The Globalising World: Changing policies and Australian identity

A unit of work for the Australian Curriculum: History, Year 10

Contents

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Introduction

Migrant Arrivals in Australia – 50,000th Dutch migrant, arrives in Australia aboard the SIBAJAK (1954), National Archives of Australia, NAA: A12111, 1/1954/4/53.

This unit is based on the **Australian Curriculum: History** depth study **'The Globalising World'**. It investigates a major global influence that has shaped Australian society during the twentieth century, namely migration experiences from 1945 to the present day. The key aspects covered in the unit are the impacts of immigration and multiculturalism. Highlighted as learning threads throughout the unit are the impacts of changing immigration policies and the development of human rights and anti-racism movements.

Links to the Australian Curriculum

Year 10 History: Overview of the Modern World and Australia/The Globalising World/Migrant Experiences (1945 – Present)

Content

The content in this unit relates to the Australian Curriculum: History for Year 10 which looks at providing an **Overview of the Modern World and Australia**. Of the three **depth studies** covered in this historical period, this unit examines **'The Globalising World'** depth study, with a focus on the **'Migrant experiences (1945–Present)'** elective.

General Capabilities

The general capabilities emphasised in this unit of work are **Intercultural understanding**, **Ethical understanding**, **Literacy**, **Personal and social capability**, **Critical and creative thinking**, and **Information and communication technology (ICT) capability**.

Cross-curriculum priority

The cross-curriculum priority emphasised in this unit is **Asia and Australia's engagement with Asia**.

Links to the Australian Curriculum
Year 10 History: Overview of the Modern World and Australia/
The Globalising World/Migrant Experiences (1945 – Present)

Content Description	Elaborations
Being healthy, safe and active	
ACDSEH144 —
The waves of post-World War II migration to Australia, including the influence of significant world events	• *investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia*
Communicating and interacting for health and wellbeing	
ACSDEH145 —
The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'	• *describing the main features of a government policy that affected migration to Australia, such as the Immigration Restriction Act 1901 and use of the dictation test to restrict the immigration of non-Europeans*
• *explaining the reasons for changes in government policy, for example the influence of White Australia ideology at the time of the introduction of the Immigration Restriction Act 1901; the Displaced Persons Scheme in the aftermath of World War II*
ACDSEH146 —
The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees	• *describing how conflict in Vietnam (1975) resulted in the arrival of refugees into Australia and the impact this had on Australian society*
ACDSEH147 —
The contribution of migration to Australia's changing identity as a nation and to its international relationships	• *investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation*
• *exploring the introduction and purpose of the Racial Discrimination Act 1975*

Links to the Australian Curriculum
Year 10 History: Overview of the Modern World and Australia/
The Globalising World/Migrant Experiences (1945 – Present)

Key Historical Concepts

The Australian Curriculum for History outlines a number of key historical concepts that should be taught in conjunction with historical knowledge and skills.

These key concepts provide a focus for historical investigation, a framework for organising historical information and a guide for developing historical understanding and analysing sources.

This unit includes a focus on the following key historical concepts:

Cause and effect – used by historians to identify chains of events and developments over time, short term and long term.

Contestability – occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

Continuity and change – aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Empathy – empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

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Key concepts, History Teachers' Association of Australia

Links to the Australian Curriculum
Year 10 History: Overview of the Modern World and Australia/
The Globalising World/Migrant Experiences (1945 – Present)

Perspective – a person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. For example a convict girl and an Aboriginal Elder would have had quite different perspectives on the arrival of the First Fleet in Australia. Historians also have perspectives and this can influence their interpretation of the past.

Significance – the importance that is assigned to particular aspects of the past, eg events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

Sources and evidence – any written or non-written materials that can be used to investigate the past, for example coins, photographs, letters, gravestones, buildings. A source becomes 'evidence' if it is of value to a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

For a more detailed explanation of the key historical concepts outlined in the Australian Curriculum, refer to the **History Teachers' Association of Australia's key concepts guide**.

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Key concepts, History Teachers' Association of Australia

Focus

The unit is designed to support the Australian Curriculum for History. In this unit, students investigate how racist values in the past have shaped important historical events and developments. Students will also critically analyse how changing attitudes to migration and multiculturalism reflect greater inclusiveness in Australian society.

Inquiry questions and the use and interpretation of sources have been provided throughout to assist students in developing historical knowledge, understanding and skills.

The key inquiry question covered here is: *How has Australian society been affected by significant global events and changes since World War II?*

Teaching and Learning Activities

These sequences can be taught as a unit or as individual sequences:

1. **Migration experiences: Post-War to the 1970s**
2. **Dismantling the White Australia Policy in the 1970s**
3. **Multiculturalism and migration in the 1980s and 90s**
4. **Shaping multicultural Australia since 2000**

The depth and range of topics provided in these sequences have been designed to allow teachers to select materials and activities to use in class. Create a comprehensive teaching and learning program by using the **Program Planner** located at the back of this resource to select content, outcomes and activities from this unit.

English as an Additional Language or Dialect (EAL/D) learners may need an explanation of vocabulary in order to understand each teaching and learning sequence. Teachers should aim to build a student glossary or word-bank during each sequence.

Teacher support

Please be aware that a number of the activities in this unit raise issues that may be sensitive or controversial and should be addressed with care.

When confronted with sensitive or controversial issues, young people are likely to express a wide range of responses based on their different experiences, learning styles and emotional intelligence levels. It is important to handle these issues without reinforcing stereotypes, increasing confusion or raising tension between students.

Some strategies for introducing controversial topics and managing responses can be found in the guide **Dos and don'ts when teaching about cultural differences**, from **Civics and Citizenship Education**.

Other strategies and techniques include:

- Splitting the class into smaller groups. This will ensure that greater confidentiality exists and enables less confident students to express their opinions in a less-pressured environment.
- Frame discussions around controversial issues in ways that are as open-ended and inclusive as possible and challenge students to consider issues from a variety of perspectives and sources.
- Encourage all students to develop and maintain a sense of pride in their language, their lived culture, their experiences, their families, and their communities.

As further reading, the report **The Impact of Racism upon the Health and Wellbeing of Young Australians** includes examples of how racism is experienced by young people and can provide some background in supporting teacher understanding.

Getting Help

In cases where students require counselling or support refer them to assistance from the school counsellor or from one of the following organisations:

Kids Helpline

Kids Helpline is a counselling service for Australian children and young people aged between 5 and 25 years.

Website: **http://www.kidshelp.com.au**
Phone: 1800 551 800

Headspace

The National Youth Mental Health Foundation provides information and advice for young people going through difficulties through their Headspace centres and online and telephone support services.

Website: **https://www.eheadspace.org.au**
Phone: 1800 650 890

Lifeline

Lifeline provides 24 hour crisis support and suicide prevention services.

Website: **https://www.lifeline.org.au/Home**
Phone: 13 11 14

Achievement, learning and assessment

As a result of this unit of study students will:

- investigate key changes to Australia's immigration policy from 1901 until 1973, exploring the White Australia Policy and the concept of 'populate or perish'

- investigate the experiences of migrants and refugees coming to Australia, focussing on Indo-Chinese refugees

- explore how legislation and government policies have played a significant role in alleviating discrimination and promoting cultural diversity

- explore public debates about multiculturalism, such as the Blainey Debate in 1984

- examine the historical promotion of immigration, multiculturalism

- investigate the Cronulla riots (2005) as a case study in racism and conflict in Australian society.

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This will be evident when students:

- complete a presentation which explains how and why Australia's immigration policy changed over the period of 1901 to 1973
- identify and explain racial discrimination as the key feature of the White Australia Policy
- explain the nature and significance of the Indo-Chinese migration experience from a range of perspectives in a multi-modal report
- explain the features and areas of racial discrimination according to the Racial Discrimination Act
- research and create an Australian humanitarian program submission
- research and describe the types of responses by the community and government to the Blainey debate
- explain how posters and information documents have been used in promoting immigration programs and policies like multiculturalism and anti-racism in the post-war to 2000 period. Evaluate how effective this method has been in that period
- evaluate the causes and consequences of the Cronulla Riots 2005.

Sequences

Sequence 1—Migration experiences: Post-War to the 1970s

In this section students have the opportunity to understand the key features of, and motivations behind, Australia's immigration policy since Federation.

Here students will explore the role of racial discrimination in shaping Australia's immigration policy using the historical concepts of cause and effect, significance and continuity and change.

Students have the opportunity to explore:

- **The White Australia Policy**
- **The *Immigration Restriction Act 1901***
- **The notion of 'Populate or Perish'**
- **Post-World War II migration to Australia**
- **Assimilation and the 'New Australians'**

Introduction

From Federation up until the early 1970s, Australia's immigration policy was dominated by the discriminatory White Australia Policy.

Over time however, global events and political, economic and social forces within Australia led to significant changes to Australia's immigration policies and national identity.

The aftermath of World War II and pressures to 'populate or perish', prompted a significant shift in immigration policy, allowing for new cultural and ethnic groups to make their homes in Australia for the first time.

By the 1970s, greater cultural diversity and changing community attitudes had encouraged a more inclusive approach to immigration policy.

Introductory Activity

Begin with a review of students' existing knowledge of Australia's immigration policy today. As a stimulus, present students with the following statement about Australia's current immigration policy.

> 'Australia's Migration Program does not discriminate on the basis of race or religion. This means that anyone from any country can apply to migrate, regardless of their ethnic origin, gender or colour, provided they meet the criteria set out in law.'

Source: Department of Immigration and Border Protection, **Fact Sheet 1: Immigration: The Background, Part One**.

Create a list of *present* stances, values and judgments about immigration on the board.

Next, ask students to imagine what attitudes towards immigration might have been like in previous decades. Prompt discussion by asking whether Australia's immigration policies always followed the principles set out in the statement discussed earlier.

Create a list of *past* stances, values and judgments about the topic.

Compare the past and present perspectives in the two lists and pose the following questions:

- Why did people in the past not think the way we do today? What was their reasoning?
- Why do you think things have changed? Why do we view things differently?
- How could we find out more about the way people thought back then?

Point out to students that while Australia's immigration policy has become more inclusive in recent times, it continues to be a source of strong debate, particularly in relation to issues such as accepting refugees and asylum seekers, and granting working visas to migrants.

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'**Here Now/There Then**',
Visible Thinking

TEACHER'S NOTE:

This activity has been adapted from the '**Here Now/There Then**' approach, from Visible Thinking. This approach has been designed to helps students recognise that people often have strong stances regarding controversial topics, and that our stances are influenced by social and historical context.

The White Australia Policy

The White Australia Policy describes the laws and political processes that characterised Australia's immigration policy from Federation until the mid-20th century.

This section of the unit will explore how the primary aim of the policy – to prevent non-European migrants from coming to Australia – reflected racist beliefs and attitudes of the time.

Viewing Activity

Provide students with an overview of the White Australia Policy by watching the following video on the **'White Australia Policy'** from the SBS series 'Immigration Nation'.

(Please note, this episode runs for 55 minutes. You may wish to only show selected excerpts.)

Screenshot from **'White Australia Policy'**, Immigration Nation series, SBS.

Research Activity

Instruct students to conduct a brief online investigation into the White Australia Policy and create a half-page summary of their findings.

In their summary students should answer the following questions:

- What were the origins of the White Australia Policy? What events brought about its creation?
- What was the purpose of the policy and what measures were put in place to achieve this purpose?
- What impact did it have? Which groups of people were most affected?

You may wish to direct students to the following sources as a starting point for their research:

- **'Fact Sheet: The White Australia Policy'** from the 'Racism. No Way!' website
- **'The White Australia Policy'** digibook from ABC Splash
- **A legacy of White Australia: Records about Chinese Australians**, National Archives of Australia

Source analysis

Ask students to consider the image below and answer the following questions:

- What was the aim of this board game?
- Who would have played this game?
- What does this source tell you about attitudes that existed in Australian society at the time?

White Australia game, Copyright application for board game by Francis James Shaw of Coburg, Victoria (1914). National Archives of Australia, NAA: A1336, 3368.

The *Immigration Restriction Act 1901*

The *Immigration Restriction Act 1901* formed the cornerstone of the White Australia Policy.

In 1901, the six colonies of Australia joined to become the Commonwealth of Australia. Uniting the independent colonies had not been an easy process as each colony was fiercely determined to protect its own interests.

Many people within the colonies wanted to create immigration restrictions to reduce economic competition with migrants from Asia, chiefly migrants from China and indentured labourers from the South Sea Islands of the Pacific.

For these reasons one of the first pieces of legislation passed by the new Federal Government was the Immigration Restriction Act.

The Immigration Restriction Act lived up to its title – restriction. The aim of the Immigration Restriction Act was to preserve the predominance of British settlers in Australia and to create parameters for preventing non-European arrivals.

While the word 'race' was not explicitly used in the legislation, mechanisms such as the dictation test were used to create barriers to keep non-Europeans from entering Australia.

Online research activity

Begin this activity by providing students with a brief background on the Immigration Restriction Act. **Documenting democracy** offers a short history of the Act as well as the **full text**.

Divide students into pairs or small groups and instruct them to conduct an online investigation into the Immigration Restriction Act. Ask students to ascertain the following:

- What was the Immigration Restriction Act trying to achieve? (i.e. why was the government trying to restrict immigration?)
- Who was the Act trying to exclude and why? (e.g. Asians – in particular Chinese migrants and Pacific Islanders)

As a starting point, the website **Difference Differently** offers a series of excerpts taken from Hansard revealing various political positions on the subject of immigration. These excerpts offer useful insight into the discriminatory attitudes and policies of the time.

Additionally, you may also wish to use the following cartoons as prompts for student investigation.

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'Immigration Restriction Act 1901 (Cth)', Documenting Democracy, Museum of Australian Democracy

The Immigration Restriction Act, Difference Differently website
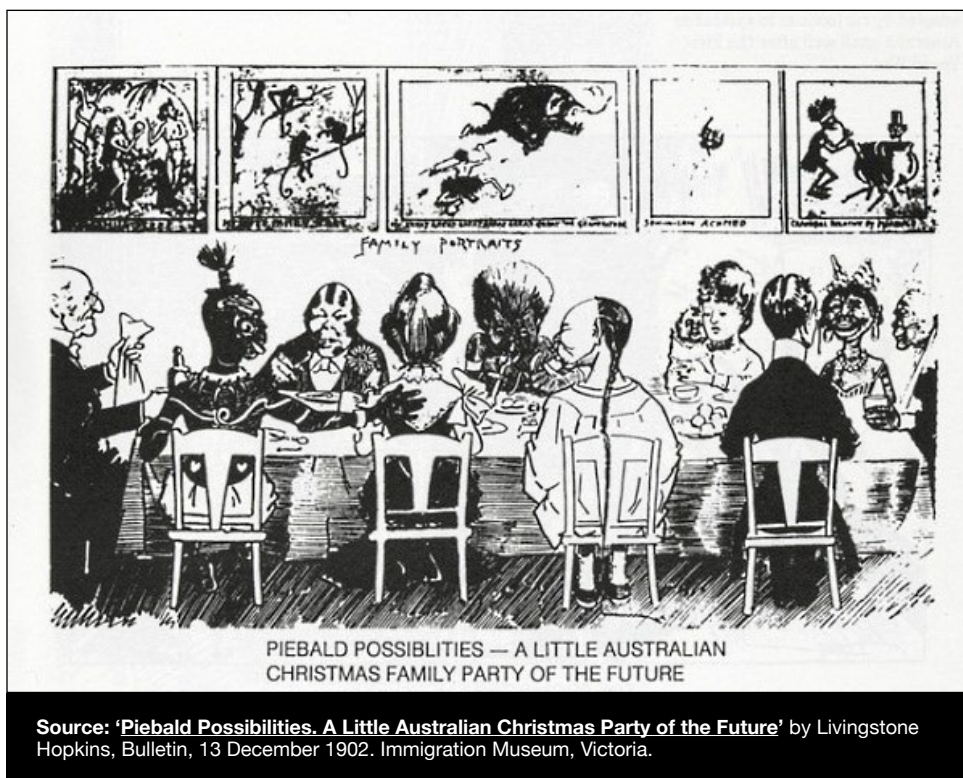
Source: 'Piebald Possibilities. A Little Australian Christmas Party of the Future' by Livingstone Hopkins, Bulletin, 13 December 1902. Immigration Museum, Victoria.

