The modern world and Australia ▶▶

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

- 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?

Historical context of the Overview

Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within twenty years. Not only did World War II cause greater loss of life, it included the Holocaust and the first use of nuclear weapons. In the aftermath of this war, decolonisation saw the end of the Great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons, in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communication, public health and living conditions across the world.

INTRODUCING THE CHAPTER

Chapter content

Unit 1 'Post-World War II—UN peacekeeping' covers the period after World War II and conflicts and peacekeeping missions. Unit 2 'Decolonisation and rights and freedoms' discusses countries that gained independence. Unit 3 'The Cold War and Australia' deals with the post-war superpowers and conflicts. Unit 4 'Developments and challenges in technology and environment' considers living standards and the impact of population growth on resources. Unit 5 'Investigating history: The modern world and Australia' suggests research tasks and provides a glossary of key terms used in the chapter.

KEY TERMS

Cold War—period of political and military tension between the Eastern and Western blocs after World War II and up until 1991
communism—political system in which all property is in theory owned collectively; in practice, government ownership of farms, factories, businesses and banks
depression (economic)—economy that experiences a decrease in total production of goods, subsequent business closures and rising unemployment, which, in turn, lead to decreasing sales of goods
referendum—'yes' or 'no' vote by the electorate regarding amending the constitution
superpower—very influential country, economically and militarily

Overview: The modern world and Australia

After World War I (1914–18), the world experienced a social revolution. Women gained greater freedom, technology and transport developed, and new fashions, music and dance emerged. The 'Roaring Twenties' was an era of change and of financial boom, which ended with the Great Depression.

At the end of the 1930s, the world dived into another global conflict: World War II (1939–45). There was great loss of military personnel and civilians due to battles, the **Holocaust** and the first use of nuclear bombs. Post-World War II, the world was divided and effectively led by two superpowers— the US and the USSR. As communism spread across parts of Europe and Asia, tensions grew into a period known as the **Cold War**.

Post-war changes in the areas of civil rights, environmental awareness and concern about the sustainability of the Earth's resources, as well as changes brought about by technology, have affected the way people live and see the world.

Since the end of World War II, Australia has experienced many changes, both at home and in its relations with other countries. It has grown to be an independent country with great influence in Asia-Pacific affairs and a strong voice in international forums such as the United Nations (UN) and the G20, a group of nineteen nations plus the European Union which regularly discusses global issues.

Source 1.0.1 Australian Indigenous rights advocates in Sydney in a protest against the Bicentennial celebrations in 1988

Timeline:

- 1918 World War I ends
- 1919 Treaty of Versailles is signed
- 1920
- 1929 Great Depression begins
- 1930
- 1939 World War II begins
- 1940
- 1945 World War II ends. Cold War begins. UN Charter is signed
- 1947 India gains independence. Arrival of first 'displaced persons' in Australia
- 1948 Australia signs the Universal Declaration of Human Rights
- 1949 Snowy Mountains Hydro-Electric Scheme begins
- 1950 Korean War begins
- 1951 Australia signs ANZUS Treaty
- 1953 End of Korean War
- 1954 Vietnam War begins
- 1956 Television is launched in Australia. Summer Olympic Games in Melbourne
- 1960
- 1962 Australian military advisors sent to Vietnam
- 1964 Conscription reintroduced in Australia
- 1967 Referendum decides Indigenous Australians to be counted in the census for the first time
- 1970
- 1972 Australian women's wages are to be aligned with men's
- 1973 Australia's participation in the Vietnam War ends
- 1975 Vietnam War ends. Aboriginal Land Bill is introduced into Parliament
- 1980
- 1988 Australian Bicentenary
- 1989 Rosemary Follett is the first female head of a state (NT)
- 1990 Australian Navy deployed for the First Gulf War
- 1991 Dissolution of the USSR. Cold War ends
- 1992 Mabo decision
- 1999 Australian troops are sent to East Timor
- 2000 Summer Olympic Games in Sydney
- 2001 Australian troops are sent to Afghanistan
- 2003 Iraq is invaded by the US

Source 1.0.2 Timeline of the modern world and Australia

3

Historical skills: Analysis and use of sources

Protest
MI: verbal–linguistic, intrapersonal
Students examine Source 1.0.1 and answer the following question.
What impact do you think an image such as this would have had on the Australian people of the time?

Answer
Student answers will vary.

IN A NUTSHELL

Tensions between superpowers dominated international foreign affairs in the post-World War II years, polarising countries into communist or non-communist. This ended in the 1990s when Soviet control ceased in many countries. Concurrently, there were other global power shifts. Nationalist movements emerged in many colonised countries and the decline of formerly powerful empires saw many countries gain their independence.

The twentieth century was notable for some major social and demographic changes. World population soared, placing increasing pressure on resources and contributing to the rise of an environment movement in many Western countries. Mass migrations occurred, caused by the desire to escape conflict and persecution as well as the attractions of countries where there were opportunities for advancement. By the 1960s, the civil rights movement gained momentum, in which the United Nations played a major role establishing principles on refugees, global warming, peacekeeping, rights of indigenous peoples and human rights.

