WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST?

12.10 LIBERATED, BUT NOT FREE

KEY CONTENT

In this topic you will:

- assess the impact of the Holocaust.

The concept of liberation is surely more appealing to anyone than the idea of being imprisoned. Holocaust survivor Rita Weiss states in her testimony that by the time of liberation, she was indifferent. She no longer knew how to be happy after the horrendous acts she had witnessed throughout the Holocaust. Another survivor, Miriam Akavia, recalls that at the time of liberation, she had pain all through her body, with medics assessing her for **diphtheria**, only to determine that it was, instead, the onset of death. Had she not received immediate medical attention, she would have perished. Miriam tells the story of soldiers exclaiming with exuberance that the war had ended, but she was too weak to celebrate and felt lost in terms of what she was now meant to do with her life. For Holocaust survivors, the end of the war and liberation from camps meant freedom from Nazi persecution, but it brought a new set of challenges that they had to navigate.

diphtheria
a contagious disease spread through open wounds, coughing or sneezing; it was common in camps due to poor hygiene and lack of medical care

The war ends

On 6 June 1944 (D-Day), the Allied invasion of Nazi-occupied Western Europe began in Normandy, France. Soviet troops soon moved into eastern Europe. This marked the beginning of the end of war. The Germans' last major offensive of the war was the Battle of the Bulge against the United States and Britain, ending in January 1945. Realising that defeat was upon him, Hitler committed suicide in his bunker in late April 1945. On 8 May 1945, almost a year after D-Day, Germany surrendered unconditionally to the Allies. The European theatre of war had ended, but it wasn't until August, after the United States dropped atomic bombs on Hiroshima and Nagasaki in Japan, that World War II concluded.

The role of the Allied troops

On 27 January 1945, Auschwitz was liberated by Soviet soldiers. More than 230 Soviet soldiers died in the combat to take the camp, sacrificing themselves to save 7000 prisoners in the main camp, and a further 500 in sub-camps. The Soviet Army had liberated Warsaw on 17 January 1945, and six months earlier had liberated the Majdanek extermination camp in Poland. British troops liberated Bergen Belsen in April 1945.

More than 30 US military units were involved in the liberation of camps, with the soldiers organising medical care, supplies of food and eventually, repatriation. While it is true that the Allied troops did much to organise logistics, account for survivors and document what they saw at the camps as evidence against the Nazi regime, there are countless survivor testimonies of mistreatment suffered at the hands of their liberators too. Holocaust survivor Primo Levi said, 'they did not greet us nor did they smile'.

Without justifying such treatment, it is important to note that the Allied soldiers were not prepared for what they saw at the camps. The horrors that befell them as they encountered many thousands of Jewish people and other prisoners who were on the verge of death, came as a shock. A doctor in the US army, Captain William J. Hagood Jr wrote to his wife saying, 'You have to see it – and you are so stunned, you only say it was horrible. You can't think of adjectives. We weren't in the place two minutes before our eyes filled with tears.'

Source 1 Soviet Red Army soldiers with liberated prisoners from the Auschwitz concentration camp in Oswiecim, Poland, 1945

Where to from here?

The biggest question for Holocaust survivors was where to go now that they were free. Most had been separated from their family, their homes had been occupied by enemies, their employment no longer existed and most required extensive medical care and rehabilitation after the treatment they'd suffered.

Many children had immediate needs to be re-educated. Their only knowledge of soldiers was that they were people to be feared. They now had to learn that the soldiers were there to help. When food was put out for survivors, the instinct was to stuff their pockets to save food for later, rather than knowing and trusting that there would be a constant supply.

For most survivors, liberation from the camps meant liberation from Nazi control. Camps remained their home for some time longer, but they were now camps for displaced persons. Learning started taking place, with schools set up to develop vocational skills for adults and teach children to read and write. Despite the significant trauma, Jewish people looked to the future with hope and a determination to rebuild their lives. Weddings took place as part of a cultural and spiritual rehabilitation, now that immediate physical needs of food, shelter and medical care had been provided. The displaced persons camps had a philosophy of 'return to life'.

Source 2 A double wedding at Pocking Displaced Persons Camp in Germany, 1946. The couple on the left are Rachel Spracher and Yishayahu Novogrodsky.