'The Mongolian Octopus—his grip on Australia' by Phillip May, Bulletin, 21 August 1886. Sourced from **Within China's Orbit? China through the eyes of the Australian Parliament: Chapter One**, Parliamentary Library, Parliament of Australia.

The Dictation Test

The passing of the Immigration Restriction Act meant that any person wanting to come to Australia could be excluded if they failed a dictation test. The Government was entitled to exclude any person who:

> 'when asked to do so by an officer fails to write out at dictation and sign in the presence of the officer, a passage of 50 words in length in a European language directed by the officer'.
>
> **Source: 'Immigration Restriction Act 1901 (Cth)'**, Documenting Democracy, Museum of Australian Democracy.

Class Discussion

Having provided an explanation of the dictation test, ask students to explain how the test worked to exclude people of non-European backgrounds.

Highlight to students that the decision to apply the test was at the discretion of customs officers. This meant that they could target any potential immigrant deemed by the government to be racially or politically unsuitable.

Ask students to explain the significance of administering the test in a European language. Discuss how this was intended to make entry into Australia by non-Europeans nearly impossible. In 1905, the Act was changed so it could be given in any language at all, raising the barrier even higher.

The curious case of Egon Kisch

An example of how the dictation test was used to try and prevent the entry of 'undesirable' immigrants can be seen in case of the 'Kisch Affair'.

Egon Kisch was a Czech political activist who, in 1934, arrived in Australia to attend the All-Australian Congress Against War and Fascism in Melbourne. Due to his communist political beliefs, the Australian Government tried to prevent Kisch from entering the country.

Consequently, Kisch was required to take several dictation tests, however because he was able to fluently speak a number of European languages he passed all of them. Finally, Kisch was required to take a dictation test in Scottish Gaelic, a little known and rarely spoken language. When Kisch failed this final test he was convicted of being a prohibited immigrant and sentenced to be deported.

Determined not to be deported, Kisch launched an appeal in the High Court of Australia. To the embarrassment of the Australian Government, the High Court ruled that Scottish Gaelic was not a European language within the meaning of the Immigration Act and overturned Kisch's conviction.

Although the Immigration Restriction Act was never intended to be used against Europeans such as Kisch, this case demonstrates how the dictation test could be administered unfairly to discriminate against certain individuals.

For more details about the Kisch Affair see the information provided by **Museum Victoria** or the **Australian Dictionary of Biography** website.

"Sorry, when we said we require you to speak English we meant *only* English."

Cartoon by Oslo Davis, 2011, from **Museum Victoria**.

'Can you pass the Dictation Test?' Activity

Give students the opportunity to appreciate the unfair nature of the dictation test by attempting to complete it themselves.

Below are examples of passages used in the Dictation Test. Select one of the passages to read aloud and have students transcribe the passage.

Alternatively, students can attempt the dictation test online, at the **Difference Differently** website. (Note: An up-to-date version of Quicktime is required to play the audio on this website.)