PREPARATION FOR TEACHING

Suggestions for introducing Overview: the modern world and Australia

- Introduce the post–World War II period by brainstorming significant historical events and place them on a large, pre-prepared timeline spanning 1945 to the present. Annotate the timeline by allocating each student an event to research, report back to the class, and add to the timeline. Some suggestions of possible events are:
  - Stolen Generations
  - Korean War
  - Vietnam War
  - United Nations Universal Declaration of Human Rights
  - Civil Rights Movement
  - Aboriginal Tent Embassy
  - Australia's national apology
  - Apartheid policy
  - First Gulf War
  - 'I have a dream' speech
  - Black Panther movement
  - Aboriginal 'Day of Mourning'
  - The Mabo case
  - United Nations Declaration on the Rights of Indigenous Peoples
  - The Beatles
  - Introduction of television to Australia
  - Bodgies and widgies
  - Establishment of SBS in Australia
  - Hippies
  - Punk.

RESOURCES

Digital resources
Pre-test
Students complete the Review Quiz available on eBook to gather pre-existing knowledge on the Overview.
Web destinations
Information about relevant websites is available on eBook. In addition, students may search for websites using search terms specific to the topic that they are researching.

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Chapter 1: Overview: The modern world and Australia

Content ▶▶

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

Historical skills ▶▶

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument

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

KEY CONCEPTS

- The United Nations was formed after World War II as a forum for resolving disputes and tensions between countries.
- A major United Nations role that evolved was peacekeeping.
- There have been many UN peacekeeping missions, many related to decolonisation and Cold War issues.
- There are particular cases when UN peacekeeping missions will not be approved.
- Australia has played a part in UN peacekeeping.

KEY TERMS

charter—formal written statement laying out the aims, principles and procedures of an organisation

colony—country or area controlled by another country

decolonisation—process of gaining independence from another country's control and influence

genocide—deliberate and systematic attempt to eradicate an entire cultural ethnic group

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UNIT 1.1
Post-World War II—UN peacekeeping

The UN and the end of World War II

In June 1945, delegates from 50 countries met in San Francisco to approve the **charter** that founded the UN. The first meeting of the General Assembly and the five-nation **Security Council** took place in London in 1946.

The UN developed during the course of World War II from a series of meetings between the USSR, the US and the UK. Initially, these meetings were to discuss how international relations would be managed after the defeat of Japan and Germany.

The USSR had become the dominant power in Eastern Europe and **communism** was gaining ground in China and South-East Asia. This was perceived as a threat to democratic countries.

In addition, independence movements in some **colonies** had been active during the war, especially in countries such as Vietnam, Laos and Cambodia (**Indochina**) that wanted **self-determination** and a forum to express their ideas. In some countries, the colonial power was at war with these independence movements.

Clearly some kind of forum was needed where countries could discuss disagreements and reduce tensions. From this need, the UN was formed.

Peacekeeping during the Cold War (1945–91)

Peacekeeping is the monitoring of peace agreements reached by warring groups before the peacekeepers arrive, although peacekeepers often distribute **humanitarian** aid as well. Not all peacekeeping missions are established by the UN. Some are administered by a smaller, local group of countries.

It was hoped that international assistance would prevent the suffering and even genocide that the world had seen during World War II. However, for peacekeepers to be sent to a country in conflict, the five permanent members—US, Russia (previously USSR), China, the UK and France—of the UN Security Council have to agree. After the Cold War began, UN peacekeepers were not sent to countries where the West or the East had an interest.

In Angola, for instance, civil war broke out after independence in 1975. The US supported right-wing groups and the USSR communist groups, and it was not until 1995 that the UN sent peacekeepers. Both countries wanted post-independence Angola to be governed by systems they supported, so victory became more important than peace.

The opposite situation happened in the Middle East, which was the UN's first peacekeeping mission. When Israel was founded in 1948, there was violence and civil unrest within Israel and the surrounding areas that became the countries of Syria, Lebanon and Jordan. The UN was able to send peacekeepers because all the members of the Security Council believed peace was desirable.

In some cases a mission was sent during decolonisation when colonised countries were taking action to become independent. For example, a mission was sent to West New Guinea during 1962–63 in order to supervise the transition from Dutch to Indonesian rule.

Another example is the UN Operation in the Republic of the Congo 1960–64. Belgium was the colonial government and as it began to withdraw, the Congo's neighbours began to invade or support various independence groups to the detriment of the country as a whole. The UN sent peacekeepers to help the Congo move to a stable government, however they had limited success.

DID YOU KNOW?

Although the Korean War, the first major conflict of the Cold War, officially ended with the signing of an **armistice** on 27 July 1953, a peace treaty was never signed. Technically, South Korea and North Korea are still at war. Australia was part of the UN-sponsored force sent to defend South Korea in 1950, and its peacekeeping presence remained in Korea until 1957.

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humanitarian—in a political context, an attempt to reduce suffering, usually through aid in the form of food, water, clothing, accommodation and so on

secede—to withdraw from being part of a group or country and becoming independent

TEACHING AND LEARNING STRATEGIES

Historical skills: Comprehension/explanation and communication

Australian peacekeeping
MI: visual–spatial, verbal–linguistic, interpersonal
Students work in pairs to complete this task.

Students obtain a world outline map and refer to an atlas or online map. Using Source 1.1.2 of the list of Australian peacekeeping operations, they locate each country and label it on the outline map.