Source 3 A marriage proposal from one survivor to another.

> I am alone. I have no one. I have lost everything. You are alone. You have no one. You have lost everything. Let us be alone together.
>
> *From Jason Skog,* The Legacy of the Holocaust, *Compass Point Books, New York, 2011, p. 14*

12.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What marked the beginning of the end of World War II?
2. What role did the Soviet Army play in liberating camps?
3. What challenges did Allied troops face when they went into camps?

APPLY AND ANALYSE

4. In order to carry out the large operation required to liberate camps, soldiers needed to give clear orders, categorise people according to their health status so appropriate treatment could be provided, and devise a clear schedule for issuing food and activities. Even though Holocaust survivors had a deep appreciation for the effort, why would this structure have been difficult for them?

EVALUATE AND CREATE

5. Continue research on your chosen individual. What happened to them at the point of 'liberation'? Were they reunited with family? If your chosen individual had perished by this point, find out about others who were in the same camp/s to understand the impact of liberation for them. Add detail to your profile to continue building their story.

12.11 THE INTERNATIONAL RESPONSE

KEY CONTENT

In this topic you will:

- explain the international response to the Holocaust.

During World War II, the world was focused on bringing about a resolution to end fighting across multiple theatres of war. It is hard to understand that the world could know of the Holocaust, yet not intervene. There are many factors at play here, with disputed accounts about the true nature of events. For example, historian Martin Gilbert states that British Prime Minister Winston Churchill wanted to bomb Auschwitz and its supply lines, in order to stop further camp arrivals and gassings. There are differing interpretations about why this didn't happen, but it does suggest that Britain knew that crimes against humanity were occurring. There are claims that the Allied forces knew about the mass murder of people as early as 1942, and that they didn't act because they were concerned about aggravating Hitler, and making things worse. Instead, they focused on fighting the war to end persecution.

The United Nations and international law

In response to World War II, the United Nations was founded by 51 countries in 1945 with the purpose of maintaining international peace and security. They wanted to develop friendly relations among nations and improve quality of life through better human rights. The Universal Declaration of Human Rights was proclaimed on 10 December 1948, with universal protection intended for all people.

The findings at Nuremberg during the war crimes trials resulted in the *Convention on the Prevention and Punishment of the Crime of Genocide* in 1948 and the 1949 Geneva Conventions on the laws and customs of war. Demonstrating the ongoing need for international monitoring of crimes against humanity, the *Rome Statute of the International Criminal Court* was established in 1998, declaring The Hague in the Netherlands as the seat of the court, where crimes against humanity, including war crimes and genocide, can be investigated and tried. More specifically to the Holocaust, the *Declaration of the Stockholm International Forum on the Holocaust* made it clear in January 2000 that crimes such as those committed during the Holocaust would never again take place.

Source 4 Hermann Goering on trial at the Nuremberg war crimes tribunal

The Nuremberg war crimes tribunal

The Nuremberg trials were the first of their kind as there was no precedent for an international trial of war criminals. The London charter of the International Military Tribunal (IMT) was issued on 8 August 1945, defining crimes against peace, war crimes and crimes against humanity. The IMT declared that both civilian officials and military officers could be accused of war crimes. The Palace of Justice in Nuremberg was largely intact after the war and had sufficient prison space.

It was also a symbolic representation that Hitler's regime was destroyed because Nuremberg had been the location for Nazi propaganda rallies.

The most significant of the Nuremberg trials occurred between November 1945 and October 1946. Twenty-four major war criminals were indicted (formally charged), along with six groups such as the Gestapo. Most of the accused put forward a defence that the crimes they committed were only defined in law after their actions had been carried out, and that Allied officers had also engaged in acts of war crimes. The tribunal found only three not guilty. Along with prison sentences ranging from 10 years to life, 12 were sentenced to death by hanging.