An example of the types of passages used in the dictation test, National Archives of Australia

```
                    TEST  PASSAGES

        From 1st July to 31st December,  1932.
                   _____


From 1st to 15th July, 1932.                    (No. 32/13.)

                The tiger is sleeker, and so lithe and graceful
that he does not show to the same appalling advantage as his cousin,
the lion, with the roar that shakes the earth.  Both are cats,
cousins of our amiable purring friend of the hearthrug, but the tiger
is king of the family.


From 16th to 31st July, 1932.                   (No. 32/14.)

                Ice and snow cover the Poles, which are not
farther from the sun than we are, but the sun's rays reach them
slantwise, and are stopped by such a thickness of air that not
enough of them reaches the surface of the earth at the Poles to keep
them warm.


From 1st to 15th August, 1932.                  (No. 32/15.)

                The hairy adornment of the lion renders him
more formidable in appearance.  But the plain fact is that the
tiger's head and jaws are more solid, heavy and powerful than the
lion's.  We can only tell the difference when examining the skeletons
of the two animals with a skilled anatomist.


From 16th to 31st August, 1932.                 (No. 32/16.)

                We have no reason to suppose that the ice-caps
will alter in our favour.  On the contrary, the sun and the earth are
slowly cooling.  In ages to come the course of things would
apparently have to be that the ice-caps slowly extended from either
Pole, and crowded man towards the tropics.


From 1st to 15th September, 1932.               (No. 32/17.)

                We have absolute evidence that the ice-caps
around our Poles once extended farther than now.  On mountain
heights to-day we may see the marks and scratches on exposed rock,
and the student of the rocks will tell us that over them an ice-
river slid, and made its mark as it went.


From 16th to 30th September, 1932.              (No. 32/18.)

                Perhaps the native will one day show fight,
and endeavour to deprive his terrible enemy of its prey.  Then the
tiger, in rage or self-defence, attacks him, and the spell is broken.
The flesh-eater finds that there is no magic protecting the guardian
of the cattle, and thenceforth becomes a man-slayer.


From 1st to 15th October, 1932.                 (No. 32/19.)

                Tigers have been known to depopulate villages.
One was known to exist in this way for several years, taking eighty
human lives a year before it was hunted down and slain.  When matters
become too terrible to be borne, the natives pack up and move to
another part of the country.
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Source: An example of the types of passages used in the dictation test,
National Archives of Australia, NAA: A1 1935/704.

Reflect on the following questions:

- Did you fail the test? How does it feel?
- How do you think people felt when told they could not enter Australia?
- Was the dictation test fair?

The notion of 'populate or perish'

The events of World War II brought about the first significant shift in the discriminatory nature of Australia's immigration policy.

This shift was largely instigated by Arthur Calwell, the then Minister for Immigration, who was responsible for implementing Australia's post-war immigration scheme.

The war in the Pacific had created concerns about the need to enhance Australia's industrial and military capabilities. In order to achieve this, a massive boost in population numbers was necessary. Recognising this, Minister Calwell propounded the motto of 'populate or perish' and established a number of schemes that brought migrants and displaced persons from war-torn Europe to Australia.

Looking back this marked the change in thinking and policy that would help to end the White Australia Policy in the 1970s.

Video Overview

Provide students with an overview of the shift in policy after World War II by watching the following excerpt from **Admission Impossible**, a Film Australia production. This excerpt shows that while the Australian Government had expanded its immigration program in the post war period, the rules determining who was allowed to come to Australia were still highly discriminatory.

Screenshot from **Admission Impossible**, Film Australia.

Source Analysis

Have students consider the following excerpts taken from key speeches made by Arthur Calwell in the post-war years and answer the corresponding inquiry questions.

Point out that these two speeches are important because they tell us what the Australian Government was thinking immediately after World War II.

Speech by Arthur Calwell, August 1945 – Additional population

> If Australians have learned one lesson from the Pacific War … it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers. We are but 7 million people and we hold 3 million square miles of this earth's surface. Our coastline extends for 12 thousand miles and our density of population is only 2.5 persons per square mile … While the world yearns for peace and abhors war, no one can guarantee that there will be no more war … Our first requirement is additional population. We need it for reasons of defence and for the fullest expansion of our economy.
>
> **Source for text above:** Speech by Arthur Calwell, August 2, 1945

Inquiry questions

- Why did Minister Calwell and the Federal Government believe Australia had a defence problem in 1945?
- What solution is proposed for the problem?
- What are Calwell's arguments to support this solution?

Speech by Arthur Calwell, November 1946 – 'the days of our isolation are over'

> It is my hope that for every foreign migrant there will be ten people from the United Kingdom … Aliens are and will continue to be admitted only in such numbers and of such classes that they can be readily assimilated. Every precaution is taken to ensure that they are desirable types, and they must satisfy consular or passport officers and security service officers that they are people of good character before their passports are visaed for travel to Australia … the days of our isolation are over.
>
> **Source for text above:** Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946, Vol. 189.

Inquiry questions

- Which foreign migrants were preferred by the Australian Government?
- What other word is used in the speech for 'migrant'? (i.e. aliens) What are the connotations of this word and how does this reflect attitudes towards migrants?

When discussing the topic of 'populate or perish', it is worth pointing out to students that while Arthur Calwell was in favour of expanding immigration to Australia, he was also a supporter of the White Australia Policy. During parliamentary debates in 1946 he declared that:

> 'The Government's immigration policy is based on the principle that migrants from the United Kingdom shall be given every encouragement and assistance. It is my hope that for every foreign migrant there will be ten people from the United Kingdom'.
>
> Minister Arthur Calwell, **Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946, Vol. 189 Excerpts**, Making Multicultural Australia.

Migration schemes targeted at British citizens, such as the 'Ten Pound Pom' program (the colloquial name for the scheme which offered British citizens subsidised passage to Australia for only 10 pounds), show that the government was still primarily interested in attracting white, Anglo-Saxon migrants.

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Image of Australian Labor Party deputy leader Arthur Calwell, c. 1953, taken from the 1953 Commonwealth Parliamentary Handbook. Commonwealth of Australia. Public domain image via Wikimedia Commons.

Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946, Vol. 189 Excerpts, Making Multicultural Australia

Post-World War II migration to Australia

Waves of migration

Under the White Australia Policy, Australia's immigration program was designed to supplement the natural population increase at a steady and restricted rate, however due to waves of migration this was not always the case.

Explain to students how significant political, economic or social events that occur at an international level often create ripples of migration across the world, resulting in a surge in the numbers of migrants arriving in particular countries. These are often called 'waves of migration'.

The first significant 'wave of migration' to reach Australia after World War II, consisted of European migrants and refugees.

In the aftermath of the War, many thousands of people in Europe were left without a home to return to. These people became refugees or 'displaced persons' who had to be resettled in new countries.

In addition to this group, the social and economic devastation wrought by war prompted thousands of others in Europe to leave their home countries and seek better lives in more prosperous countries.

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Asylum seekers and refugees guide, Australian Human Rights Commission

'What is the difference between migrants and refugees?', Refugee Council of Australia

Asylum Seekers, Refugees and Migrants Fact Sheet, Racism. No Way

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TEACHER'S NOTE:
Ensure students have a sound understanding of the difference between 'refugees' and 'migrants'. You may wish to refer to the **Asylum seekers and refugees guide** from the Australian Human Rights Commission; **'What is the difference between migrants and refugees?'** from the Refugee Council of Australia and the **Asylum Seekers, Refugees and Migrants Fact Sheet** from Racism. No Way.

Source Analysis

Use the booklet **'Migration and the Refugee'**, by the Australian Army Education Service, 12 March 1945, as a stimulus to provide the context for the post-war refugee crisis.

The instructions for the discussion leader in the booklet highlight how this was a global problem which many countries were struggling to come to terms with, pointing out that the influx of refugees presented 'a very complicated racial, national, economic and social problem' for Australia.

Ask students to study this source, in particular the 'Introduction' section of the booklet, and respond to the following questions:

- Who do you think is the intended audience for this booklet and what purpose is the booklet meant to serve?
- In the 'Introduction' section of the booklet what domestic concerns are highlighted? How do these relate to refugees and migrants?
- What evidence does this source provide about attitudes towards refugees in post-War Australia?

Push and pull factors

This section explores the various 'push factors' that motivated people to leave their country of origin and the corresponding 'pull factors' that compelled them to come to Australia.

These twin concepts help explain the differences between the forced and voluntary migration of individuals or groups away from their home countries.

As an introduction to this topic you may wish to show students the video **'Reasons for Migration'** by **Difference Differently**, which contains interviews with three people briefly explaining why they chose to migrate to Australia. The very different reasons outlined (family, conflict and economic opportunity) provide a good starting point for understanding push and pull factors.

Push Factors

Push factors are the negative social, political or economic forces which drive people away from their home country or country in which they live.

When discussing 'push factors' you may wish to explore with the class the concept of 'reluctant exiles' – the idea that there is regret and often trauma in leaving a country of origin involuntarily.

Brainstorming activity

Allocate students to small groups and ask them to brainstorm examples of push factors (e.g. conflict, natural disasters, and pandemics). Prompt students to consider how push factors may have changed or stayed the same since World War II by asking them to come up with contemporary as well as historical examples.

Ask each group to choose a representative to provide feedback on their findings to the rest of the class.

Pull Factors

Introduce and explain pull factors for migration. Pull factors are the positive aspects of a country that serve to attract migrants to that country instead of another.

In groups, have students jot down the 'pull factors' that Australia presented to migrants after World War II.

Use the following links to find post-WWII historical immigration posters that can be used as stimulus:

- **There's a welcome "down under" for you**, P&O Heritage
- **Australia: land of tomorrow**, Museum Victoria
- **Australia: A Full Healthy Life**, Migration Museum
- **The Southern Cross, the call of the stars to British Men & Women**, National Archives of Australia

Ask students to consider if there were limitations or drawbacks to these positive pull factors. For instance, the White Australia Policy's discriminatory criteria restricted the type of migrants accepted into Australia.

CONTENTS

RESOURCES

There's a welcome "down under" for you, P&O Heritage website

Australia: land of tomorrow, Museum Victoria

Australia: A Full Healthy Life, Migration Museum

The Southern Cross, the call of the stars to British Men & Women, National Archives of Australia

Australia: land of tomorrow, Emigration poster c. 1948: Image: Joe Greenberg, **Source:** Museum Victoria.

Case Study: Migrant Stories

Ask students to go online and view the **online collection** created by the National Maritime Museum, featuring the stories of migrants and refugees who have arrived on Australian shores over the years.

Ask students to select one of stories in the collection from the list below:

- **Mall Juske** – thirteen-year-old Mall Juske migrated from Estonia with her family through the displaced persons scheme in 1949.
- **Eva Warhurst** – aged 10, Eva Warhurst, was sent to Australia in 1950 as part of the British child migration schemes operating at the time.
- **Arthur Lederer** – Arthur Lederer and his family were Jews who escaped Nazi-occupied Austria and came to Australia in 1939.
- **Norman and Enid Hoiles** – Norman and Enid Hoiles came to Australia as part of the subsidised scheme for British migrants.
- **The Seiz family** – the Seiz family were Russian immigrants who had been living in China until the revolution there forced them to leave and come to Australia in 1955.
- **Gina Sinozich** – Gina Sinozich travelled to Australia in 1957 from her homeland Croatia, which had been absorbed into the Communist republic of Yugoslavia after World War II.
- **Lina Cesarin** – Lina Cesarin left Italy in 1956 to be reunited with her fiancé who was working in Australia as part of the Snowy Mountains Hydro-Electric Scheme.
- **Teruko Blair** – was one of the Japanese war brides who came to Australia in 1953, after the Australian Government lifted the ban on their entry.

Next ask students to write a short, one page report on the person or people in their chosen case study. In compiling this report, students could consider the following questions:

- Why did this person leave their home country? (consider both push and pull factors) How was this decision influenced by political, social or economic events happening in the world?
- Why did they choose Australia as their destination? How was this influenced by policies in Australia?
- What challenges did they face on their journey and in their new life in Australia?
- What does this person's story tell us about migration to Australia in the post-World War II period?

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RESOURCES
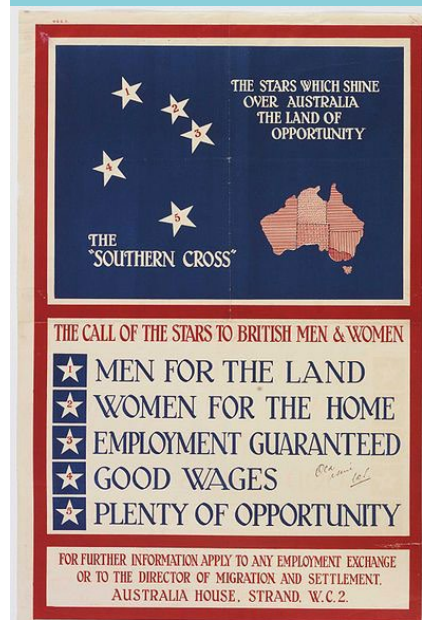
The Southern Cross, the call of the stars to British Men & Women, (1928). Poster commissioned by the Commonwealth of Australia and issued by the Overseas Settlement Office to attract immigrants. National Archives of Australia, A434 1949/3/21685.

Stories from our collection, National Maritime Museum

These personal accounts provide insight into the complex, multifaceted reasons why people migrated to Australia and also reveal the significant impact that Australia's evolving migration policies had on the course of people's lives.

Source Analysis

Using the **Immigration timeline** on Museum Victoria's page, ask students to locate images (either photographs or posters) from the decades 1940s-1970s which could be used as sources of evidence about immigration to Australia.

Ask students to briefly explain why these images would be useful to historians studying Australian immigration and how they could use them.

Examples of images students could use include:

- **1940s — after the war: populate or perish:** Image 7–Recruitment in London; Images 8, 9 and 11–Displaced Persons.
- **1950s — a million post-war immigrants:** Image 7–Assisted passage migrants arriving; Image 8–Poster: Promoting 10 pound assisted passage; Image 4–Certificate of Identity, John Neamonitis, Egypt.
- **1960s — the end of White Australia looms:** Image 7–Poster: Promoting Australia's climate to migrants 1963; Image 8–Immigration Minister Hubert Oppermann signs migration agreement with Germany 1965; Image 9–Chinese New Year Melbourne 1965.

Assimilation and the 'New Australians'

By opening its doors to European migrants and displaced persons from countries such as Italy, Greece, Poland, Yugoslavia, Latvia, Lithuania, Estonia, Ukraine, Czechoslovakia and Hungary after World War II, Australia was exposed to a wide range of new cultures for the first time.

However the introduction of new cultures into Australian society was not always welcomed. There was concern within the general public that the arrival of large numbers of European migrants would threaten Australia's Anglo-Celtic identity and culture. For this reason, post-World War II migrants and refugees experienced considerable pressure to assimilate into Australian society.

Explain to students that 'assimilation' refers to when people of differing ethnic heritage are made to adopt the identity – the attitudes, practices and ways of life – of the dominant culture.

In referring to the European migrants, Immigration minister Arthur Calwell popularised the term 'New Australians'. The term was intended to counter the use of more pejorative terms such as 'reffo' or 'Balt' (referring to immigrants from the Baltic states), however it also served to highlight the expectation that the new arrivals were expected to fully integrate into Australian society.

Body poll on assimilationist ideas

Explore some of the ideas and issues around assimilation by conducting a 'Body poll' activity.

Invite all students to participate in 'body voting' by leaving their chair and standing in the middle of the room. Label each corner of the room with the following labels: STRONGLY AGREE, STRONGLY DISAGREE, AGREE and DISAGREE.

Read out the following statements that juxtapose ideas of assimilation with notions of muliticulturalism.

Ask students to respond by 'voting with their feet' and moving to the place in the room that matches their feelings about the statement. Explain that if students neither agree nor disagree with a statement they can remain in the centre of the room.

Suggested statements

- In Australia all shop signs should only be in English.
- Australia has lots of space and we should share it with people in need.
- People should only be allowed to come to Australia if they speak English.
- The only people who are truly Australian are the Aboriginal and Torres Strait Islander peoples.
- People who migrate to Australia should leave their old culture behind.
- Migrants from the same country shouldn't be allowed to live together in the same location or town.
- Having a diverse population makes Australia an interesting place to live.

You may need to read each statement out a couple of times whilst the students think and decide. Don't change the statement or explain it. If students don't understand, they should remain in the centre of the classroom.

After reading out each statement, move around the room and invite students to explain why they have chosen to stand where they have. Try to ask different students within the class and give all students the opportunity to share their views.

Be mindful that many statements could lead to students displaying ill-informed or potentially racist beliefs. After students have shared their opinion you might like to ask them how they have formed that opinion and what information it is based on.