1948 Monitoring Arab–Israeli ceasefire

1949 Monitoring India–Pakistan ceasefire in the province of Kashmir

1953 Monitoring ceasefire between North Korea and South Korea and its allies

1956 Supervising withdrawal of troops after the Suez Crisis

1960–64 Protecting the territory of the Congo from its neighbours

1964 Preventing conflict between Greek and Turkish Cypriots

1974 Maintaining ceasefire between Israel and Syria

1978 Supervising Israel's withdrawal from Lebanon and assisting the Lebanese government to restore authority

1988–90 Supervising the Iran–Iraq ceasefire

1991–2003 Enforcing the Iraq–Kuwait border after the Gulf War

1991–93 Assisting in the establishment of a new government for Cambodia

1993–96 Monitoring ceasefire after Rwanda genocide and assisting in relief efforts

1999 Monitoring and supervising administration in Kosovo (ex-Yugoslavia)

1999–2012 Monitoring and assisting in the transition to independent statehood for East Timor

Source 1.1.1 Examples of UN peacekeeping missions

Peacekeeping after the Cold War

The number of UN-sponsored peacekeeping missions increased greatly after the end of the Cold War. Of approximately sixty-eight operations in total, only about eighteen took place during the Cold War.

In some places, the UN was able to intervene because the area was no longer seen as an arena for East-West confrontation. The UN Observer Group in Central America is a good example. A UN team went to Nicaragua to oversee the disarmament of the Contras (1989–92). The Contras were a US-financed group that had been fighting against the government of Nicaragua, which the Americans thought was a communist government modelled on the Soviet model. At the end of the Cold War, tensions had decreased and UN peacekeeping in this area became possible.

Some missions were as a result of the end of the Cold War. Georgia is a country that was formally part of the USSR. After its independence, groups in a region called Abkhazia tried to break away from Georgia. Conflict erupted and, after negotiations, peacekeepers were sent from 1993 until 2009.

Some of the post Cold War conflicts were very bloody. Yugoslavia was a multi-ethnic country that started to break up at the end of the Cold War. There was considerable violence between ethnic groups. This resulted in an ongoing UN peacekeeping presence in ex-Yugoslavia between 1992 and 1995. This is the most prominent example of post-Cold War peacekeeping to date.

Australia and peacekeeping

Australia's efforts in peacekeeping have often been concerned with humanitarian issues and the effects of post-colonialism, especially in the Asia-Pacific region.

Indonesia

Australia's first mission was in Indonesia between 1947 and 1951. Indonesia was working to establish national independence in the wake of the withdrawal of the Dutch, who had been the colonial power since the nineteenth century. Australia's presence helped ensure good conduct by the warring sides.

4 *Yes, Australians are serving in Afghanistan.*
5 *They were in Africa.*
6 *Australians have been in Israel for 48 years and continue to serve there.*

Historical skills: Comprehension/ analysis and use of sources/ research/explanation and communication

A primary source
MI: visual–spatial, verbal–linguistic, interpersonal

There are many post-war conflicts and tensions mentioned in Unit 1. Some of these are:
- Suez crisis (1956)
- Rwanda (1993–1996)
- East Timor (1999–2012)
- Georgia (1993–2009).

Students select one of these conflicts or discuss with the teacher to select a different post-war conflict in which UN peacekeepers were involved. They conduct some research into the conflict and find a primary source, either visual or text. Using ADAMANT as shown in the table below, students complete an analysis of the source.

Author or creator of the source	
Date it was created	
Audience it was originally created for	
Message it communicated	
Agenda or point of view presented	
Nature or type of source	
Techniques used to convey a point of view	

Answer
Student answers will vary.

Referring to the map and Source 1.1.2 students complete the following.
1 Name three Asian-Pacific countries where Australia was involved in peacekeeping missions.
2 When and where was Australia's first peacekeeping mission?
3 In which countries did Australia have peacekeeping missions more than once?
4 Are Australian troops serving as peacekeepers anywhere at present? If so, where?
5 On which continent were Australia's peacekeeping missions between 1991 and 1995?
6 In which location have Australian troops spent most time as peacekeepers?

Answers
1 Answers may include: *Indonesia, Cambodia, Bougainville, East Timor, Solomon Islands*
2 *Australians first served as peacekeepers in Indonesia in 1947-1951.*
3 *Australia served in the Sinai three times, in 1976-1979, 1982-1986 and 1993 to the present. Australia also served in Bougainville twice, in 1994 and again in 1997-2003.*

Extension activity

Australian peacekeeping
MI: verbal–linguistic

Students refer to the list of Australian peacekeeping operations in Source 1.1.2 and select one to investigate. They prepare a short report for the class that covers:

- What caused the tension?
- Who was involved?
- What was the role of peacekeepers?

Answer

Sample answer: *Rwanda: Germany had been a colonial power in Rwanda for decades but Rwanda came under Belgian control after World War I. Tensions rose in 1962 when Rwanda gained its independence from Belgium. At that time the minority Tutsi had more power than the majority Hutu population. In the power vacuum after decolonisation, ethnic violence broke out between the Hutus and Tutsis. The Hutus took control. Many Tutsis fled to neighbouring Uganda. Rebel Tutsis formed an army and moved into Rwanda. Fighting continued until 1992 when there was a ceasefire. In the resurgence of violence in 1994, the Hutus attempted to exterminate the Tutsis in an act of genocide. The United Nations became involved in 1993 to aid peace between the Hutu government and Tutsi rebels. Its aim was to ensure security in the capital city, Kigali, and monitor the ceasefire, assist in mine-clearing and give humanitarian aid. The peacekeeping mission was not a success.*

Historical skills: Comprehension/ analysis and use of sources/ perspectives and interpretation/ explanation and communication

East Timor
MI: visual–spatial, verbal–linguistic

Students refer to Source 1.1.4 and answer the following questions.