The subsequent Nuremberg proceedings included 12 additional trials from December 1946 to April 1949. Crimes against humanity were found against doctors and industrialists, with atrocities such as human experiments, slavery and acts of violence against inmates being punished.

aliyah
the immigration of Jewish people to the Land of Israel

Zionist
a person who believes that Judaism is a nationality as well as a religion and that Jewish people should have their own state in their ancient homeland of Israel

judicial notice
a ruling stating that something is an accepted fact so that in future cases, it does not have to be proved again; in this case, the accepted fact is that the Holocaust did occur

The creation of Israel

The first **aliyah** occurred between 1882 and 1903, settling **Zionists** in the area known as Palestine at the time. The area was controlled by the Ottomans and then the British and French, and during World War II, the British government refused to lift restrictions on Jewish immigration to Palestine on the basis that the significant number of homeless Jewish people would have an impact on the Arab population living there. After World War II, with numbers amassing in the displaced persons camps, the US urged Britain to allow more Jewish refugees into Palestine.

Source 5 The UN Partition Plan

In September 1947, a recommendation that Palestine be partitioned into a Jewish state and an Arab state, keeping Jerusalem as an international zone, was put forward by the United Nations Special Committee on Palestine (UNSCOP). The United Nations voted on the partition plan on 29 November 1947, with 33 nations voting in support and 13 in opposition. Resolution 181 came into effect on 14 May 1948, with Israel declaring the state of Israel. Establishing the state of Israel came with a host of problems regarding land area and borders. The struggle continues today.

Holocaust denial

Considering the abundance of physical evidence, victim testimonies and military and civilian witnesses who have provided evidence, as well as admissions from Nazi perpetrators that the Holocaust did indeed happen, it seems absurd that individuals and groups could deny its existence. Holocaust denial is a form of antisemitism, with claims made that Jewish people exaggerated or invented circumstances in order to advance their own interests.

David Irving is a British revisionist historian who is infamous for Holocaust denial. He claims that Hitler knew nothing of the gassing in extermination camps, or if he did, he opposed it. Irving spent time in prison in Austria for his antisemitic statements, yet continues to support white supremacy, joining with neo-Nazi groups at rallies to propagate his interpretation of the Holocaust. Denial has also occurred through groups such as the Institute for Historical Review in the United States. A Holocaust survivor filed a suit against the organisation in 1981, which resulted in a Superior Court Judge declaring a **judicial notice** that the Holocaust happened.

12.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What was the purpose of the Nuremberg trials?

2 Identify three international conventions aimed at preventing war crimes, including genocide, from occurring again.

APPLY AND ANALYSE

3 Could the Allies have prevented the Holocaust? Give three reasons to support your answer.

4 Why do you think an international tribunal was necessary to bring the major Nazi leaders to justice? Justify your response.

5 What were the challenges with establishing the state of Israel?

6 Statutes and declarations on crimes against humanity continued being established more than 50 years after World War II. What does this suggest about the state of humanity?

EVALUATE AND CREATE

7 Continue research on your chosen individual. What impact did the international response have either on them, people of their nationality or people who were in the same camp/s as they were? Add detail to your profile to continue building their story.

GO DEEPER

8 Consider the following perspectives:

In a quote from her book *Antisemitism: Here and Now*, Deborah E. Lipstadt states, 'The Holocaust has the dubious distinction of being the best documented genocide in the world. For deniers to be right, all survivors would have to be wrong.'

David Irving states that deaths were the result of diseases and shortages that were the normal results of war. He also concludes that fuel supplies delivered to Auschwitz for heating were far too small to keep the cremation ovens going.

Evaluate Lipstadt's and Irving's perspectives through consideration of a range of artefacts, government documents, witness statements, survivor testimonies and photographs. Explain which perspective is best supported by the evidence. Present your argument as a report, with detailed examples of primary sources to support your position.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

When analysing events of the past, it's important to articulate a clear argument in a style that's appropriate for the task. A petition or proposal to a government would need more formal language than a style used when discussing ideas with a friend. In each of these situations, it is crucial to use evidence from a range of sources to verify your perspective.

12.12 REMEMBRANCE AND COMMEMORATION

KEY CONTENT

In this topic you will:

- assess the impact of the Holocaust
- explain the international response to the Holocaust.

When listening to the testimonies of Holocaust survivors, the key message that comes through is that they don't want people to ever forget. Through commemoration and listening to the lessons told by survivors, we can learn how to forgive, persevere and respond to challenging situations.