Where appropriate, question particular opinions (especially those which reflect prejudicial or stereotypical assumptions) and encourage discussion between students with differing viewpoints. The purpose of this is not to dispute the students' opinions, but to facilitate discussion.

After conducting this activity, link the class discussion of the statements back to the government policy of assimilation and explain that often efforts to promote national unity and cohesion can come into conflict with the desires of individuals and communities to maintain their cultural identity.

Pose the question: how far should assimilation go?

Explain that full assimilation would mean integrating into society and absorbing Australian culture to the extent that migrants would lose many aspects of their own cultural identity.

Compose a list exploring the positives and negative aspects of assimilation on the board. Here features such as learning the 'common language' and 'common laws' could be examined as a positive, while banning meetings of racial or ethnic groups would not.

Research activity

Ask students to conduct an online investigation to find examples of how post-World War II European migrants adapted to life in Australia.

Some starting points for student investigation include:

- **The changing face of modern Australia – 1950s to 1970s**, 'About Australia' Australian Government
- **Spaghetti in 1950s Sydney suburbs**, ABC Splash
- **Struggling to survive, Aussie Italians 1950s**, ABC Splash

You may also wish to refer to the ABC Splash teacher resource **diversity and Australian culture and identity** for further activity ideas on assimilation and the integration of European migrants.
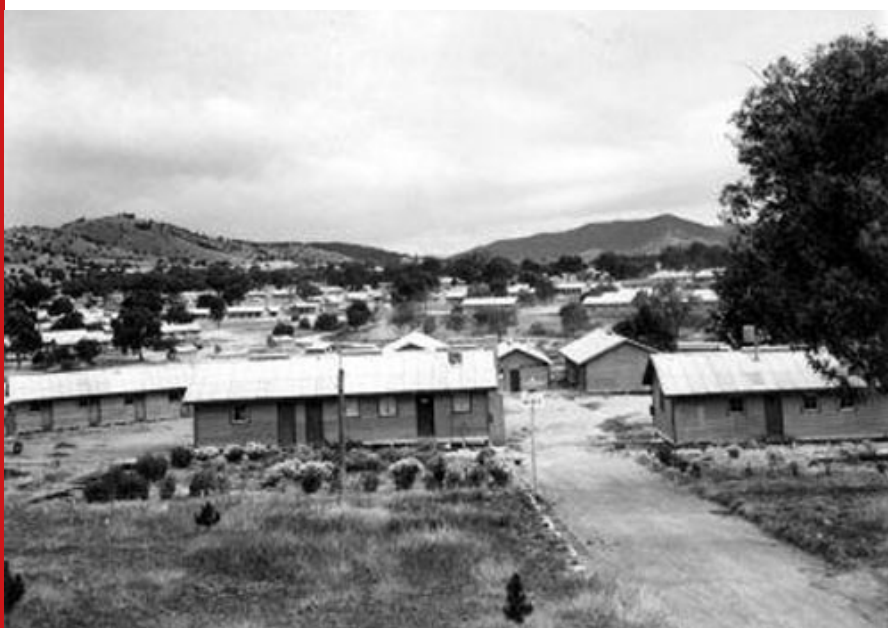
The Bonegilla Migrant Hostel in country Victoria, now **The Bonegilla Migrant Experience** Heritage Centre. Photo: Public domain image via Wikimedia Commons.

CONTENTS

RESOURCES

TEACHER'S NOTE:
This activity has been adapted from the 'Discuss It' Lesson on the **Harmony Day** website.

'Discuss It' Lesson, Harmony Day website

The changing face of modern Australia – 1950s to 1970s, Australian Government

Spaghetti in 1950s Sydney suburbs, ABC Splash

Struggling to survive, Aussie Italians 1950s, ABC Splash

Diversity and Australian culture and identity, ABC Splash

Exploring cultural heritage

Along with their few worldly possessions, post-World War II migrants and refugees brought with them rich and vibrant traditions, customs, cuisines and other forms of cultural heritage from their homelands.

The term 'cultural heritage' is used to describe the ways of living developed by a particular cultural group that are passed on from generation to generation.

Examples of cultural heritage can take many forms but can be roughly divided into two categories:

- tangible, physical objects, including built environment, natural environments and artefacts
- intangible attributes and features of a group or society, such as languages, social practices, rituals, festive events, oral traditions, and performing arts

Research activity

Begin this activity by asking students to suggest tangible and intangible examples of their own cultural heritage.

TEACHER'S NOTE:
Be aware that students of Anglo-Celtic backgrounds might struggle to identify elements of their cultural heritage as they are often normalised as part of everyday life. Prompt these students to think about what would happen if they moved overseas, what traditions, customs, objects might they take with them? (e.g. Christmas traditions, family heirlooms).

Next ask students to research online for some examples of cultural heritage that post-World War II migrants brought with them?

The case studies from the National Maritime Museum **online collection**, explored in the 'Push and Pull factors' section, provide a good starting point. Most of the case studies contain examples of treasured objects and other possessions that migrants brought with them.

Another useful information source for students is the **Identity: Yours, Mine, Ours** website by the Victorian Immigration Museum. Some examples on this website that explore cultural heritage include:

- **Where we come from**
- **Preserve**
- **Remember**

CONTENTS

RESOURCES

Identity: Yours, Mine, Ours, Immigration Museum

Assessment for Sequence 1

ICT presentation

Give students an opportunity to demonstrate their understanding of the historical significance of the White Australia Policy by asking them to identify and describe the role of racism in Australia's immigration policy from Federation to the 1970s an ICT presentation.

In their presentation, students should explain the significance of post-World War II migration in relation to the White Australia Policy.

This could be a:

- A PowerPoint or **Prezi**
- A **digital story** with images, text and audio
- An **interactive timeline** — selecting images to show the main events and hyperlinking the images to the event details
- A podcast (a guide to using **Audacity** software).

Achievement standards

Students should be assessed on their ability to:

- refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time
- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
- develop texts, particularly explanations and discussions, incorporating historical argument.

Key Historical Concepts

Continuity and change, significance.

CONTENTS

RESOURCES

RESOURCES FOR SEQUENCE 1:
Click here for a summary of all the resources used in this sequence.

Sequence 2—Dismantling the White Australia Policy in the 1970s

In this sequence, students will have the opportunity to examine the events and changing attitudes that led to the demise of the White Australia Policy.

Changing attitudes within Australian society, away from racial discriminatory perspectives and towards multiculturalism led to both political and legal changes.

In this teaching and learning sequence, students have the opportunity to focus on the following topics:

- **The Racial Discrimination Act 1975**
- **Indo-Chinese migration experiences**
- **Australia as a multicultural society**
- **The new humanitarian program**

Introduction

By 1970, the Australian Government's position on the White Australia Policy was changing.

In 1958 the government revised the Migration Act by introducing a simpler system of entry permits and abolishing the controversial Dictation Test.

In 1966, Peter Heydon, Secretary of the Department of Immigration, and the Immigration Minister Sir Hubert Opperman, persuaded the Holt Government to liberalise the restrictive immigration policy by basing assessment on 'the ability to integrate readily' and having 'qualifications useful to Australia'. This wasn't the end of racial discrimination in migrant selection but it was an important turning point.

It wasn't until 1972 when the Federal Labor Government led by Gough Whitlam was elected, that the process of dismantling the White Australia Policy formally began.

Viewing activity

Provide students with an overview of the events covered in this sequence by watching the following short video from the ABC website '80 days that changed our lives', entitled **End of the White Australia Policy**.

As additional viewing you may also wish to show the class the third episode of the SBS series **Immigration Nation**, which covers the time period explored in this sequence in more detail.

Screenshot from **End of the White Australia Policy**, '80 days that changed our lives', ABC.

The *Racial Discrimination Act 1975*

A major milestone in the demise of the White Australia Policy was reached in 1975 when the Australian Parliament enacted the Racial Discrimination Act.

TEACHER'S NOTE:
The following is a brief background on the origins of the Racial Discrimination Act. For a summary of the Act's contents, view the guide **Know your rights: Racial discrimination and vilification**, by the Australian Human Rights Commission or the **Teacher overview** provided by Racism. No Way. You may also wish to provide students with the **Racial Discrimination Act Resource Sheet**.

Background to the Racial Discrimination Act 1975

In discussing the Racial Discrimination Act, provide students with an explanation as to why this legislation was implemented at this time.

Explain that the enactment of the Act was prompted by the creation of the **International Convention on the Elimination of All Forms of Racial Discrimination (CERD)** in 1966.

During the 1960s, increasing international pressure to address officially sanctioned forms of racial discrimination and segregation in countries such as the United States and South Africa, culminated in the creation of CERD.

CERD was one of the first human rights treaties to be adopted by the United Nations (UN) and today is widely supported, with more than 156 countries (four-fifths of the membership of the UN) having ratified the convention.

Australia signed the Convention on 13 October 1966 and made its commitment to CERD official in 1975 through the creation of the Racial Discrimination Act.

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RESOURCES

RESOURCE SHEET:
Racial Discrimination Act

International Convention on the Elimination of All Forms of Racial Discrimination (CERD), the United Nations Office of the High Commissioner for Human Rights

Know your rights: Racial discrimination and vilification, Australian Human Rights Commission

Racial Discrimination Act (1975) Fact Sheet provided by Racism. No Way

What does the Racial Discrimination Act do?

The Racial Discrimination Act aims to ensure that Australians of all backgrounds are treated equally and have the same opportunities.

This Act makes it against the law to treat someone unfairly, or to discriminate against them, on the grounds of race, colour, descent, national or ethnic origin, and immigration status, and makes racial hatred against the law.

Explain to students that the Act protects people against discrimination in many areas of public life, including:

- employment – getting a job, terms and conditions of a job, training, promotion, being dismissed
- education – enrolling or studying in a course at a private or public school, college or university
- accommodation – renting or buying a house or unit
- getting or using services – such as banking and insurance services, services provided by government departments, transport or telecommunication services, professional services like those provided by lawyers, doctors or tradespeople, services provided by restaurants, shops or entertainment venues
- accessing public places – such as parks, government offices, restaurants, hotels or shopping centres.

It also protects people against public acts of racial hatred.

Research Activity

After explaining the main elements of the Racial Discrimination Act, divide the class into groups and assign each group one of the following questions to investigate:

- What was the rationale behind creating the Racial Discrimination Act?
- How do you think the Racial Discrimination Act has impacted on Australian society?
- How important is it to have laws against racial discrimination?

In their groups, students should conduct research and report back to the class.

As a starting point you may wish to direct the class to the student-friendly guide **What does the law say?** from the Racism. It Stops With Me website, for a broad overview of the Act and its content.

Additional activity

Using primary and secondary sources, ask students to create an ICT presentation explaining the key features and significance of the Racial Discrimination Act from a range of perspectives.

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RESOURCES

What does the law say?, Racism. It Stops With Me

M-113 armored personnel carriers stand by as Vietnamese refugees evacuate the village of My Tho, Dinh Tuong Province during the Tet Offensive. Public domain image via Wikimedia Commons.

Indo-Chinese migration experiences

In the 1970s and 80s, conflict in the Asia Pacific region – particularly in Vietnam and Cambodia – prompted the arrival of a new wave of migrants and refugees on Australia's shores.

At the end of the Vietnam War in 1975, thousands of South Vietnamese left Vietnam to escape persecution by the new communist government. Similarly in Cambodia, thousands fled the mass killings being conducted by the communist Khmer Rouge Government led by Pol Pot.

Between 1976 and 1986, some 100,000 refugees arrived in Australia from Vietnam, Cambodia and Laos.

The arrival of large numbers of Indo-Chinese refugees had a major impact on Australia's immigration policy and marked a radical departure away from Eurocentric immigration.

The arrival of large numbers of Indo-Chinese refugees had a major impact on Australia's immigration policy. The then Prime Minister Malcolm Fraser made a radical departure from Eurocentric immigration by allowing large numbers of Indo-Chinese refugees to settle in Australia. During his time in office, Fraser permitted the entry of approximately 70,000 refugees.

Due to the legacy of the White Australia Policy, many Australians had had little to no interaction with people from nearby Asian countries and greeted the arrival of Indo-Chinese migrants and refugees with fear and suspicion. Many of the new arrivals, who had fled persecution in their homelands, then had to deal with prejudice and discrimination towards them in Australia.

Overview Activity

The following sources and investigation questions provide an overview and some detail about the key features of this topic.

Begin by asking students to explore the **Timeline: Vietnamese immigration to Australia** and answer the following questions.

- How many Vietnamese people were there in Australia before 1975?
- Why did the 'wave' of Vietnamese refugees begin in 1975?
- What and where was the first boat arrival from Vietnam?
- What was the Orderly Departure Program (ODP)?
- Explain the term 'nationalisation'
- By 1981 what percentage of Vietnamese arrivals had come by boat?

Students should also look at the **interactive timeline** created by SBS to accompany their series Once Upon a Time in Cabramatta, which explores the historical events that led to the creation of a vibrant Vietnamese community in the Sydney suburb of Cabramatta.

Next ask students to locate relevant information and make a summary of key points about Vietnamese immigration to Australia from this report **Immigration and Population History of Selected Countries of Birth** provided by the Department of Immigration and Border Protection. The overview of Vietnamese immigration can be found on pages 51–53.

Finally, ask students to create a Prezi presentation about Vietnamese immigration to Australia (use this very simple summary and illustration of **how Prezi works**).

Using one or more of the following sources, ask students to locate photographic sources which are 'evidence' of Indo-Chinese immigration to Australia in the 1970s. Have students briefly explain why these images would be useful to historians studying Australian immigration and how they could use them.

CONTENTS

RESOURCES

Timeline: Vietnamese immigration to Australia, ABC News

Once Upon a Time in Cabramatta, SBS

Immigration and Population History of Selected Countries of Birth, Department of Immigration and Border Protection

Guide to Prezi website

Source Analysis

Ask students to consider **the collection of photographs from the National Library of Australia**, which documents the arrival of Vietnamese 'boat people' in Darwin in 1977.

Ask students to explain why these images would be useful to historians studying Australian immigration and how they could use them.

Consider pointing out features of the photographs such as the cramped conditions on the small boats, the lack of amenities and the presence of young children on the boats.

Case studies of Indo-Chinese migration experiences

Guide students in an exploration of Indo-Chinese migration experiences from one of the following two case studies or from a source of your own selection:

Case Study 1: Fishing Boat KG4435 – the first arrival

On 26 April 1976, the fishing boat KG4435 landed in Darwin, carrying with it the first Vietnamese refugees to arrive by boat. They had travelled for two long months and had navigated the last leg of the journey from Timor using a map torn from a school atlas.

Ask students to read and take notes from the short extract about KG4435 on pages 138–140 of *The Vietnamese Boat People, 1954 and 1975–1992* by Nghia M Vo. You may wish to refer also to the journeys of the PK504 and the Song Be 12 which are also described in this extract.

The term 'diaspora' is used. Explain to students that a diaspora is a large group of people with a similar heritage or homeland who have moved to places all over the world.

Next ask students to read **Anniversary of the first boat marked**, an SBS news report, which contains the personal account of Lam Tac Tam and his experiences on the recounts the journey on the KG4435.

Pose the following questions to students:

- Why did some Vietnamese refugees choose to take these dangerous journeys by sea? What were the dangers they faced on the water and how do these compare to those they faced staying in Vietnam or travelling to neighbouring countries (e.g. Thailand)?
- Where did the boats stop on their journey and how were they received in these places? (i.e. were they allowed to stay or told to move on?)

Finally, organise students into small groups to create a one page, two-column media article describing: the arrival of fishing boat KG4435, the reaction of locals in Darwin, and a reflection on the historical significance of the event for Australia and the refugees. This could be in a print or web-design format. Find templates for creating media articles in the Resources section.

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RESOURCES

35 Vietnamese refugees await rescue from their 35 foot fishing boat. They were rescued by the amphibious command ship USS BLUE RIDGE (LCC-19) 350 miles northeast of Cam Ranh Bay, Vietnam, after spending eight days at sea.
Public domain image via Wikimedia Commons.

Newspaper templates for Word

Google newspaper templates

Case Study 2: Hieu Van Le — survivor and inspiration

The inspirational story of Hieu Van Le illustrates the life of a refugee, including the importance of cultural heritage and overcoming discrimination.

As an overview, ask students to read **'A remarkable journey'**, a profile of Hieu Van Le by the University of Adelaide. Ask students to answer the following questions:

Present students with the following excerpts from a speech on immigration and citizenship made by Mr Le in 2011. Ask students to answer the following questions:

- What challenges did Mr Le overcome in order to come to Australia?
- What challenges did he face upon settling in Australia?

Next ask students to view the resource sheet for the **Hieu Van Le case study**, which contains excerpts from a speech given by Mr Le for the Department of Immigration and Citizenship's address on immigration and citizenship in 2011. Instruct students to read the excerpts and answer the corresponding inquiry questions.

You may wish to choose a few other inspirational excerpts from the **full speech** by Mr Le as the basis for a discussion on the positives and negatives of his experiences.

Additional case study options

Suggestions for additional sources for case studies can be found on the **Leaving Cambodia** website, which documents the stories of Cambodian refugees who fled the Khmer Rouge regime. Additionally, the **Dàn tre musical instrument** webpage on the National Museum of Australia's website provides an exploration of a musical instrument crafted by a Vietnamese refugee and the personal story attached to this instrument.

CONTENTS

RESOURCES

His Excellency the Honourable Hiếu Văn Lê, Government House South Australia. Public domain image via Wikimedia Commons.

A remarkable journey, University of Adelaide magazine *Lumen*

RESOURCE SHEET: Hieu Van Le case study

'Annual address on immigration and citizenship' PDF, Department of Immigration and Border Protection

Leaving Cambodia website

Dàn tre musical instrument webpage, National Museum of Australia

Australia as a multicultural society

By the 1970s, more than a third of the Australian population had been born overseas, or were the children of those born overseas.