1. Where and when was this source created?
2. Who are the people in the image?
3. Using evidence from the source, describe the relationship between the two groups of people in the source.
4. What message does this source convey about peacekeeping missions?

Answers

1. *The photo was taken in East Timor in 2010.*
2. *The two men are Australian soldiers acting as peacekeepers. The children are local Timorese.*

West New Guinea
In 1962–63, humanitarian aid was provided in West New Guinea when Australia assisted during a cholera outbreak. The UN was the temporary government of the area, in preparation for a vote on self-determination after the Dutch had left. The vote was never held and the area is now part of Indonesia.

Papua New Guinea
In 1994, Australia provided security in Bougainville, Papua New Guinea, during a peace conference between government officials and rebels who wanted to secede from Papua New Guinea. Peacekeepers returned in 1997–98 and 1998–2003 to monitor the ceasefire and then aid in reconstruction.

East Timor
Perhaps Australia's greatest national success as peacekeepers has been in East Timor, where it led peacekeeping activities during 1999–2000 until UN forces arrived. The country had previously been a colony of Portugal and then became part of Indonesia. Australia organised a UN-sponsored vote in 1999 on the issue of independence. Despite harassment from Indonesian militias, the vote went ahead and Australia began providing assistance in rebuilding the country and laying the foundations for its political and economic security. This process is ongoing.

Solomon Islands
Similarly, Australia has allocated peacekeeping forces to the Solomon Islands since 2003. The country had long been in a state of civil unrest, lawlessness and political chaos, and in June 2003 the Solomon Islands government formally requested outside help, a call to which Australia responded.

Aid was initially provided in the form of troops to restore order, and continued in the areas of police training, taking control of surrendered weapons and monitoring a ceasefire between two warring groups that were on the brink of civil war.

1947–51 Indonesia	
1949–85 Kashmir	
1956–present Israel and its neighbours	
1964–present Cyprus	
1976–79, 1982–86, 1993–present Sinai	
1979–80 Zimbabwe	
1989–90 Namibia	
1989–97 Cambodia	
1990–2013 Iraq	
1991–94 Western Sahara	
1992–95 Somalia	
1994–95 Rwanda	
1994, 1997–2003 Bougainville	
1994–1995 Haiti	
1994–2002 Mozambique	
1997–2003 Former Yugoslav Republic and Bosnia-Herzegovina	
1999–2013 East Timor (Timor-Leste)	
2000–2013 Solomon Islands	
2000–2005 Sierra Leone	
2001–2005 Ethiopia and Eritrea	
2005–present Sudan	
2005–present Afghanistan	

Source 1.1.2 Australian peacekeeping operations

3. *The relationship is amicable and friendly. The soldiers are relaxed. One soldier is offering something to a Timorese child. Two children are holding out their hands to receive what is being offered.*
4. *The source gives the impression that such missions are non-threatening to locals, that they are useful and non-intrusive in everyday life. There is a sense of calm in the photo, so it suggests such missions bring peace to troubled countries.*

Outcome

Peacekeeping has improved the lives of millions of people. In addition, participation has allowed countries to deepen their relationships with each other, often leading to friendship and mutual understanding, which may help prevent more violent conflict in the future.

The return of the Australian Labor Party to government in 1983 ... quickly led to attempts to wind back Australia's peacekeeping commitments ... Only the observers in the Middle East ... and the police in Cyprus survived the change in government. In 1988 [there was a new Minister of Foreign Affairs] and Australia's attitude to peacekeeping changed again. [Foreign Minister Gareth] Evans was an internationalist ... and was especially keen to work through the United Nations ... Australia was back in the game immediately [in Iran–Iraq, Namibia, Western Sahara, Cambodia and Iraq].

Source 1.1.3 Political influence on peacekeeping. From Peter Londey, *Other People's Wars*, 2004

Source 1.1.4 Australian peacekeepers in East Timor, 2010

ACTIVITIES

Remembering and understanding

1　Where and when was the UN charter signed?
2　Why was the UN founded?
3　What are the main duties of peacekeepers?
4　Why have most UN peacekeeping missions taken place since the end of the Cold War?

Applying and analysing

5　Look at Source 1.1.2. When was the most active period for Australian peacekeeping?
6　Read Source 1.1.3. With a partner, brainstorm how you think changes in government might influence or complicate peacekeeping efforts. You may want to consider government policies or political alliances in your discussion.
7　Examine Source 1.1.4. What does the photograph tell us about the kind of work done by the Australian peacekeeping force in East Timor?
8　Consider Australia's role in the conflicts that are discussed in this unit. What does this tell you about Australia's involvement with the UN's peacekeeping operations?

ACTIVITY ANSWERS

Remembering and understanding

1　The United Nations charter was signed in San Francisco in 1945.
2　The UN was founded to preserve and promote peace, to safeguard human rights and to promote economic and social development.
3　The UN's peacekeeping duties may include monitoring elections, monitoring a ceasefire and distributing aid, but not fighting, except to defend itself.
4　During the Cold War either the US or the USSR could block the peacekeeping mission through the Security Council. They did this if they supported a side in the conflict concerned.