Eva Mozes Kor was born on 31 January 1934 in Romania. Her two older sisters, along with her parents, were killed at Birkenau in the gas chambers. She survived because she was a twin, so Josef Mengele kept Eva and her sister Miriam alive in order to perform medical experiments. Eva was committed to preventing further hate and prejudice, and on 27 January 1995 (the 50th anniversary of the liberation of Auschwitz), she stood at the ruins of the gas chambers with Dr Hans Munch, a Nazi doctor who had been at Auschwitz. Dr Munch signed a document detailing the operations of the gas chambers, testifying to the truth of what happened, and Eva signed a letter of forgiveness. Eva said that the day she forgave the Nazis, she also forgave her parents. She had hated them for much of her life for not having saved her from Auschwitz. As a child, she'd expected her parents to protect her, yet hers couldn't. Eva said that she also forgave herself for hating her parents. Eva returned to Auschwitz annually, vowing to educate people about the Holocaust and promote healing through forgiveness. On 4 July 2019 during her annual trip to Poland, Eva died just kilometres from the place where she had been tortured 75 years earlier.

SPOTLIGHT

SIGNIFICANCE

The Holocaust was clearly significant for those who lived through it or perished at the hands of the Nazis. However, it also holds great significance for us today. There are many lessons that can be learned from the Holocaust, with survivor testimonies continuing to have an impact on our thinking.

Source 6 Lessons from Eva Mozes Kor

Source 7 Eva Mozes Kor

Judge people on their actions, not by who they are.

'The topic is very serious. To prejudge you without knowing you is always unfair. This is what Hitler did. He prejudged us because we were Jewish. He didn't know me. Yet he did all these things against me. The truth is that we can teach young children to grow up without prejudice. Prejudice is the root of a lot of evil, and that is still practised in many places. If I judge a person on their actions I am judging them in the right way.'

Never, ever give up.

'Because I know, I remember and I realise that growing up is very hard even in the United States. As you grow up you will find situations where it will be very difficult. If you give up, nothing happens. On the other hand, if you keep working at it and not give up on yourself or on your dreams, you can accomplish anything in life.'

Appreciate your parents.

'Give your parents an extra hug and extra kiss for all of us children who have no parents to hug and kiss.'

Forgive your worst enemy.

'For any person who has been hurt by anybody, be the hurt big or very small, they don't have to carry that hurt. They have the power. No one can give them that power. They have the power to heal themselves. If they realise they have the power, try it and see what happens. It costs zero. It's not a very expensive thing to do.'

Commemorating the Holocaust

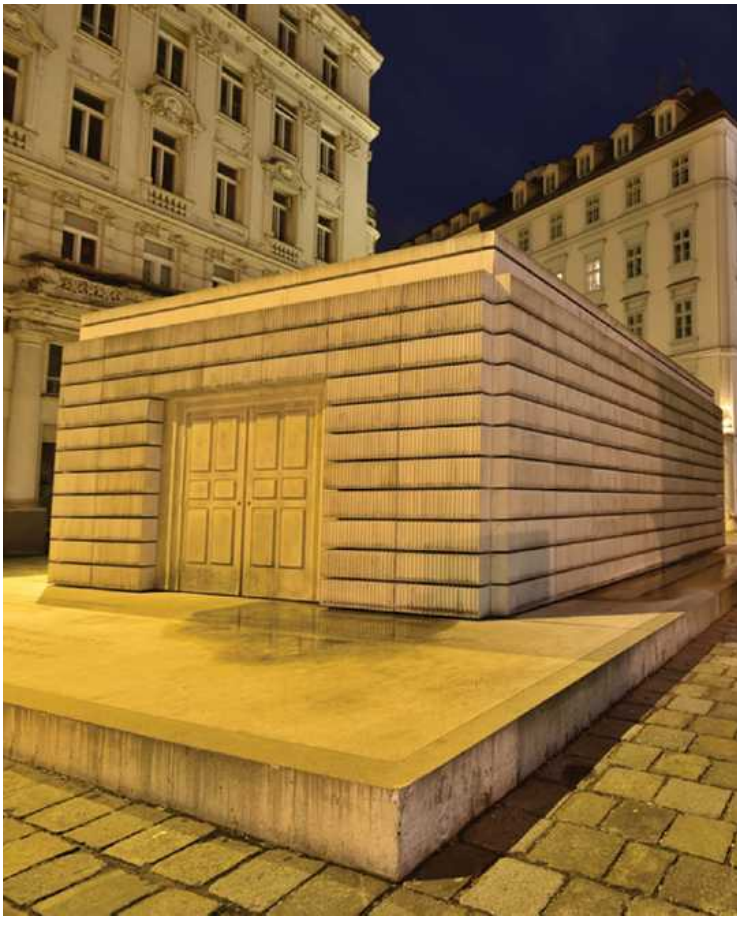
In November 2005, the United Nations General Assembly proclaimed 27 January to be the International Day of Commemoration in Memory of the Victims of the Holocaust. This marks the anniversary of Auschwitz-Birkenau being liberated by Soviet troops. Each year, **UNESCO** reaffirms its commitment to fight racism (including antisemitism) and other forms of prejudice and hate, with the aim of preventing targeted violence from occurring in future. In 2020, an academic conference and commemoration ceremony took place at UNESCO Headquarters, along with many locations around the world, commemorating the 75th anniversary of the liberation.