Throughout the 70s, features of Australia's British heritage began to fade. For example, the British anthem 'God Save the Queen' was only used for regal events and 'Advance Australia Fair' was the popular choice for the national anthem. Australian passports no longer stated 'British subject' and the British honours system was replaced with an Australian honours system.

At the same time as the British influence was waning, a new government policy of multiculturalism rose to prominence. This policy sought to recognise and promote the new cultural diversity that was becoming increasingly visible in Australian society.

Source Analysis

The Minister for Immigration under the Whitlam Government, Al Grassby, was one of the first politicians to propound the benefits of a multicultural Australian society. In 1973, he made a landmark speech entitled 'A Multi-Cultural Society for the Future' which outlined the benefits of multiculturalism as the foundation for migrant settlement, welfare and social-cultural policy in Australia.

Ask students to read the booklet **'Australia's Multicultural Society'** by Al Grassby, published in 1975.

Pose the following questions:

- What are the benefits of multiculturalism being put forward by Minister Grassby
- What does Grassby mean by the term 'Family of the nation'?
- How does Grassby see national pride and values relating to multiculturalism?

Creating a multicultural society

A submission made in 1977 by the Australian Ethnic Affairs Council to the Australian Population and Immigration Council, called **'Australia as a Multicultural Society'**, provides insight into attempts to establish 'guidelines for immigration and settlement policies appropriate to a multicultural Australia'.

Activity

Ask students to read the 'Australia as a Multicultural Society' submission and briefly describe in their own words the three key issues identified in the report (social cohesion, equality of opportunity and access, and cultural identity) in a short, one page summary.

CONTENTS

RESOURCES

Australia's Multicultural Society, by Al Grassby, Making Multicultural Australia

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Next, organise groups to discuss and deconstruct the conclusions of the 'Australia as a Multicultural Society' submission.

Consider prompting student reflection by asking students to explain the difference between the two conceptions of Australian society juxtaposed in the paragraph below (i.e. the binary of 'oneness vs. unity', 'melting pot vs. voluntary bond'):

> 'In our view, an acceptance of the multicultural nature of Australian society implies that government and established institutions acknowledge the validity of ethnic cultures and respond in terms of ethnic beliefs, values and customs ... What we believe Australia should be working towards is not a oneness, but a unity, not a similarity, but a composite, not a melting pot but a voluntary bond of dissimilar people sharing a common political and institutional structure.'
>
> **Source: 'Australia as a Multicultural Society'**, by the Australian Ethnic Affairs Council, p.14. From Making Multicultural Australia.

Explain to students that, more than 35 years later, the principles in this policy statement still guide Australian multiculturalism, illustrating continuity over time. You may wish to refer to the Government's website on **Harmony Day** as a contemporary example of multicultural policies in action.

The new humanitarian program

As well as the end of the White Australia Policy in 1973, the 1970s also saw the development of an explicit refugee policy. Although Australia had been welcoming significant numbers of refugees since the end of World War II, it wasn't until the late 70s that the government began to classify refugees as a separate group within the wider immigration program.

On 24 May 1977, the Minister for Immigration and Ethnic Affairs, Michael Mackellar, made a landmark statement in parliament which laid out the principles of this newly defined refugee policy.

This new policy sees the establishment of the Special Humanitarian Program in 1981. Under this new program, Australia welcomes refugees from East Timor (Timor Leste), Cyprus and Lebanon.

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RESOURCES

'Australia as a Multicultural Society', Australian Ethnic Affairs Council, Making Multicultural Australia

Harmony Day website

Refugees from East Timor

East Timor lies approximately 500 kilometres north of Darwin, the capital city of the Northern Territory. This small nation was a Portuguese colony for more than 400 years until Portugal pulled out in 1975. The country then erupted into civil war and was invaded by Indonesia. Indonesia occupied East Timor for the next 25 years.

This period was marred by human rights abuses and resulted in the deaths of many East Timorese, some believe as many as 100,000. It wasn't until 20 May 2002 that East Timor became formally independent and was renamed Timor Leste.

Australia played a role in the occupation of East Timor but also in providing support to refugees. Australia accepted about 2500 East Timorese fleeing the civil war of 1975. The arrival of East Timorese refugees in the 1970s was the first significant postwar intake of migrants from Australia's most immediate region.

Activity: Photo Analysis

Have students study the photograph of East Timorese refugees arriving in Darwin in 1975.

In a class discussion, evaluate the historical value of the photograph as primary evidence for the topic. Have students compose a 20–30 word 'exhibition' description of the photo.

Support students in locating other photographs relating to East Timor refugees and compose a similar evaluation.

East Timorese refugees arrive in Darwin (1975). National Archives Australia, A6180, 18/8/75/23. The caption on the back of this photograph reads: 'The scene on deck as 272 East Timor refugees (mainly Portuguese) arrive in Darwin aboard the ship MACDILI, NT 1975'.

Assessment for Sequence 2

Instruct students to use primary and secondary sources provided in the unit and information gathered from their own research to create an informative text presentation which explains the impact of Indo-Chinese refugees arriving in Australia in the 1970s.

Students can choose from one of the following options as a basis for their presentation:

Option 1: Political responses to Indo-Chinese migration in the 1970s

Students' presentations on this topic should include an exploration of how the arrival of Indo-Chinese refugees related to the end of the White Australia Policy and the development of multiculturalism as a government policy.

Presentations should also examine the roles of key political figures such as Minister for Immigration Al Grassby and Prime Minister Malcolm Fraser.

Option 2: The contribution of Indo-Chinese migrants to Australia's changing identity

Students' presentations on this topic should explore how the creation of Vietnamese, Cambodian and Laotian communities in Australia as a result of Indo-Chinese migration has contributed to Australian cultural diversity.

Students presenting on this topic can choose to focus on a case study of one of the following prominent Australians of Vietnamese ancestry:

- Anh Do, comedian, actor, author of The Happiest Refugee
- Khoa Do, Young Australian of the Year in 2005, lawyer, film director, screenwriter, professional speaker, philanthropist
- Hieu Van Le, Lieutenant Governor of South Australia, Chairman of the South Australian Multicultural and Ethnic Affairs Commission
- Nam Le, author, winner of the 2008 Dylan Thomas Prize for The Boat
- Luke Nguyen, chef and owner of Red Lantern in Surry Hills, Sydney and host of Luke Nguyen's Vietnam on SBS
- Caroline Tran, Triple J announcer
- Vico Thai, television and film actor

Students should also incorporate images and graphics, such as maps and photographs into their presentation.

Achievement standards

Students should be assessed on their ability to:

- refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time
- explain the context for people's actions in the past
- explain the significance of events and developments from a range of perspectives.

Key Historical Concepts

Cause and effect; significance; empathy; perspective.

CONTENTS

RESOURCES

RESOURCES FOR SEQUENCE 2:

Click here for a summary of all the resources used in this sequence.

Sequence 3—Multiculturalism and migration in the 1980s and 1990s

During the 1980s and 1990s in Australia, the policy of multiculturalism was challenged by growing economic pressures and political controversies.

In this teaching and learning sequence students will have the opportunity to focus on:

- **The Blainey Debate (1984)**
- **Promoting immigration, multiculturalism and anti-racism**

Introduction

By the 1980s, multiculturalism had become a well-established part of government policy. This was exemplified in 1978, when the then Prime Minister Malcolm Fraser stated:

> 'The Government accepts that it is now essential to give significant further encouragement to develop a multicultural attitude in Australian society. It will foster the retention of the cultural heritage of different ethnic groups and promote intercultural understanding.'

Source: Prime Minister Malcolm Fraser, **'Statement by the Prime Minister, the Right Honourable Malcolm Fraser, April 1978'**, pp. 6–7.

Significant developments that shaped this decade included the influx of refugees escaping conflict in Laos, Vietnam and Cambodia (as discussed in **Sequence 2 – Indo-Chinese migration experiences**) and an economic recession in the early 1980s, which put pressure on the government to reduce immigration numbers.

In 1986, the Australian Human Rights Commission (then known as the Human Rights and Equal Opportunity Commission) was established and was given statutory responsibility to monitor compliance with the Racial Discrimination Act, which had been enacted in 1975.

By 1988, Australia's bicentenary year, the population was nearly 16 million and one in five Australians had been born overseas.

Viewing Activity

Provide students with an insight into the historical context of this sequence by viewing this excerpt from the first episode of a 1980s SBS panel discussion show: **Forum, episode 1 recap**. The theme of this episode was immigration, and featured on-the-street interviews and discussions with guest panellists, including Ian McPhee, the Minister for Immigration.

Pose the question: what do the on-the-street interviews reveal about public attitudes about immigration?

CONTENTS

RESOURCES

'Statement by the Prime Minister, the Right Honourable Malcolm Fraser, April 1978', Making Multicultural Australia

Forum episode 1 recap, Immigration Nation, SBS

The Blainey debate (1984)

In 1984, a public debate – known as the 'Blainey debate' after its instigator, Professor Geoffrey Blainey – arose around the number and type of migrants being accepted into Australia.

In this section, students should be informed about the context of the debate and investigate how aspects of the debate questioned the Australian Government's immigration and multiculturalism policy.

TEACHER'S NOTE:
For a teacher overview of the Blainey Debate refer to the overview 'Is diversity a danger to the nation?', from Making Multicultural Australia. The commentary in this article outlines the key features of Blainey's argument, the response at the time and points against his argument.

Blainey's criticisms of Australian immigration policies

The Blainey debate was sparked by a speech made in March 1984 by Professor Blainey at a Rotary members conference in Warnambool, country Victoria.

Professor Blainey put forward the main claims that:

- the level of Asian migration was too high and threatened 'social cohesion'
- migrants generally took 'Australian' jobs
- there was a deliberate anti-British and pro-Asian quota policy
- unless major changes were made to immigration policy, racial conflict and violence would happen, such as that which had occurred in the Brixton riots in England.

No one expected his speech to cause the furore it did. However a report on the event by local newspaper, The Standard, was picked up by national newspapers and talk-back radio and sparked a national debate.

CONTENTS

RESOURCES

'Is diversity a danger to the nation?', Making Multicultural Australia website

Responses to the Blainey Debate

On a societal level, the National League (formerly the National White Australia Policy League), the League of Rights, and the Immigration Control Party ramped up their campaigns against Asian immigrants in Australia.

At the political level, Hawke government announced changes to the size and composition of future migrant intake. In August 1988, John Howard, then opposition leader, launched the One Australia policy, stating that he believed the rate of Asian immigration into Australia should be slowed down for the sake of social cohesion.

In his 'One Australia' policy Howard, called for the abandonment of the term multiculturalism, and instead called for a new policy that:

> 'respects our cultural diversity and acknowledges that we are drawn from many parts of the world but requires of all of us a loyalty to Australia at all times and to her institutions and her values and her traditions which transcends loyalty to any other set of values anywhere in the world.'

Source: Former Prime Minister John Howard, quoted in **Multiculturalism: a review of Australian policy statements and recent debates in Australia and overseas**, Parliamentary Library, Parliament of Australia.

Image of **newspaper clippings at the time of The Blainey Debate on Immigration**, created by Making Multicultural Australia.

Research Activity

Ask students to research and describe the types of responses by the government and the community to Blainey's claims.

Ask students to outline the main arguments in support of and against Blainey's comments

Remind students to closely analyse sources to identify the motivations, values and attitudes behind different perspectives and responses.

Some starting points for students include:

- a retrospective article by **The Standard** in 2008, which looks at the political developments and perspectives which arose from Blainey's speech
- an **extract from** *Hansard* in which Stewart West, the Minister for Immigration and Ethnic Affairs (1983-84) responds to Blainey's criticisms
- **reflections** on the political fears about Asian immigration and dismantling the White Australia Policy, by Mick Young, Minister for Immigration, Local Government and Ethnic Affairs, and Minister Assisting the Prime Minister on Multicultural Affairs, (1987–88).

Class Discussion : Continuing fears around immigration

The fears of 'Asianisation' provoked by the Blainey Debate were to continue throughout the following decade. This was most clearly demonstrated by the rise of the One Nation party in the late 90s.

The One Nation party was founded by Pauline Hanson. In 1996, Hanson caused significant public debate as a result of her maiden speech in Parliament which outlined her controversial views on Aboriginal and Torres Strait Islander peoples and multiculturalism.

Hanson's speech provoked strong reactions both against and in support of her statements.

As a class view the two videos on the following websites:

- **Pauline Hanson's 1996 maiden speech**, Identity: Yours, Mine, Ours, Immigration Museum
- **Please explain: election of Pauline Hanson, 1996**, ABC Splash

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CONTENTS

RESOURCES

'Blainey's speech still proves to be the fuel of much fiery debate' **The Standard**, 2008

Mick Young speaks about decisions and problems with immigration, Making Multicultural Australia

Commonwealth Parliamentary debate: The Immigration Minister on Professor Blainey, Making Multicultural Australia

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Pose the following questions to the class:

- What did you think of Pauline Hanson's maiden speech? Do you agree with some of her thoughts?
- Why did Hanson's maiden speech to the Australian Parliament divide Australians?
- Why do think some people objected so strongly to Pauline Hanson's views?
- What eventually ended Hanson's political career?
- Why do you think some people viewed Pauline Hanson as a political icon while others viewed her as a figure of ridicule?
- How do you think the political views expressed by the One Nation party would have affected Australia's international reputation and relationships with other countries in our region?

Screenshot from **Please explain: election of Pauline Hanson, 1996**, ABC Splash.

Link the class discussion back to the earlier exploration of assimilation and multiculturalism covered in **Sequence 1 – Assimilation and the 'New Australians'**. Ask the class to put forward some of their ideas on how to resolve the problem of creating a unified national identity and promoting social harmony while maintaining and valuing diversity.

Promoting immigration, multiculturalism and anti-racism

The criticism of the government's immigration policies by Blainey and his supporters caused widespread concern amongst the general public and cast doubt on the idea of multiculturalism.

The 'National Agenda for a Multicultural Australia' (1989)

In 1988, the Committee to Advise on Australia's Immigration Policies released a report entitled, **Immigration: a Commitment to Australia**. In the report, the Committee warned that 'the philosophy of multiculturalism is not widely understood, and the uninformed ensuing debate is damaging the cause it seeks to serve'.

In 1989 the Hawke Government released a policy statement called the **National Agenda for a Multicultural Australia**, which addressed a number of the issues that had been raised in the Blainey Debate and the *Immigration: a Commitment to Australia* report.

In the National Agenda the government sought to provide a clear definition of multiculturalism as a policy:

> 'As a necessary response to the reality of Australia's cultural diversity, multicultural policies aim to realise a better Australia characterised by an enhanced degree of social justice and economic efficiency.'

> **Source: What is Multiculturalism?**, National Agenda, Department of Social Services.

Class Discussion

As a class review, critically analyse and discuss selected sections from the **National Agenda for a Multicultural Australia**. Recommended sections include 'What is Multiculturalism?' and 'Why do we need a National Agenda?'

Ask students to identify the three fundamental principles of Australian multicultural policy detailed in the National Agenda (in the section **What is Multiculturalism?**), namely:

- **cultural identity:** the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion
- **social justice:** the right of all Australians to equality of treatment and opportunity and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth
- **economic efficiency:** the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

Discuss with the class how the Agenda aimed to reduce the

CONTENTS

RESOURCES

National Agenda for a Multicultural Australia, Department of Social Services

Immigration: a Commitment to Australia, Making Multicultural Australia

Multiculturalism: a review of Australian policy statements and recent debates in Australia and overseas, Parliamentary Library, Australian Parliament House

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disadvantage and discrimination experienced by migrants.

Explore the section on **'A Better Australia'** and ask students to also consider how the Agenda attempted to address concerns around national unity and values while protecting the rights of migrants to maintain their cultural heritage.

Consider prompting discussion with the following questions:

- What historical shifts in Australian society are described in this section?
- How is the relationship between multiculturalism and Australia's values, customs and beliefs described?
- Explain how the agenda aims to reconcile the tensions between the individual's right to cultural identity and the need for national unity.

The 'National Inquiry into Racial Violence' (1991)

While the National Agenda recognised some of the disadvantage and discrimination experienced by migrant groups, the National Inquiry into Racial Violence went further and explored the issue of violence directed at people from culturally and linguistically diverse backgrounds.