Applying and analysing

5　The most active period for Australian peacekeeping was from 1994 to 2005 because Australia was involved in more than one mission at a time. In 1994, for example, Australia served in Bougainville, Haiti and Mozambique.
6　The brainstorm may include:
- There may be a change in attitude to international relations generally.
- Support for the UN may increase or diminish.
- Australian governments may think the peacekeeping operation is too expensive.
- They may think Australian troops should only be used for war.
- The country may be very far away and of little significance to Australia.

7　The photo tells us that the Australians see the necessity of interacting with the local population and that popular support is important for the success of peacekeeping.
8　Sample answer: Many, but not all, took place in countries near Australia. As a local power, Australia sees regional stability as important. They have often been concerned with Indonesia. They have humanitarian aspects. The problems addressed are often a by-product of colonialism or decolonisation. Some of Australia's peacekeeping is in places where it does not have a direct interest, but Australia contributes as part of its efforts to be a good international citizen.

Content ▸▸

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

Historical skills ▸▸

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, context and purpose of primary and secondary sources
- process and synthesise information from a range of sources as evidence in an historical argument

Perspective and interpretations
- identify and analyse the reasons for different perspectives in a particular historical context

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

KEY CONCEPTS

- The post-World War II period was one when many colonies gained independence from colonial powers.
- Decolonisation was a major change that occurred predominantly in Africa and Asia.
- In the Western world, the post-World War II period was one of social change, as movements emerged including civil rights, women's rights and sexual equality.

UNIT 1.2

Decolonisation, and rights and freedoms

Decolonisation after 1945

There have been several periods of decolonisation during the modern era, but the term is normally used to describe the period after 1945, when colonial powers relinquished control over dependant territories, often called colonies.

Colonies were generally established on the continents of Africa and Asia. Colonial powers were mainly European powers such as the UK, the Netherlands and France, although Japan also acquired colonies throughout Asia, particularly during World War II. Countries that were previously colonised and wanted independence were seeking self-determination, which is the right to decide their own affairs. Colonial powers responded to this challenge to their control in several different ways.

The UK granted independence to India in 1947 because of a growing political pressure in both India and the UK. In addition, there had been years of tension and civil unrest in India and the UK no longer had the resources to maintain its imperial power. The cost of maintaining a colony proved too much for some imperial powers, and was deemed to outweigh the benefits. In addition to this, war efforts had weakened the position of countries such as the Netherlands and France, which lost Vietnam and eventually Algeria, Morocco and Tunisia as its colonies.

Major movements for rights and freedoms
The UN Human Rights Charter

When the UN was founded in 1945, human rights were mentioned in its charter, but the General Assembly did not proclaim the Universal Declaration of Human Rights until 1948. After World War II and the Holocaust, it became apparent that unprecedented atrocities had been committed on the Jewish people and other groups by Nazi Germany.

Many of the leaders of Germany stood trial during the Nuremberg Trials. The publicity from these trials made it clear to the international community that a well-defined set of human rights had to be articulated.

The purpose of the Declaration can be seen in its first two articles, which refer to 'human dignity, liberty, equality and brotherhood'. In 1948, the UN also legally defined genocide—the process of deliberate and widespread killing of people based on race, religious beliefs or ethnicity—as a crime. When the International Criminal Court was established in 2002, genocide was included in the crimes it was meant to prosecute.

Despite the Declaration, the UN has been criticised for not responding more strongly when serious human rights violations have occurred. Nevertheless, the Declaration remains an important document. It has led to the introduction of human rights laws in individual countries. Most of all, to those searching to have their own rights respected it has provided a foundation for their arguments.

> **DID YOU KNOW?**
>
> In 2008, a one-armed man was arrested in Belarus for clapping, which is a sign of peaceful political protest in that country.

Rights and freedoms in the world

Since World War II, Australia and other countries have seen the development of movements for rights and freedoms.

In the 1960s, the civil rights movement in the US advanced the cause for equality for African Americans. This movement inspired similar movements among indigenous populations in Canada and New Zealand. In Australia, Aboriginal and Torres Strait Islander people's protests led to the right to vote in Federal elections in 1962, and to an important and successful national referendum in 1967.

KEY TERMS

asylum—protection or shelter to someone who has left their own country for political reasons

civil—relating to ordinary citizens or their concerns

decolonisation—process of gaining independence from another country's control and influence

discrimination—unfair treatment and judgement of others as a result of prejudice

imperial—relates to an empire; a country with control over an extensive group of countries

referendum—'yes' or 'no' vote by the electorate regarding amending the constitution

TEACHING AND LEARNING STRATEGIES

Historical skill: Comprehension

True or false
MI: verbal–linguistic

Revise the unit by conducting a quick true or false quiz. A sample of statements for the quiz is provided.

Answers

Statement	T/F
At the end of World War II there were no colonial powers remaining.	*False*
The Netherlands, Britain and Australia were colonial powers.	*False*
India gained independence from Britain in 1947.	*True*
The UN discussed human rights and wrote a charter.	*True*

Source 1.2.1 FIAT advertisement from the 1970s

The women's movement also developed in the 1960s to fight for equality between the sexes. In 1983, Australia signed the UN Convention on the Elimination of all Forms of Discrimination Against Women. In the US, a law was passed against sexual discrimination in 1964. In the UK, a similar law was passed in 1975. In Australia, equal pay for equal work for men and women was phased in after 1969.