UNESCO
United Nations Educational, Scientific and Cultural Organization

Each year, specific themes are chosen for the commemoration, with the focus varying between collective experiences, individual survivor stories and the promotion of universal human rights. Survivor testimony has long been crucial in keeping alive the memory of this period of human depravity. Now, as much as ever, it is important for us to remember the lessons learned from the Holocaust. As time passes, there are fewer people with living memory of what happened, so commemoration serves as a way to not only honour those who suffered, but also to remind society of the dangers of **xenophobia** and the part that each person has to play in determining whether they will be a persecutor, collaborator, bystander or upstander when they see wrongdoing.

xenophobia
prejudice against people from other countries; racism

In addition to specific commemoration ceremonies, many countries, particularly across Europe, have Holocaust memorials. The artistic interpretations are a reminder of the significant number of people who perished at the hands of hate. The murder of six million Jewish people is beyond comprehension. The tragedy is that there were many more who suffered permanent physical and psychological scarring.



Source 8 Holocaust Memorial, Vienna

Source 9 Holocaust Memorial, Miami

The International Holocaust Remembrance Alliance

The International Holocaust Remembrance Alliance (IHRA) was established in 1998 with the intention of uniting governments and experts to strengthen, advance and promote Holocaust education. Following on from this, an international forum was convened in Stockholm in January 2000, with the establishment of the *Declaration of the Stockholm International Forum on the Holocaust* (Stockholm Declaration). The members of the IHRA are committed to this declaration, with a desire to promote understanding of the universal implications of the Holocaust and the importance of retaining its magnitude in collective memory.

On 4 June 2019, Australia was admitted as the 33rd member of the IHRA. This demonstrates the commitment Australia has pledged to ensure that the causes and consequences of the Holocaust are studied, so that we can unite against hatred, prejudice and persecution of others.

The date of the International Day of Commemoration in Memory of the Victims of the Holocaust – 27 January – is the day after Australia Day, the day we 'commemorate' the arrival of the First Fleet in 1788. The reality is that 26 January 1788 marks the start of colonial genocide against Australia's Indigenous peoples. Therefore, the Australian government has designated a Holocaust Memorial Week in May each year, so that both of these important issues can be addressed, with the focus being on eradicating hatred and prejudice.

Source 10 Extract from the Stockholm Declaration

Article 1

The Holocaust (Shoah) fundamentally challenged the foundations of civilization. The unprecedented character of the Holocaust will always hold universal meaning. After half a century, it remains an event close enough in time that survivors can still bear witness to the horrors that engulfed the Jewish people. The terrible suffering of the many millions of other victims of the Nazis has left an indelible scar across Europe as well.

Article 2

The magnitude of the Holocaust, planned and carried out by the Nazis, must be forever seared in our collective memory. The selfless sacrifices of those who defied the Nazis, and sometimes gave their own lives to protect or rescue the Holocaust's victims, must also be inscribed in our hearts. The depths of that horror, and the heights of their heroism, can be touchstones in our understanding of the human capacity for evil and for good.