Racist violence is the most serious expression of racism. In 1991, the Race Discrimination Commissioner and Human Rights and Equal Opportunity Commission conducted a National Inquiry into Racial Violence to consider the evidence of racist violence in the Australian community at that time.

TEACHER'S NOTE:

When conducting this part of the unit, consider using the **3-2-1 Bridge approach** to discuss issues of racial violence. In this approach, students are asked to examine their initial responses about a topic and then to review this response after instruction to see how their thinking has developed.

If using this approach, make it clear to students that their initial thinking is not right or wrong, it is just a starting point.

Source Analysis

The aim of this activity is to review, critically analyse and discuss selected sections of the **Report of the National Inquiry into Racist Violence** (1991), using the following student inquiry questions as a guide.

Student inquiry questions

- Why was this Inquiry set up? (See the report preface.)
- What were the aims of the Inquiry?
- What were the key findings and recommendations of the Inquiry?

Guide the introduction about reasons for the Inquiry and its purpose so that meaningful time can be spent on the findings and recommendations.

Of the 18 findings and 67 recommendations, select those that are more relevant to migrants and refugees for the class focus (for example, findings 7–10 and recommendations 49–53).

Initiate small group investigation into the different findings and recommendations.

If looking at the findings, ask students to find evidence to explain each finding. If students are looking at the recommendations, ask them to identify which actors the recommendation is targeted towards (e.g. government authorities, the media, school communities) and offer suggestions on how it could be implemented.

Coordinate report back mini-sessions to maintain focus and collaboration. Create an overview summary on the board and in notebooks.

To conclude, have students identify and explain the overall significance of the Inquiry using questions such as:

- Do the findings seem credible?
- Are the recommendations relevant and useful?
- How was multiculturalism faring at that time?
- What aspects of racism still exist and need attention today?

> **TEACHER'S NOTE:**
> If the **3-2-1 Bridge approach** was used, now ask students, in pairs or small groups to complete another 3-2-1 activity and identify and explain any shifts in their thinking about racial violence. A class discussion could conclude the sequence.

CONTENTS

RESOURCES

Report of the National Inquiry into Racist Violence, Making Multicultural Australia

3-2-1 Bridge approach, Visible Thinking website

Poster Analysis activity

Throughout the 20th century, the Australian government used campaigns, such as the **'Bring out a Briton'** scheme and the **'£10 Pom Scheme'**, and other forms of advertising, such as posters and leaflets (see **'There's a welcome "down under" for you'**, **'Australia: land of tomorrow'** and **'Australia: A Full Healthy Life'**), to promote their immigration programs (see **Sequence 1 – Push and pull factors**).

More recently, this has also extended to the promotion of policies around multiculturalism and cultural harmony.

Using one or more of the following posters, have students explain the theme of the poster, how the design (images, headings and taglines and style) promotes the theme, and the usefulness and significance of the poster as an historical source.

- **Same Make Different Model**, Harmony Day poster, Department of Immigration and Multicultural Affairs, circa 1998–1999.
- **Harmony Day**, Harmony Day poster, Department of Immigration and Multicultural Affairs, circa 1998–1999.
- **Adam Goodes, Sydney Swans** poster, **Racism. It stops with me** campaign.
- **Australia: Live, Work and Play in Natural Harmony**, Department of Immigration and Ethnic Affairs, circa 1990s
- **Multiculturalism, Our Nation Was Built On It**, Office of Multicultural Affairs, circa 1987–1995.

Pose the question: Historically, how have forms of advertising, such as posters and leaflets, been used to promote immigration programs and policies like multiculturalism and anti-racism?
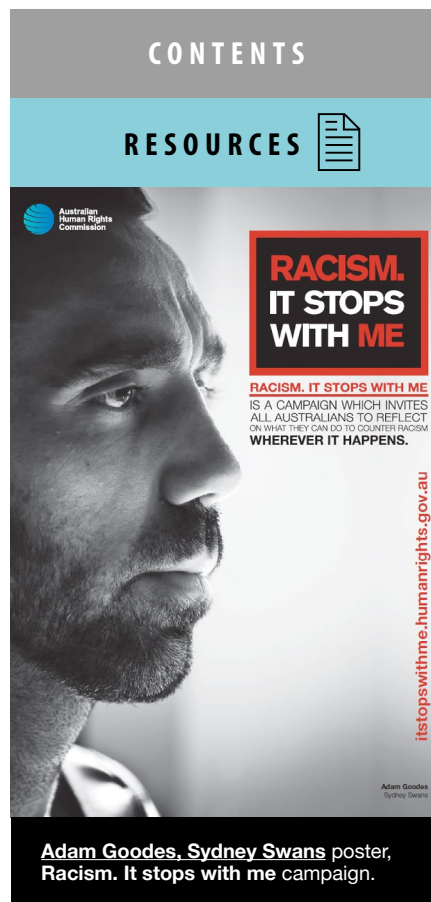
Assessment for Sequence 3

Posters and information documents analysis

Ask students to use information from primary and secondary sources covered in this sequence and from their own investigations to explain how posters and information documents have been used to promote immigration programs, and policies like multiculturalism and anti-racism since World War II.

Instruct students to include in their explanation an evaluation of how effective these methods have been.

Achievement standards

Students should be assessed on their ability to:

- explain the context for people's actions in the past
- explain the significance of events and developments from a range of perspectives
- analyse and draw conclusions about their usefulness as sources, taking into account their origin, purpose, and context
- develop texts, particularly explanations and discussions, incorporating historical argument.

Key Historical Concepts

Sources and evidence, significance.

CONTENTS

RESOURCES

RESOURCES FOR SEQUENCE 3:
Click here for a summary of all the resources used in this sequence.

Sequence 4—Shaping multicultural Australia since 2000

At the beginning of the new millennium, Australia could look back and see major changes in its immigration policy. These changes had ended the White Australia Policy and created a more culturally diverse society.

Despite this trend towards becoming a more multicultural society, Australia still faced a number of challenges relating to immigration. These included balancing the use of immigration for economic growth while maintaining social cohesion and harmony; and fulfilling international human rights obligations relating to migrants and refugees while dealing with public concerns about cultural identity and economic security.

These challenges are evidenced by ongoing government and community concerns around asylum seekers and border protection and outbreaks of community violence towards ethnic minorities.

This sequence features two case studies that highlight some of the ongoing challenges relating to immigration and multiculturalism in Australia.

In this teaching and learning sequence students will focus on:

- **An overview of Australia's immigration program**
- **Key human rights issues relating to refugees and asylum seekers**
- **Case Study 1: major events in Australia's refugee and asylum-seeker intake since 2001**
- **Case Study 2: the Cronulla riots in 2005**

Overview of Australia's immigration program

The first case study in this sequence will feature an examination of key events in Australia's refugee and asylum-seeker intake since 2001.

Provide students with a background on this topic by exploring the following overview of Australia's migration and humanitarian programmes and investigate the key terms: 'asylum-seeker', 'refugee' and 'migrants'.

Explain to students that Australia's permanent immigration programme has two main components:

- The Migration Programme, which is comprised of skill stream migrants (employer-sponsored migrants, general skilled migrants and business migrants), family stream migrants (migrants who are sponsored by family members) and special eligibility migrants (such as former permanent residents).
- The Humanitarian Programme, which is comprised of refugees and others in humanitarian need. This programme is responsible for the processing of asylum applications.

Australia's Migration Programme

As we have seen in the previous sequences, immigration has historically been used by governments as a way of meeting Australia's economic and social needs.

Every year the government makes a decision on the levels and types of immigration into Australia for the following year. This is a complex process that takes into account economic and labour conditions; considerations of community view; and internal and external research and modelling.

The example of the Blainey Debate explored in **Sequence 3** illustrates how social and political pressures can also have an influence on shaping Australia's immigration policies.

Exploring the statistics

To assist students in gaining a clearer picture of immigration trends to Australia, ask the class to explore the **Country of Birth** topic on the ABC Splash website Choose Your Own Statistics. The Country of Birth topic contains an infographic and two interactive graphs that provide information about historical trends in immigration to Australia.
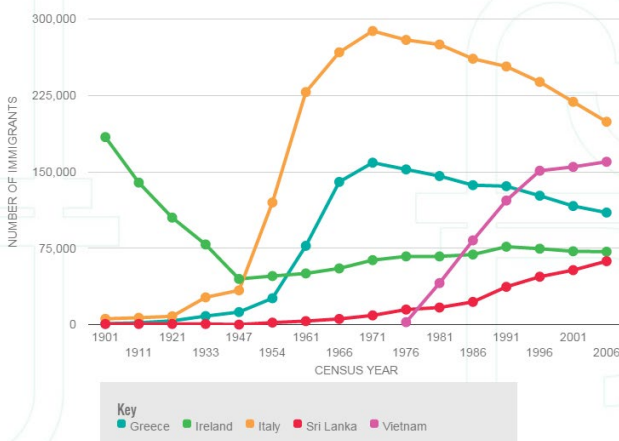
Example of an interactive graph from the Choose Your Own Statistics **Country of Birth** topic.

You may also wish to show students this infographic created by the Department of Immigration and Border Protection, illustrating key facts about the 2014-2015 Migration Programme and historical migration trends.

Source: <u>Migration to Australia 2014-15</u>, Department of Immigration and Border Protection.
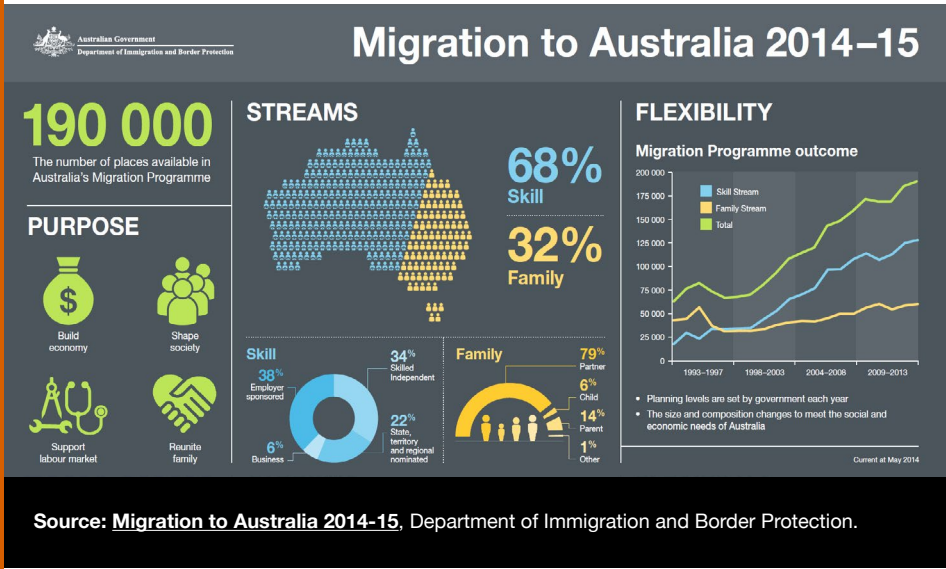
Australia's Humanitarian Programme

Australia's Humanitarian Programme is divided into two areas:

Onshore protection: This area of the Humanitarian Programme is responsible for handling asylum seeker applications from people who have already arrived in Australia. Those people whose applications are accepted are formally recognised as refugees.

Offering protection to asylum seekers who are found to be refugees is part of Australia's international human rights obligations, as set out in United Nations Convention relating to the Status of Refugees (commonly known as the Refugee Convention).

Offshore resettlement: Another way in which Australia fulfils its responsibilities under the United Nations Refugee Convention is through its offshore resettlement program. Through this program Australia accepts people from other countries who have already been formally recognised by the Office of the United Nations High Commissioner for Refugees (the UN Refugee Agency, also known as the UNHCR) to be refugees and others who are also in need of special protection, and provides them with a new home in Australia.

Provide students with an understanding of where refugees and asylum seekers typically come from and where they go through an exploration of the **Refugees and Asylum Seekers** topic on the Choose Your Own Statistics website.

Excerpt from the **Refugees and Asylum Seekers** infographic, Choose Your Own Statistics, ABC Splash.

Activity: Who are asylum seekers, refugees and migrants?

Ensure that students have a clear understanding of the key terms used in this part of the sequence by dividing the class into three groups and asking each group to investigate one of the following the terms: 'asylum seeker', 'refugee' or 'migrant'.

Ask each group to research and discuss their allocated term and then compose a 2-3 sentence definition which includes the key features of the group prescribed.

Use the following guides as starting points for class work:

- **Asylum seekers and refugees guide**, Australian Human Rights Commission
- **Asylum Seekers, Refugees and Migrants Fact Sheet**, Racism. No Way
- **Frequently Asked Questions guide**, Refugee Council Australia

Instruct each group to write their definition on the board and explain the key features to the rest of the class.

Then as a class, discuss the following questions:

- What do these three groups of people have in common?
- What are the main differences between each group?
- What is meant by the term 'illegal immigrants'?
- Does Australia have an obligation to help each of these groups?

TEACHER'S NOTE:
In exploring the issues around asylum seekers and refugees, encourage students to make the distinction between popular perception and reality.

CONTENTS

RESOURCES

Asylum seekers and refugees guide, Australian Human Rights Commission

Asylum Seekers, Refugees and Migrants Fact Sheet, Racism. No Way

Frequently Asked Questions guide, Refugee Council Australia

Provide students with information from the following resources which offer useful facts and debunk some popular myths about refugees and asylum seekers:

- **Face the Facts: Refugees and Asylum Seekers**, Australian Human Rights Commission
- **Refugee Fact Sheet**, Amnesty International Australia
- **Myths about refugees and asylum seekers: Quick mythbuster**, Refugee Council of Australia

Key Human Rights Issues relating to refugees and asylum seekers

International law states that every person has the right to live free from persecution, or from the fear of persecution. When governments fail to protect these rights, people have the right to move to a country that will protect them. This is the right to asylum.

This section provides a detailed analysis of the human rights that are affected by Australian Government policies relating to refugees and asylum seekers.

Begin by providing students with the **Key human rights obligations Resource Sheet**. This should be referred to throughout this sequence to analyse how changes in policy have impacted on the human rights of refugees and asylum seekers.

As you progress through this sequence ask students to consider the human rights of asylum seekers who come to Australia and whether these are being fulfilled. Prompt students to think about which human rights are being restricted and for what reasons.

Explaining mandatory detention

The controversial mandatory detention policy was implemented by the Keating Labor government in 1992, and has been maintained by subsequent governments.

The policy of mandatory detention requires that people who are not Australian citizens and do not hold a valid visa must be detained. A person in immigration detention must either be given legal permission to remain in Australia or they will be removed.

CONTENTS

RESOURCES

Face the Facts: Refugees and Asylum Seekers, Australian Human Rights Commission

Refugee Fact Sheet, Amnesty International Australia

Myths about refugees and asylum seekers: Quick mythbuster, Refugee Council of Australia

RESOURCE SHEET: Key human rights obligations

In the case of asylum seekers, immigration detention is typically intended to be a way of allowing health, identity and security checks to be carried out on people arriving in the country, for the safety of the community. Mandatory detention in Australia however, goes well beyond this. Asylum seekers who arrive are required to stay in detention well beyond the period of time it takes to gather basic information about an asylum claim, health, identity or security issues. Instead they must stay in detention until their asylum claim has been finalised or a bridging visa has been issued.

Australia is the only Western country that mandatorily detains asylum seekers whilst their claims are being heard.

Explain to students that the reason the policy of mandatory detention is considered controversial is because it is seen as breaching several important human rights. In particular, the issue of keeping children in closed detention is seen as a serious breach of children's human rights.

Research Activity: Children in detention

The issue of children in detention is an ongoing challenge for the Australian government.

Ask students to conduct an investigation into this issue. While researching this topic prompt students to consider how Australia's asylum seeker policies impact on the human rights of children (for example, the negative psychological and physical health impacts of prolonged detention).

Student could use the following resources as a starting point:

- **Children in detention** – ABC Fact check, this short video explores whether Australia is in breach of international law on this issue. (Note that the discussion of children in detention starts at 2 minutes 18 seconds.)
- **A last resort? National Inquiry into Children in Immigration Detention**, the Australian Human Rights Commission.

Students should also refer to the **Key human rights obligations Resource Sheet** for some ideas. Point out to students that as well as the rights granted to asylum seekers and refugees under the Refugee Convention, children and young people are also guaranteed particular rights under the United Nations Convention on the Rights of the Child. Ask students to summarise their findings in a one page report.

To conclude this section on the human rights of refugees and asylum seekers pose the following questions:

- Which human rights might be affected by the policies of mandatory detention and detaining children? Why?
- How does Australia's treatment of asylum seekers match up to its international human rights obligations?

Case study 1: Major events in Australia's refugee and asylum-seeker intake since 2001

Refugees make up a very small proportion of Australia's overall migration intake, and Australia's refugee intake is likewise very small compared to that of other countries. The infographic below highlights how Australia's refugee intake compares with the rest of the world.

Nevertheless, refugees and asylum-seekers – particularly those who arrive by boat – continue to attract a great deal of attention from government, the media, and the general community.

Source: Refugees Worldwide 2013, **Asylum Seeker Resource Centre**. Based on 2013 UNHCR data.
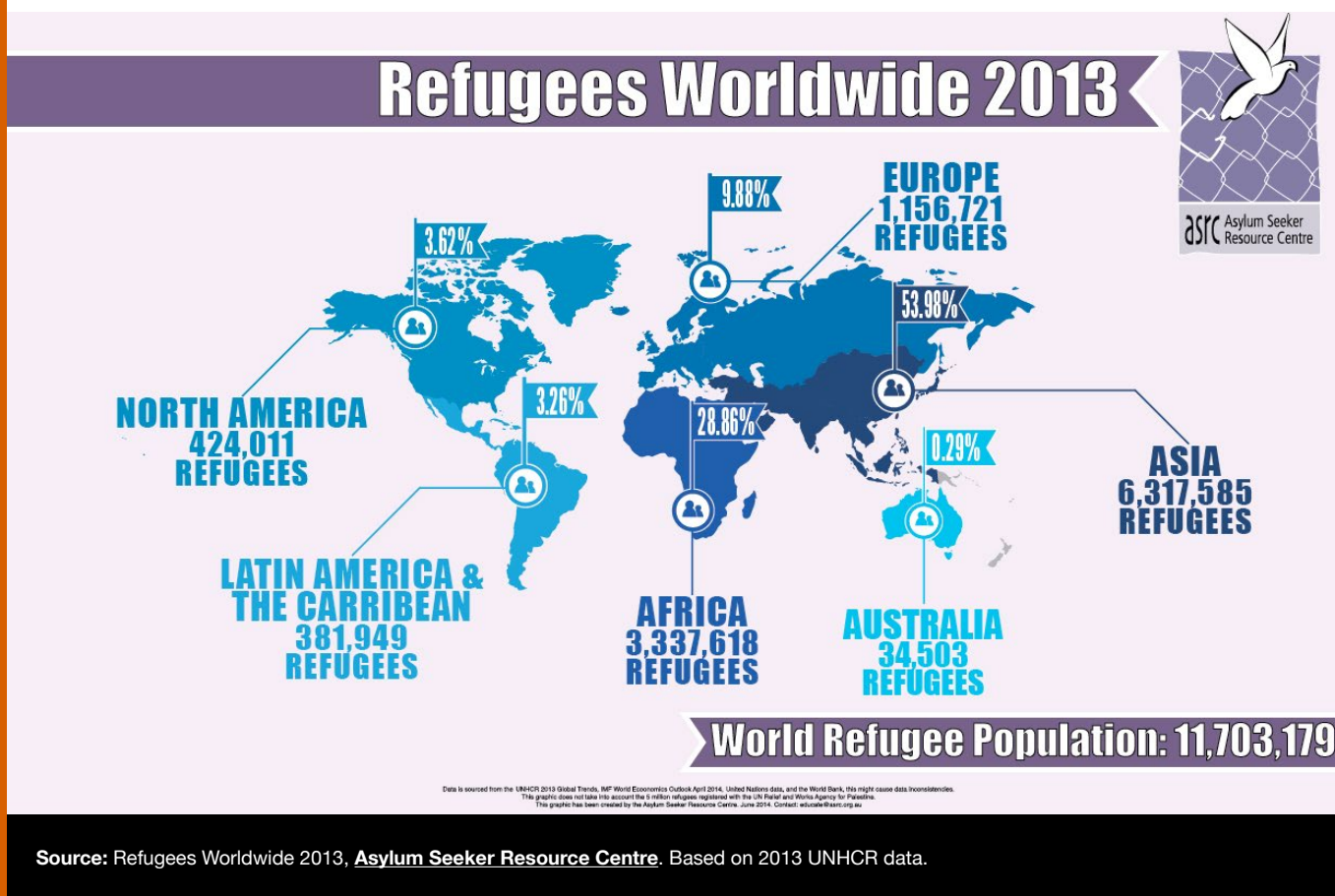
The following three events illustrate Australia's evolving response to refugees and asylum seekers and provide background to current policies.

1. The Tampa incident (2001)

In August 2001, a small fishing boat called the Palapa I became stranded in international waters close to Indonesia and the Australian territory of Christmas Island. On board this small boat were 438 asylum seekers who were travelling to Australia to seek protection as refugees. The resulting rescue by Norwegian cargo ship MV Tampa became an international incident and had a lasting impact on Australia's immigration policy for years to come.

Overview Activity

Instruct students to use the following sources and their own research to outline the Tampa incident and its implications for asylum seekers arriving in Australia:

- **80 days that changed our lives – The Tampa** — ABC, this website includes an ABC television report which compares the Tampa incident with previous 'boat people' arrivals and explores the reason why the Tampa incident became categorised as a national security issue.
- **How Tampa became a turning point** — Amnesty International Australia, this essay by Year 8 student Katharine Gentry won the Victorian National History Challenge.

Next ask students to explore some of the different perspectives on the Tampa incident by looking at some of the resources available on the Sydney Morning Herald web page **The Tampa Affair – 10 Years on**.

An additional **photo gallery** from the Sydney Morning Herald contains a slideshow of 30 images which can also be used as supplementary sources of analysis.

Drawing on these resources, ask students to work in pairs or small groups to describe and explain some of the different perspectives on the Tampa incident.

CONTENTS

RESOURCES

Tampa enters Australian waters with 433 asylum seekers on board, 80 days that changed our lives, ABC

How Tampa became a turning point by Katharine Gentry – Amnesty International Australia

The Tampa Affair – 10 Years on, the Sydney Morning Herald

Tampa photo gallery, the Sydney Morning Herald

2. Christmas Island incident (2010)

Asylum seekers aboard Suspected Irregular Entry Vessel (SIEV 221) off Christmas Island in December 2010. Fifty people lost their lives when the vessel sank after being driven into cliffs. **WA Coroner**.

The Tampa incident wasn't the only instance of 'boat people' arriving in Australia which had a widespread political and social impact.

In December 2010, 50 lives were lost when a small boat carrying asylum seekers sank off the coast of Christmas Island. This tragedy captured international attention and reminded many of the desperate lengths people seeking protection from persecution would go to in order to gain refugee status.

Overview Activity

Ask the class: Where is Christmas Island? Why would asylum seekers be heading for Christmas Island?