Other civil rights movements that experienced significant growth from the 1960s onwards in Australia and throughout the world included those which fought for the rights of migrants, homosexuals and asylum seekers, all of whom strived for equality and fairness of treatment. In many cases, they are still striving for civil rights. Gay rights movements in the US and Australia, for example, now focus on achieving equality in the areas of pensions, immigration rights, parenthood and marriage.

Source 1.2.2 Testing for Australian values, Michael Atchison, *The Advertiser*, September 2006

ACTIVITIES

Remembering and understanding

1 In your own words, explain the process of decolonisation.
2 In your own words, explain the term 'human rights'. Give examples that apply to life in Australia.

Applying and analysing

3 Look at Source 1.2.1. What are the messages of the poster and the graffiti?
4 Look at Source 1.2.2. The government had considered testing new migrants for 'Australian values'. What point is the cartoonist making about this idea?

Answers

1 *It began in 1975 and ended in 1999.*
2 *East Timor declared itself independent of Portugal in 1975, but it was invaded and occupied by Indonesia, which did not recognise the independence.*
3 *The conflict involved the Indonesian government and Fretilin, a leftist political party that developed as a guerrilla group against the Indonesians.*
4 *It was confined to East Timor.*
5 *It achieved independence for East Timor in 1999.*
6 • *The UN sponsored a referendum.*
  • *The UN administered East Timor in its transition to independence.*
  • *Development of an international East Timor solidarity movement in 1975 was supported by churches, peace campaigners and human rights groups.*

ACTIVITY ANSWERS

Remembering and understanding

1 Student answers should mention that the colonising country gives up political power. The process can either be gradual, as in Australia, or abrupt and sometimes violent, as in India or Indonesia, because the indigenous peoples resort to violence to gain self-determination.
2 Sample answer: 'Human rights' are rights we should have. It is freedom from discrimination on the grounds of sex, religion or ethnic background; also the right to an education and of political expression.

Applying and analysing

3 The poster equates the car with an attractive woman. The graffiti says that women will no longer put up with that kind of sexist behaviour.
4 The cartoonist is saying that it is difficult to say what Australian values are, and that, sometimes, they may not be good things to have.

TEACHING AND LEARNING STRATEGIES CONTINUED

Statement	T/F
The Holocaust occurred during World War I.	False
The US civil rights movement inspired Aboriginal and Torres Strait Islander people to seek rights and freedoms.	True
The first legal definition of genocide was made at the Nuremburg Trials.	False
Australian men and women were granted equal pay in 1960.	False
The UN Declaration of Human Rights was proclaimed in 1948.	True

Extension activity

East Timor
MI: verbal–linguistic

Students research the independence of East Timor using the library or internet. They complete these questions.

1 When did East Timor's struggle for independence begin and end?
2 Why did the conflict occur?
3 Who were the parties involved in the struggle?
4 How widespread was the conflict?
5 What did the conflict achieve?
6 How did the rest of the world react?

Content ▸▸

Students briefly outline:

- 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

Historical skills ▸▸

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources
- process and synthesise information from a range of sources as evidence in an historical argument

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

KEY CONCEPTS

- The post-war period was dominated by clashes between the world's superpowers: the Soviet Union and the United States of America.
- The propaganda war and build-up of tensions between the superpowers was known as the Cold War.
- World superpower tensions centred on what were seen as competing political systems—democratic capitalism and communism.
- Cold War conflicts included the Korean War and the Vietnam War.
- Following the end of the Cold War, tensions between countries emerged in response to terrorist attacks.
- Iraq, Iran and Afghanistan were the locations of post-Cold War conflicts.

UNIT **1.3**
The Cold War and Australia

Eastern and Western blocs

The Cold War lasted from the end of World War II in 1945 until the collapse of the USSR (or Soviet Union) in 1991. Since the end of the war, Europe had been divided by the 'Iron Curtain', a term that was adopted to describe the boundary, both physical and ideological, that separated East from West. In the East, communism was adopted as the political system, based on the Soviet model. In contrast, Western countries promoted multi-party democracies and **capitalism**. This is a simplified view, but the two ideologies were incompatible and this became a source of tension.

The Cold War was an economic, ideological and technological struggle between two power **blocs**, the leaders of which were the USSR and the US. Both sides had a large number of nuclear weapons that were never used, but which were a constant source of tension. At no time during the Cold War did the US and the USSR go to war against each other directly.

The West

The 'Western bloc' was generally understood to be the US and its allies, although this could be misleading as countries such as Japan and South Korea were important allies of the US and are obviously not in the West. Australia was included in this group. The leading military alliance of the West was the North Atlantic Treaty Organization (NATO).

The East

The 'Eastern bloc' was the term used to describe the USSR and its communist allies. In the West, these allies were often referred to as **satellites**. These countries included East Germany, Poland, Bulgaria and Romania among others. These countries formed a military alliance officially established by the Warsaw Pact, which was established in 1955.