Article 3

With humanity still scarred by genocide, ethnic cleansing, racism, antisemitism and xenophobia, the international community shares a solemn responsibility to fight those evils. Together we must uphold the terrible truth of the Holocaust against those who deny it. We must strengthen the moral commitment of our peoples, and the political commitment of our governments, to ensure that future generations can understand the causes of the Holocaust and reflect upon its consequences.

Article 4

We pledge to strengthen our efforts to promote education, remembrance and research about the Holocaust, both in those of our countries that have already done much and those that choose to join this effort.

Source 11 Holocaust Memorial, Yad Vashem, Jerusalem, Israel

12.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the purpose of Holocaust commemoration?

2 Why is it important to keep the Holocaust in 'collective memory'?

APPLY AND ANALYSE

3 How is the Stockholm Declaration relevant for Australians today? Provide examples of how reinforcing these principles would lead to more harmony in society.

EVALUATE AND CREATE

4 Plan a program for your school to commemorate the Holocaust during Holocaust Memorial Week. Consider including a whole-school assembly, workshops for specific classes or grades, or creating a memorial of some sort. Consider creating an artwork or other creative presentation to represent an aspect of the Holocaust or to honour the memory of your chosen individual from this unit. You might be able to create a museum or develop a memorial gallery to educate others.

GO DEEPER

5 In this topic, there are several images of Holocaust memorials. Choose one – or find another one that interests you – and investigate the story behind it, including when it was built, who designed it, and what it represents.

12D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 15 marks = 600 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST?

» Assess the impact of the Holocaust

1 How and why did concentration and extermination camps cease operating? (5 marks)

2 What happened to the survivors of the various camps? (5 marks)

3 What role did the Allied troops play in evacuating the camps? (5 marks)

4 Outline the social and economic consequences for Jewish people across Europe at the end of World War II. (10 marks)

5 Evaluate the view that although liberated from concentration and extermination camps at the end of World War II, Jewish people were not free. (20 marks)

6 Explain why it is important to remember and commemorate the Holocaust today. (8 marks)

» Explain the international response to the Holocaust

7 What international organisation was established to help prevent atrocities like the Holocaust from occurring in the future? Provide detail on how they sought to do this. (4 marks)

8 Explain the purpose of the Nuremberg war crimes trials. (5 marks)

9 Outline the concept of Zionism and explain why many Jewish people wanted to move to Israel after World War II. (5 marks)

10 How do the Genocide Convention and the Rome Statute aim to prevent atrocities like the Holocaust from happening again? (8 marks)

Source 12 Holocaust cenotaph within the Holocaust memorial, Yad Vashem, Jerusalem, Israel

11 To what extent did the international community focus on the needs of Jewish people rather than their own interests, when creating the state of Israel? (15 marks)

12 Explain the significance of the International Holocaust Remembrance Alliance (IHRA) and why it is important to study the Holocaust in schools today. (10 marks)

Total marks: [/100]

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180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
60°N
30°N
0°
30°S
60°S
Arctic Circle
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle
PACIFIC OCEAN
ATLANTIC OCEAN
INDIAN OCEAN
ANTARCTICA
Kalaallit Nunaat (Greenland) (Denmark)
Alaska (USA)
Reykjavik
ICELAND
CANADA
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NEW ZEALAND
Wellington
Chatham Islands (New Zealand)
Auckland Islands (New Zealand)
42
43
44
45
46
47
48
49
50
LEGEND
Country border
Disputed country border
Country capital city
Azores (Portugal)
Dependency
N
0
1000
2000
3000 km
SCALE 1:77 000 000 at 40°N and S
1 centimetre on the map measures 770 kilometres on the ground.
Modified Times Projection

Main image: This photograph shows an anti-Vietnam War demonstration, with protesters urging an end to the United States' involvement in the war. Many Australians were also critical of the Australian government's commitment to the Vietnam War, and showed their opposition in huge anti-war rallies and marches.

Background image: An early television, with antennae. Television was introduced to Australia in 1956 and became a major influence on social and cultural change.

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