Have students read the **BBC News report** on the asylum seekers boat wreck at Christmas Island and view the video of eyewitness accounts and images.

You may also wish to show students a **brief video from SBS News** that outlines some of other the major asylum seeker boat accidents that have occurred.

Explain to students that incidents of asylum seekers drowning at sea prompted extensive social and political debate about how to stop this tragedy from occurring.

A series of political initiatives attempted to prevent people from undertaking the dangerous journey in the first place by making it increasing difficult to attain protection as a refugee if you arrived in Australia by boat. The next section of this sequence considers some of these initiatives.

3. Expert Panel on Asylum Seekers (2012)

On 28 June 2012, the Prime Minister and the Minister for Immigration and Citizenship announced the creation of an Expert Panel on Asylum Seekers to provide advice and recommendations to the Government on policy options available to prevent asylum seekers from travelling to Australia by boat.

In summarising their Panel's recommendations, panel member Professor L'Estrange stated that the Panel believed Australian policy settings and regional arrangements needed to be adjusted.

> "It is the Panel's view that the balance of risk and incentive must be shifted in favour of regular migration pathways and established international protections, and against dangerous maritime migration. We also believe that a 'no advantage' principle should apply whereby irregular migrants gain no benefit by choosing to circumvent regular migration mechanisms."

Source: Professor L'Estrange, **Media Release: Report of the Expert Panel on Asylum Seekers**, 13th August 2012.

Refer to the following resources for information on the report:

- **Report of the Expert Panel on Asylum Seekers (Summary of Recommendations)** — Department of Prime Minister and Cabinet, this media release and summary outlines the key recommendations of the report.
- **Analysis of the recommendations of the Expert Panel on Asylum Seekers** — Refugee Council of Australia, contains an analysis of the implications of the report.
- **Expert Panel on Asylum Seekers' Report (2): Changes to Migration Act sideline human rights** — Castan Centre for Human Rights Law, outlines the human rights implications of the report.

Based on the recommendations of the Expert Panel on Asylum Seekers Report, the government passed the Migration Legislation Amendment (Regional Processing and other Measures) Act 2012. The Act amended the Migration Act to allow for the regional processing of asylum seeker claims. This meant that the government was able to send people who applied for asylum in Australia to other countries, namely Papua New Guinea and Nauru, to have their applications processed.

The ultimate outcome of this new legislation was that any person who entered Australia by boat on or after 13 August 2012 and applied for asylum would not be resettled in Australia.

As an overview activity, consider showing students the following episode of Behind the News called **Inside Detention**, which provides a short, student-friendly explanation of offshore detention on Manus Island and Nauru.

CONTENTS

RESOURCES

Report of the Expert Panel on Asylum Seekers (Summary of Recommendations), Department of Prime Minister and Cabinet

Analysis of the recommendations of the Expert Panel on Asylum Seekers, Refugee Council of Australia

Expert Panel on Asylum Seekers' Report (2): Changes to Migration Act sideline human rights, Castan Centre for Human Rights Law

Inside Detention, Behind the News, ABC

Screenshot from **Minister Morrison message to transferees on Nauru and Manus offshore processing centres**, Australian Customs and Border Protection Service.

Advertisement analysis

Access the Government's **Counter People Smuggling Communication** page to view an advertisement and other resources from the Australian Customs and Border Protection Service. Have students discuss the purpose, style and language of the advertisement:

Pose the following questions:

- What is the purpose of the advertisement?
- Who is the advertisement aimed at?
- What are the key messages conveyed in this advertisement?
- Do you think this advertisement would be effective in achieving its aims?

You may also wish to show students the **accompanying video featuring Immigration Minister Scott Morrison** giving a message to asylum seekers who have been transferred to Nauru and Manus offshore processing centres, as a further example of the messages and arguments presented in support of regional processing.

Summative activity

Ask students to consolidate their learning on asylum seekers, refugees and migrants by creating a diagram which identifies and briefly explains the connections between key events and developments in immigration policy from 2000 to today.

This could be a completed as a poster.

Case study 2: The Cronulla Riots (2005)

Large scale social unrest stemming from racial tensions rarely occurs in Australia, owing to the largely harmonious relationships within Australia's multicultural communities.

The Cronulla Riots however are a significant exception and provide an important case study for understanding the causes and consequences of racial tension in Australia and responses to it from government, the media and the general public.

As explored in earlier sequences in the unit, public debate about community tensions arising from migration usually focus on newly-arrived migrants as the source of social disharmony. Interestingly, despite this focus, the Cronulla Riots took place largely between groups of second and third generation Australians.

The article **When two tribes go to war: a culture clash from** *The Age* explores some of the underlying reasons why the groups involved in the riots came into conflict. This could be used as a useful starting point for class discussions.

> **TEACHER'S NOTE:**
> Throughout this case study on the Cronulla Riots you may wish to use the resources **Assigning significance guide** and **Concepts in Practice – Secondary** from the History Teachers' Association of Australia, as a source for additional activities to be done as part of this learning sequence.

Investigating the Cronulla Riots

Begin this section of the sequence with a class discussion. Ask students to talk about any information that they already know about the Cronulla Riots.

Explain to students that the class will be conducting an in-depth case study on the Cronulla Riots and provide students with the **Cronulla Riots overview Resource Sheet** which offers a broad overview of the events that took place.

Next, inform students that the class will be exploring the following key areas of investigation:

- **The origins** of the Cronulla Riots. What were the short-term and long-term causes?
- **The incident**. What were the major events that took place during the riot and what do they reveal about the nature of the Cronulla Riots?

- **The role of the media**. How did media reporting during the riots affect the events that took place? What role and responsibilities does the media have when reporting on this type of incident?
- **The consequences and responses (negative and positive)** of the Cronulla Riots. What were the positive and negative outcomes? E.g. what government and community bridge building initiatives were created as a result of the riots?
- **The significance**. What was the significance of the Cronulla Riots? What do the riots tell us about racism in Australian society?

Origins: The lifesaver incident

The immediate cause of the riot around Cronulla Beach on December 11 and the actions on the nights of December 12 and 13 can be traced back to a dispute on the beach the week before.

Information on the incident's origins can be found in the **Strike Force Neil Report**, the official report of the police response over December 11–13. Written for the NSW Government, the **Strike Force Neil Report** details the events before, during and after the riot.

Remind students that as historians they should constantly have a critical eye on the accuracy, usefulness and reliability of 'official' sources of events as well as media reports when reconstructing events and motivations.

Activity

Using the **Strike Force Neil Report** and a selection of media reports written at the time, ask students to identify the main facts and events that led to the Cronulla Riots. As students name them, ask if these are clear facts, or if they need more information about them. For example, you may wish to draw students' attention to page 8 of the **Strike Force Neil Report** which highlights how media coverage of events leading up to the riots was inaccurate and created greater tension within the community.

For any areas that are identified as needing more information, ask students to follow up with their own research.

CONTENTS

RESOURCES

Strike Force Neil Report, NSW Police Force

Picture from Cronulla Riots – Sydney, Australia. 11 December 2005. Picture taken by **Warren Hudson**. Licensed under Creative Commons Attribution.

The Role of the Media

In the week leading up to the incident, both mainstream and social media had a significant influence on what happened on December 11 and the evenings of 12 and 13.

Provide students with the **Role of the Media Resource Sheet** which contains a series of excerpts from secondary sources exploring the impact of the media on the lead up to the day.

Students could also refer to the following:

- **The Cronulla riots – the sequence of events**, Reporting Diversity. A critical analysis of the media reporting of the Cronulla Riots in *The Australian*, *Daily Telegraph* and *Sydney Morning Herald*.
- **Talkback Radio: an emotional homeland and heartland** by Jacqi Ewart, Reporting Diversity — this report touches on the Cronulla Riots and the positive role of the Arabic community radio station. Material in pages 8, 75 and 80 specifically reference the incident.
- **'Let's take back our beaches'**, Sydney Morning Herald article from December 10, 2005.
- **Strike Force Neil Report**, NSW Police Force — See page 9: 'Text messages transmitted on mobile telephones over the following days promoted a racially motivated confrontation at North Cronulla Beach on the 11th December. Investigations reveal that over 270,000 individual text messages were transmitted'.

Class discussion: Analysing the role of the media

After students have read through the **Role of the Media Resource Sheet** and other relevant sources, refer students back to the findings of the **National Inquiry into Racist Violence** discussed in **Sequence 3**.

In particular, direct students to recommendations 46–52 in the Inquiry which outline suggested improvements to media reporting as a way of combating racial violence.

For example:

- Recommendation 46: That the media strive for more balance in the reporting of race related issues and avoid sensationalist coverage of these issues.
- Recommendation 48: That media organisations establish clear policies or guidelines for the reporting of incidents of racist violence which encourage sensitivity to the potential impact of such reporting.

Pose the following questions to the class:

- To what extent did the media reporting of the Cronulla Riots meet the guidelines outlined in recommendations 46 and 48 of the National Inquiry into Racist Violence?
- How was the media involved with the events leading up to and during the Cronulla Riots? What were some of the consequences of this involvement?
- How did media portrayals of the events in Cronulla shape public perceptions of the riots?

Screenshot from **Riot and Revenge**, ABC Four Corners.

CONTENTS

RESOURCES

RESOURCE SHEET:
Role of the Media

National Inquiry into Racist Violence, Making Multicultural Australia

The Incident on December 11 and the days after

Research Activity

Have students work in groups to piece together the way the day developed, from the beach protest rally to Cronulla railway station and the shopping area. Have students consider evidence of racism and violence, and the role of police and ambulance crew.

Students can refer to the following sources as a starting point:

- **Mob violence envelops Cronulla**, The Sydney Morning Herald, December 11, 2005.
- **Strike Force Neil Report**, NSW Police Force — pages 38–44.
- **Riot and Revenge**, ABC Four Corners. (Please note: this video runs for 45 minutes. You may wish to only show selected excerpts.)

Consequences of the Cronulla Riots

The Cronulla Riots had immediate consequences and a longer-term impact for Cronulla and the Sydney community. It highlighted racial and ethnic issues, community disunity and law and order issues.

Class Discussion

Using the article **'A Nation's line in the sand'** from the *Sydney Morning Herald*, ask students explore the positive and negative consequences that came out of the Cronulla Riots.

This article covers many of the positive community bridging initiatives that arose from the incidents in Cronulla in 2005, such as community members from Cronulla and the surrounding Sutherland Shire volunteering to teach Arabic women to speak English, and young Muslims becoming become surf lifesavers, as part of the federally funded **On the Same Wave** project.

Ask students to analyse the significance of the **On the Same Wave** program, a joint government and Lifesaving Australia initiative to encourage better relationships and understanding between young people from culturally and linguistically diverse (CALD) backgrounds and the broader community.

Picture from Cronulla Riots – Sydney, Australia. 11 December 2005. Picture taken by **Warren Hudson**. Licensed under Creative Commons Attribution.

Significance of the Cronulla Riots

Ask students to examine some of the following sources and others of their own selection to identify some of the different perspectives on the motivations and significance of the Cronulla Riots:

- **'Making sense of a black day'**, The Age, 13 December 2005
- **80 days that Changed Our Lives – Cronulla Riots**, ABC
- **'Cronulla Five Years on'** The Monthly, 2010

Based on the information gathered from their investigations ask students to answer the following questions:

- What do the Cronulla Riots tell us about Australian society in 2005?
- What part did racism play in the lead up and events at Cronulla in 2005?
- What do the Cronulla Riots reveal about racism in Australian society?

Summative activity

To conclude this case study, ask students to write a short essay, explaining the historical significance of the Cronulla Riots. In their essay, students should draw on evidence from primary and secondary sources to explain why the Cronulla Riots were significant at the time they took place and how the riots are relevant to Australian society today.

Assessment for Sequence 4

There are two assessment tasks for Sequence 4 that corresponds to the two sections covered in this sequence: refugees and asylum seekers; and the Cronulla Riots.

Refugees and Asylum Seekers: An Australian humanitarian program submission (class activity)

TEACHER'S NOTE:
This is intended as an **in-school project**. You will need to check school and State/Territory education authority protocols if the intention is to submit to Department of Immigration and Border Protection consultation process.

In this assessment task, students develop a submission to the Department of Immigration and Border Protection. In this task students should demonstrate their understanding of the key features of Australia's humanitarian program and the criteria which potential humanitarian migrants must meet in order to be accepted into Australia.

Explain to students that each year, the Australian Government invites members of the public to contribute their views to be taken into consideration in the planning of the following year's Humanitarian Programme.

Read to students the premise for the humanitarian program:

> 'The Australian Government is committed to a fair and flexible Humanitarian Program. Australia's Humanitarian Program must be able to respond to world events, to focus on the resettlement of those persons most in humanitarian need, to enhance Australia's international standing but most importantly, be one in which the Australian community has confidence.'
>
> Source: **Australia's Humanitarian Programme: 2014–15 Consultations**, Department of Immigration and Border Protection.

Have students read and analyse the following website, **Australia's Humanitarian Programme: 2014–15 Consultations**.

This website provides information on the public consultation process for the 2014–15 Australian Humanitarian program and will provide a basis for the investigation and task.

Divide students into three main groups and assign each group one of the following areas for research:

- **Offshore resettlement** – the resettlement of overseas refugees referred to the Australian Government by the UNHCR

- **Onshore protection** – the processing of asylum seeker applications within Australia through immigration detention facilities and community detention

- **Regional processing** – the processing of asylum seekers who initially arrived in Australia, in immigration detention facilities in Nauru and Papua New Guinea.

Some key resources that will assist students in their research include:

- the **government's quarterly asylum statistics**, which contain information on asylum seekers and onshore processing
- the annual reports from the Department of Immigration and Border Protection on Australia's Offshore Humanitarian Programme (see the **report for 2012-2013**)
- the government information paper on **Australia's Humanitarian Program 2014-15 and beyond**

After conducting their research, each group should give a presentation to the rest of the class on their assigned topic. In their presentation, groups should:

- provide some historical background on this assigned area
- make three recommendations for the upcoming year's Humanitarian Programme
- provide examples of historical evidence to support and justify their recommendations

Finally, as a class discuss and decide on the content for the class submission using the information presented by each group. Guide the concluding class discussion and decision-making process to ensure that students include historical arguments based on evidence to justify their suggestions in the submission.

Achievement standards

Students should be assessed on their ability to:

- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions

CONTENTS

RESOURCES

Asylum Statistics – Australia, Quarterly Tables, Department of Immigration and Border Protection

Australia's Offshore Humanitarian Program: 2012-13, Department of Immigration and Border Protection

Australia's Humanitarian Program 2014-15 and beyond, Department of Immigration and Border Protection

- develop texts, particularly explanations and discussions, incorporating historical argument
- develop and justify their interpretation of the past.

Key Historical Concepts

Empathy, continuity and change, perspective.

The Cronulla Riots: Informative Text task

In the task for this topic, students evaluate the causes and consequences of the Cronulla Riots, and present their findings in a newspaper report or ICT presentation.

Ask students to conduct an investigation into the causes and consequences of the Cronulla Riots using the sources covered earlier in this sequence and their own research.

In their investigation students should explore the role of racism as an underlying motivation for the riots and positive initiatives taken after the riots to promote greater community harmony.

Students can choose one of the following methods to present their investigation:

- A two-part newspaper report in appropriate format, or
- An ICT presentation such as a **digital story** or radio presentation.

Achievement standards

Students should be assessed on their ability to:

- analyse the causes and effects of events and developments and explain their relative importance
- explain the context for people's actions in the past
- explain the significance of events and developments from a range of perspectives
- explain different interpretations of the past and recognise the evidence used to support these interpretations
- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
- analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context
- develop and justify their own interpretations about the past.