Other countries

It is important to realise that there was not a neat division of the world into two opposite camps. China, for example, was a communist power like the USSR, but was not allied to it. Some countries, especially in Africa and South America, were referred to collectively as the **Third World**, and were seen as potential allies and areas for economic and political competition between the two powers. Others, such as Yugoslavia and India, remained neutral.
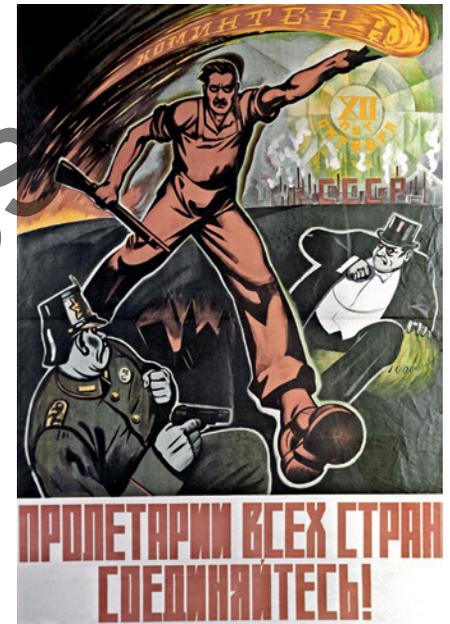
Source 1.3.1 A USSR propaganda poster created in 1966 by an unknown artist. The text reads, 'Proletarians of all countries, unite!'

KEY TERMS

bloc—group of countries or political parties with shared aims
British Commonwealth—grouping of countries (colonies) connected to Britain
capitalism—economic system that allows private ownership of property and encourages a free market; often to support democracy
Cold War—period of political and military tension between the Eastern and Western blocs after World War II and up until 1991
communism—political system in which all property is in theory owned collectively; in practice, government ownership of farms, factories, businesses and banks

conscription—compulsory enlistment in the military or similar service
Iron Curtain—imaginary border separating the Soviet bloc and the West
oust—to drive out or expel
proletariat—the working class; people with no property or wealth

Origins of the Cold War

During World War II, the UK, the US and the USSR had been allies against Germany and Japan. After the war, the UK and US quickly found that their interests were different from the Soviets. The USSR had lost many more soldiers and civilians and suffered significantly more destruction in fighting Nazi Germany than had the US or the British Commonwealth. The Soviets had a fear of encirclement by unsympathetic nations, having recently been invaded by the Nazis, and were also reluctant to give up the influence they had gained in Eastern Europe during their military occupation. In addition, the Americans had destroyed two Japanese cities with atomic bombs towards the end of the war. Although the bombs may have been seen as necessary to end the war quickly, it was generally felt that the Americans had also been demonstrating their power to intimidate the USSR. Eventually the Soviets created their own atomic bombs, thus beginning the arms race.

The Korean War

The Korean War was initially fought between North and South Korea. North Korea had fallen to communist forces shortly after China established a communist government in 1949. Australia joined the US and the UN in support of South Korea. Beginning in 1950, the Korean War was therefore a civil war joined by outside forces trying to either advance or stop the spread of communism.

The UN Security Council condemned the war as an act of communist aggression, and despite objections from the USSR, the Security Council passed a resolution allowing member states to give military assistance to South Korea.

Australia participated in the US-led efforts to stop the North Koreans from taking over the entire Korean peninsula. From October 1950, Chinese troops also became directly involved in the war. The war continued until a ceasefire was agreed upon to start from 27 July 1953. To this day, Korea has remained divided between communist North Korea and capitalist, democratic South Korea. The relationship between the two Koreas remains one of distrust and suspicion.

The Vietnam War

US opposition to communism was a prime cause of the Vietnam War, which is an example of prolonged Cold War conflict. Vietnam had been a French colony and the Vietnamese nationalist movement to oust the French had been active since the 1920s.

Communism was established in China, and the US feared that it would continue to spread. North Korea was a communist ally of the USSR, and received financial backing and military advice from the Soviets. The US, on the opposite side, had given huge financial and military aid to the French, who tried unsuccessfully to claim the north, surrendering in May 1954. The US began sending their own troops to Vietnam in March 1965.

KEY
- NATO
- Other allies of the United States
- Warsaw Pact
- Socialist countries aligned with the Soviet Union
- Other allies of the Soviet Union
- Non-aligned nations
- Communist guerillas
- Anti-communist guerillas

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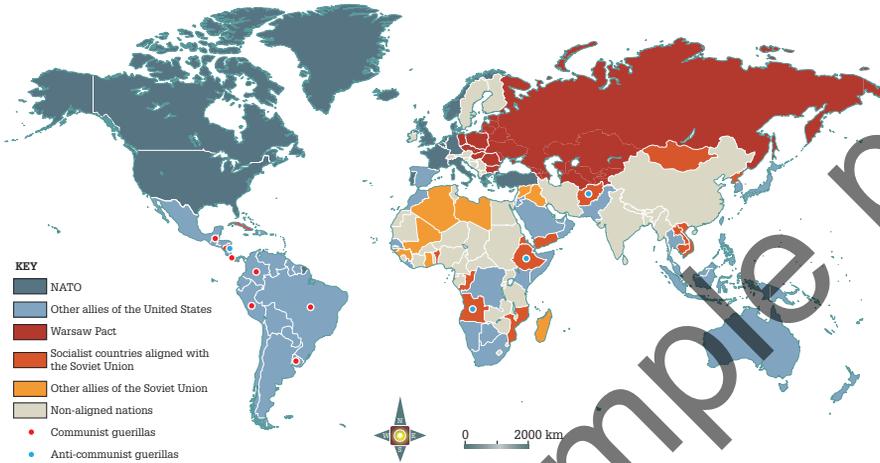
Source 1.3.2 The world during the Cold War

Answer
Sample answer:

Characteristics of capitalism	Examples of Cold War capitalist regions
▪ *Economic system of organising business and trade* ▪ *Private people own the industries, companies, farms, banks, trade and shops that make and sell the goods and services of a country* ▪ *Producers gauge how many goods consumers want, to determine their production levels* ▪ *Sophisticated advertising is used to influence consumer demands for products* ▪ *Government largely does not interfere in the operation of the free market forces but does regulate the market for fairness* ▪ *Associated with a democratic political system*	▪ *United States of America* ▪ *Australia* ▪ *West Germany* ▪ *Western Europe* ▪ *South Korea*
Characteristics of communism	**Examples of Cold War communist regions**
▪ *Political and economic system that developed in the 1800s from the theories of Karl Marx* ▪ *There is only one political party (the government) and it is extremely powerful* ▪ *Government controls all aspects of society, politics and economy* ▪ *All companies, transport, farms, resources, shops etc. are owned by the state (government) and there is no private ownership* ▪ *The objective is equality for the people* ▪ *Government makes all the business decisions (what to produce, how much to produce, what crops to grow and in what quantities and locations and so on)*	▪ *East Germany* ▪ *China* ▪ *Soviet Union* ▪ *Cuba* ▪ *North Korea* ▪ *North Vietnam*

Historical skills: Comprehension/research/explanation and communication

Communism versus capitalism
MI: visual–spatial, verbal–linguistic, interpersonal

Fundamental to the understanding of the Cold War is an understanding of the systems of capitalism and communism. Students refer to page 10 in the Student Book and conduct further research to complete a table that includes:
- characteristics of capitalism
- characteristics of communism
- examples of capitalist and communist systems during the Cold War.

Students work in pairs to complete the table. When the task is completed, they compare information with other students. Students can ask each other questions based on their tables as an extension activity.

Use the following issues to help you construct your argument:

- Western hostility to Soviet Communism since the Russian Revolution
- suffering of the USSR during World War II
- historic Russian/Soviet sense of encirclement
- inability of the US to understand Soviet fears
- Stalin's wish to dominate Europe
- American free-trade policies, meaning that the Americans wished to have capitalist countries with free market policies to trade with
- US use of the atomic bomb on Japan, the beginning of the arms race
- influence of the military-industrial complex (the political and financial connections between the military, legislators and private industry) in the US, which had a vested interest in high defence spending
- conflicting ideological differences
- conflicting geopolitical needs, for example developing countries where Eastern and Western ideologies clashed
- poor communication between the superpowers.

Consumerism timeline

With a partner, prepare a poster. The poster will feature an illustrated vertical timeline that includes the years 1900, 1950, 1980 and 2013. Put 2013 at the top and 1900 at the bottom.

You should include the following points:

- means of travel
- communications—physical such as letters and electronic
- entertainment
- household labour-saving devices.

As you go back in time, you should notice that there are fewer and fewer consumer and household products available. With another group compare what life was like in the years 1900, 1950 and 1980.

Glossary

armistice agreement to stop fighting; it does not necessarily mean the war is over

bloc group of countries or political parties with shared aims

capitalism economic system that allows private ownership of property and encourages a free market; often to support democracy

charter formal written statement laying out the aims, principles and procedures of an organisation

colony country or area controlled by another country

Cold War period of political and military tension between the Eastern and Western blocs after World War II and up until 1991

communism political system in which all property is in theory owned collectively; in practice, government holds ownership of farms, factories, businesses and banks

conscription compulsory enlistment in the military or similar service

Holocaust genocide of Jews and others by the Nazis during World War II

humanitarian in a political context, an attempt to reduce suffering, usually through aid in the form of food, water, clothing, accommodation and so on

Indochina peninsula of South-East Asia, including Vietnam, which was colonised and occupied by the French from 1862 to 1954

satellite in a political context, country of Eastern Europe dominated by the USSR

Security Council part of the UN with responsibility for peace and security

self-determination freedom of a people to decide their own political status

sustainability management of the environment and natural resources in order to maintain long-term ecological balance

The Pentagon headquarters of the US Department of Defence

Third World countries that were not aligned with either the Western or Eastern blocs during the Cold War, usually developing economically

Historical skills: Analysis and use of sources

Twentieth-century achievement
MI: visual–spatial, verbal–linguistic

Source 1.5.1 demonstrates the pinnacle of technological achievement that had begun in the space race in the immediate post-World War II period. Conduct a class discussion that considers events and characteristics of the pre-spacewalk world, and what the world was like after the 1980s. To assist students, the discussion can be guided by headings such as 'Conflicts', 'Economic conditions', 'Rights and freedoms', 'Technological developments', 'Colonisation and decolonisation' and 'Movement of peoples'. Students could refer to the units in this chapter.

Answers
A wide variety of points could arise in the discussion that would provide a sound basic understanding of the history of the modern world. This would serve as a background for the depth studies.

Historical skill: Comprehension

Glossary
MI: visual–spatial, verbal–linguistic

Students select one of these terms: capitalism, communism, colony, Cold War or sustainability.

They demonstrate the meaning of the selected word by using it in a sentence of at least twenty-five words, which clearly shows its meaning. Alternatively, they create an annotated illustration that shows the meaning.

Answer
Student answers will vary. For example, a student demonstrating 'sustainability' may make two contrasting sketches. One could show forests harvested completely and humans bemoaning the fact there are no forests for recreation or timber resources. The other could show forests lightly cleared, so forest products are still available and humans can enjoy the forest for recreation.