Key Historical Concepts:

Cause and effect, contestability, significance, perspectives.

CONTENTS

RESOURCES

Digital Storytelling, Edtechteacher website

RESOURCES FOR SEQUENCE 4:

Click here for a summary of all the resources used in this sequence.

Resources

Resources for The Globalising World: Changing policies and Australian identity

The following resources have been used in the development of this unit for History Year 10.

Introduction

- **Key history concepts**, Australian History Teachers' Association
- **Program Planner**
- **Dos and don'ts when teaching about cultural differences**, **Civics and Citizenship Education**
- **The Impact of Racism upon the Health and Wellbeing of Young Australians**, the Foundation for Young Australians

Sequence 1—Migration experiences: Post-War to the 1970s

The White Australia Policy

- **Fact Sheet 1 – Immigration: The Background, Part One**, Department of Immigration and Border Protection
- **'Here Now/There Then'**, Visible Thinking
- **'White Australia Policy'**, Immigration Nation series, SBS
- **'Fact Sheet: The White Australia Policy'**, 'Racism. No Way!' website
- **'The White Australia Policy'** digibook, ABC Splash
- **A legacy of White Australia: Records about Chinese Australians**, National Archives of Australia
- **White Australia game**, National Archives of Australia

The Immigration Restriction Act 1901

- **Immigration Restriction Act 1901**, Documenting Democracy
- **The Immigration Restriction Act**, Difference Differently website
- **'Piebald Possibilities. A Little Australian Christmas Party of the Future'**, Immigration Museum, Victoria
- **'The Mongolian Octopus—his grip on Australia'** in Within China's Orbit? China through the eyes of the Australian Parliament: Chapter One, Parliamentary Library, Parliament of Australia.
- **'Immigration Restriction Act 1901 (Cth)'**, Documenting Democracy, Museum of Australian Democracy
- **Immigration Restriction Act**, Museum Victoria
- **Kisch, Egon Erwin (1885–1948)**, Australian Dictionary of Biography
- Cartoon by Oslo Davis, **Museum Victoria**
- **Dictation test**, Difference Differently
- **An example of the types of passages used in the dictation test**, National Archives of Australia

The notion of 'populate or perish'

- **Admission Impossible**, Film Australia
- **Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946, Vol. 189 Excerpts**, Making Multicultural Australia

Post-World War II migration to Australia

- **Asylum seekers and refugees guide**, Australian Human Rights Commission
- **'What is the difference between migrants and refugees?'**, Refugee Council of Australia
- **Asylum Seekers, Refugees and Migrants Fact Sheet**, Racism. No Way.
- **'Migration and the Refugee'** by the Australian Army Education Service, Museum Victoria
- **'Reasons for Migration'**, Difference Differently
- **There's a welcome "down under" for you**, P&O Heritage website
- **Australia: land of tomorrow**, Museum Victoria
- **Australia: A Full Healthy Life**, Migration Museum
- **The Southern Cross, the call of the stars to British Men & Women**, National Archives of Australia
- **Stories from our collection**, National Maritime Museum
- **Immigration timeline**, Museum Victoria

Assimilation and the 'New Australians'

- **'Discuss It' Lesson**, Harmony Day website
- **The changing face of modern Australia – 1950s to 1970s**, Australian Government
- **Spaghetti in 1950s Sydney suburbs**, ABC Splash
- **Struggling to survive, Aussie Italians 1950s**, ABC Splash
- **History, diversity and Australian culture and identity**, ABC Splash
- **Identity: Yours, Mine, Ours**, Immigration Museum

CONTENTS

RETURN TO SEQUENCE 1

Sequence 2—Dismantling the White Australia Policy: The 1970s

The Racial Discrimination Act 1975

- **Immigration Nation**, SBS
- **End of the White Australia Policy**, '80 days that changed our lives', ABC
- **Racial Discrimination Act Resource Sheet**
- **International Convention on the Elimination of All Forms of Racial Discrimination (CERD)**, the United Nations Office of the High Commissioner for Human Rights
- **Know your rights: Racial discrimination and vilification**, Australian Human Rights Commission
- **Racial Discrimination Act (1975) Fact Sheet** provided by **Racism. No Way**
- **What does the law say?**, Racism. It Stops With Me

Indo-Chinese migration experiences

- **Timeline: Vietnamese immigration to Australia**, ABC News
- **Once Upon a Time in Cabramatta, SBS**
- **Immigration and Population History of Selected Countries of Birth**, Department of Immigration and Border Protection
- **Guide to Prezi** website
- **Vietnamese boat people, Darwin, November 1977**, National Library of Australia
- *The Vietnamese Boat People, 1954 and 1975–1992*, Nghia M Vo
- **Anniversary of the first boat marked**, SBS News
- **Newspaper templates for Word** website
- **Google newspaper templates** website
- **A remarkable journey**, University of Adelaide magazine *Lumen*
- **Hieu Van Le case study Resource Sheet**
- **'Annual address on immigration and citizenship'** PDF, Department of Immigration and Border Protection
- **Leaving Cambodia** website
- **Dàn tre musical instrument** webpage, National Museum of Australia

Australia as a multicultural society

- **Australia's Multicultural Society**, Making Multicultural Australia
- **'Australia as a Multicultural Society'**, Making Multicultural Australia
- **Harmony Day** website

The new humanitarian program

- **East Timorese refugees arrive in Darwin** (1975). National Archives Australia, A6180, 18/8/75/23.

Sequence 3—Multiculturalism and immigration in the 1980s and 1990s

The Blainey Debate (1984)

- **'Statement by the Prime Minister, the Right Honourable Malcolm Fraser, April 1978'**, Making Multicultural Australia
- **'Is diversity a danger to the nation?'**, Making Multicultural Australia website
- **Forum episode 1 recap**, Immigration Nation, SBS
- **Multiculturalism: a review of Australian policy statements and recent debates in Australia and overseas**, Parliamentary Library, Parliament of Australia
- 'Blainey's speech still proves to be the fuel of much fiery debate' **The Standard**, 2008
- **Mick Young speaks about decisions and problems with immigration**, Making Multicultural Australia
- **Commonwealth Parliamentary debate: The Immigration Minister on Professor Blainey**, Making Multicultural Australia
- **Pauline Hanson's 1996 maiden speech**, Identity: Yours, Mine, Ours, Immigration Museum
- **Please explain: election of Pauline Hanson, 1996**, ABC Splash

Promoting immigration, multiculturalism and anti-racism

- **National Agenda for a Multicultural Australia**, Department of Social Services
- **Immigration: a Commitment to Australia**, Making Multicultural Australia
- **Multiculturalism: a review of Australian policy statements and recent debates in Australia and overseas**, Parliamentary Library, Australian Parliament House
- **Report of the National Inquiry into Racist Violence**, Making Multicultural Australia
- **3-2-1 Bridge approach**, Visible Thinking website
- **Same Make Different Model**, Museum Victoria
- **Harmony Day**, Museum Victoria
- **Adam Goodes, Sydney Swans** poster, **Racism. It stops with me** campaign
- **Australia: Live, Work and Play in Natural Harmony**, Museum Victoria
- **Multiculturalism, Our Nation Was Built On It**, Museum Victoria

Sequence 4—Shaping multicultural Australia since 2000

An overview of Australia's immigration program

- **Country of Birth**, Choose Your Own Statistics, ABC Splash
- **Asylum seekers and refugees guide**, Australian Human Rights
- **Asylum Seekers, Refugees and Migrants Fact Sheet**, Racism. No Way
- **Refugees and Asylum Seekers**, Choose Your Own Statistics, ABC Splash
- **Frequently Asked Questions guide**, Refugee Council Australia

Key human rights issues relating to refugees and asylum seekers

- **Key human rights obligations Resource Sheet**
- **Children in detention** – ABC Fact check
- **A last resort? National Inquiry into Children in Immigration Detention**, Australian Human Rights Commission

Case Study 1: major events in Australia's refugee and asylum-seeker intake since 2001

- Refugees Worldwide 2013, **Asylum Seeker Resource Centre**
- **Tampa enters Australian waters with 433 asylum seekers on board**, 80 days that changed our lives, ABC
- **How Tampa became a turning point** by Katharine Gentry – Amnesty International Australia
- **The Tampa Affair – 10 Years on**, the Sydney Morning Herald
- **Tampa photo gallery**, the Sydney Morning Herald
- **Christmas Island shipwreck kills asylum seekers**, BBC News
- **Timeline: Major asylum boat accidents**, SBS News
- **Report of the Expert Panel on Asylum Seekers (Summary of Recommendations)**, Department of Prime Minister and Cabinet
- **Analysis of the recommendations of the Expert Panel on Asylum Seekers**, Refugee Council of Australia
- **Expert Panel on Asylum Seekers' Report (2): Changes to Migration Act sideline human rights**, Castan Centre for Human Rights Law
- **Inside Detention**, Behind the News, ABC
- **Counter People Smuggling Communication**, Australian Customs and Border Protection Service
- **Minister Morrison message to transferees on Nauru/Manus processing centres**, Australian Customs and Border Protection Service

Case Study 2: the Cronulla riots in 2005

- **Assigning significance guide**, History Teachers' Association of Australia
- **Concepts in Practice – Secondary**, History Teachers' Association of Australia
- **When two tribes go to war: a culture clash**, The Age
- **Strike Force Neil Report**, NSW Police Force
- **Role of the Media Resource Sheet**
- **The Cronulla riots – the sequence of events**, Reporting Diversity
- **Talkback Radio: an emotional homeland and heartland** by Jacqi Ewart, Reporting Diversity
- **'Let's take back our beaches'**, *Sydney Morning Herald*
- **Strike Force Neil Report**, NSW Police Force

- **National Inquiry into Racist Violence**, Making Multicultural Australia
- **Mob violence envelops Cronulla**, The Sydney Morning Herald
- **Strike Force Neil Report**, NSW Police Force
- **Riot and Revenge**, ABC Four Corners
- **On the Same Wave** website
- **'A Nation's line in the sand'**, the *Sydney Morning Herald*
- **'Making sense of a black day'**, *The Age*
- **Communities clash violently at Cronulla**, 80 days that Changed Our Lives, ABC
- **'Cronulla Five Years on'**, *The Monthly*

Assessment Tasks

- **Australia's Humanitarian Programme: 2014–15 Consultations**, Department of Immigration and Border Protection
- **Asylum Statistics – Australia, Quarterly Tables**, Department of Immigration and Border Protection
- **Australia's Offshore Humanitarian Program: 2012–13**, Department of Immigration and Border Protection
- **Australia's Humanitarian Program 2014–15 and beyond**, Department of Immigration and Border Protection
- **Digital Storytelling**, Edtechteacher website

Program Planner

Select content, outcomes and suggested sequence activities based on resources in this Unit and create your own teaching and learning program.

Name of unit	Stage	Hours	Sequences

Unit summary

RightsED
Human rights education
resources for teachers

Achievement standards

Historical concepts

Content and teaching and learning sequence activities

Resources

Sequence 2 Resource Sheet:
The Racial Discrimination Act

The Racial Discrimination Act (RDA) was the first anti-discrimination and human rights legislation passed by the Commonwealth Parliament. It addressed a major gap in Australian law. Prior to the RDA's passage, there were few effective remedies against discrimination based on race.

The impact of the RDA has been significant. In the time that has elapsed since 1975, all states and territories have enacted anti-discrimination legislation. The Commonwealth Parliament has also enacted legislation concerning sex discrimination, disability discrimination and age discrimination. It was through a number of High Court cases involving the RDA that it has been established that domestic laws could be considered constitutionally valid under the external affairs power.

The RDA embodies Australia's commitment as a signatory to the International Convention on the Elimination of All Forms of Racial Discrimination (CERD). Adopted by the international community in 1966, CERD reflected the heightened global concern about racial discrimination and its consequences. The Holocaust, the advent of apartheid in South Africa, the emergence of the civil rights movement in the United States – all called for the recognition of racial equality. Speaking in favour of CERD's adoption in 1965, the then President of the UN General Assembly Amintore Fanfani said, "the fight against racial discrimination ... is one of the most urgent and crucial problems that have arisen in the matter of protecting fundamental human rights".

There was also a local urgency to the RDA, though it would take almost a decade between Australia's signature to CERD and domestic legislation. The 1970s saw the formal abolition of the White Australia Policy, and the transition to a multicultural Australian society. Mass immigration meant it was no longer tenable to expect that newcomers could be assimilated into an Australian way of life, at least one defined by ethnic and racial homogeneity.

The RDA was the legislative expression of Australia's new commitment to a multicultural nation. The idea here was that society would be one "in which all components can enjoy freedom to make their own distinctive contribution to the family of the nation". That all citizens, regardless of their background, would always be proud to declare, perhaps with different accents, "I am an Australian".

This information is an excerpt from a speech given by Race Discrimination Commissioner, Dr Tim Soutphommasane.

The full speech, called 'Legislative innovation and the Racial Discrimination Act' can be found at: **https://www.humanrights.gov.au/news/speeches/legislative-innovation-and-racial-discrimination-act**

Sequence 2 Resource Sheet:
Hieu Van Le case study

Thoughts on cultural heritage

'My personal navigation to Australia had been a combination of dark circumstance, accident, fear, despair, but most of all, of hope.

Like most other migrants and refugees, I arrived on this silver shore with nothing but my invisible suitcase of cultural heritage and dreams. At another time, another place, a traveller such as me might have been greeted with fear or hostility.

But at that time, in this place, I was given the unfettered wish and opportunity to show gratitude. What greeted me was a remarkable generosity of spirit.

Source: Mr Hieu Van Le (AO), **'Annual address on immigration and citizenship'**, Canberra, June 16, 2011, p 6.

Inquiry Questions

- What do you think Hieu Van Le means by his 'invisible suitcase of cultural heritage and dreams'?
- How does Mr Le see Australia's attitude towards refugees in the late 1970s?

Experiences of racism in Australia

'Not long after we settled into the Pennington Migrant Hostel, north of Adelaide, we saw "Asians Out" racist graffiti on the walls of our new neighbourhood.

They claimed that we took their jobs and that our children should not be accepted into their schools.

The record of debate in State and Federal Parliament, in the late 1970s, gives us a hint of the unease felt by some towards Indo-Chinese refugees.

In the Senate, a Minister was forced to reject claims by some unionists that some refugees were "former pimps, brothel keepers and other undesirable people".

In the South Australian Lower House, one MP raised the belief among farmers that the boats posed a "catastrophic disease threat to Australia's sheep and cattle population".

Foot-and-mouth disease, anthrax, and tuberculosis were all in danger of being introduced into Australia, apparently.

A recently released document shows that Federal Cabinet was warned in 1979 that the Indo-Chinese refugee problem "threatens to precipitate a regional crisis of major dimensions".

His Excellency the Honourable Hiếu Văn Lê, Government House South Australia. Public domain image via Wikimedia Commons.

That same memorandum says that "if the refugee problem were to get out of control it would impose very serious strains on the unity and character of Australian society".'

Source: Mr Hieu Van Le (AO), **'Annual address on immigration and citizenship'**, Canberra, June 16, 2011, p 8-9.

Inquiry Questions

- What signs of racism were evident in Le's experiences and how were they expressed?

'Short-term challenges'

'One point of observation in our immigration history is that virtually every large-scale arrival of new migrants has brought short-term challenges and created doubts in the minds of some Australians.

When thousands of Europeans settled here in the 1940s and 1950s, people said that these folk would not fully integrate into society.

These "Balts" and "reffos" and "wogs" and "new Australians" were quite different from the Poms and Scots and Irish, so the story went.

"I mean, just look at their appearance and strange food, and listen to their funny language!"

When we Vietnamese arrived in the 1970s, some said that these "boat people" were quite different from the post-World War II crowd.

"Yes, those Europeans turned out pretty well, I suppose, but these Indo-Chinese are something else again! I mean, just look at their appearance and strange food, and listen to their funny language!"

Every one of these groups has, in time, made a profound contribution and been accepted – such that their presence becomes completely unremarkable.'

Source: Mr Hieu Van Le (AO), **'Annual address on immigration and citizenship'**, Canberra, June 16, 2011, p 13-14.

Inquiry Questions

- What do you think Hieu Van Le means by 'short-term challenges'?
- What does Hieu Van Le mean by 'their presence becomes completely unremarkable'?
- What point is Hieu Van Le trying to make by comparing the European and Indo-Chinese waves of migration to Australia?

Sequence 4 Worksheet:
Key human rights obligations

Australia's key human rights obligations which are relevant to asylum seekers, refugees and people in immigration detention are set out below.

International Human Rights Treaty	Abbreviation
Convention Relating to the Status of Refugees, as amended by its 1967 Protocol	Refugee Convention
International Covenant on Civil and Political Rights	ICCPR
International Covenant on Economic, Social and Cultural Rights	ICESCR
Convention on the Rights of the Child	CRC
Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	CAT

Human rights obligations	References
People should not be returned to a country where their life or freedom would be threatened (referred to as 'refoulement')	Article 33 Refugee Convention; Articles 6 and 7 ICCPR; Articles 6 and 37 CRC; Articles 3 and 16 CAT
Everyone has the right not to be subjected to arbitrary detention	Article 9(1) ICCPR; Article 37(b) CRC
Children should only be detained as a measure of last resort, and for the shortest appropriate period of time	Article 37(b) CRC
In all actions concerning children, the best interests of the child should be a primary consideration (and in the case of their legal guardian, the primary consideration)	Articles 3(1) and 18(1) CRC

RightsED
Human rights education
resources for teachers

Human rights obligations	References
Anyone who is detained has the right to challenge the legality of their detention in court	Article 9(4) ICCPR; Article 37(d) CRC
All persons who are detained should be treated with humanity and respect for their inherent dignity	Article 10 ICCPR; Article 37(c) CRC
No one should be subjected to torture or to cruel, inhuman or degrading treatment or punishment	Article 7 ICCPR; Articles 2 and 16 CAT; Article 37(a) CRC
Everyone is entitled to respect for their human rights without discrimination	Articles 2(1) and 26 ICCPR; Article 2 CRC; Article 2(2) ICESCR
Asylum seekers should not be penalised for arriving in a country without authorisation	Article 31 Refugee Convention
Everyone has the right to work, and to an adequate standard of living, including food, clothing and housing	Articles 6(1) and 11(1) ICESCR
Everyone is entitled to enjoy the highest attainable standard of mental and physical health	Article 12 ICESCR
Everyone has the right to have their family protected from arbitrary or unlawful interference	Articles 17 and 23 ICCPR; Article 8(1) CRC
Children who are unaccompanied and/or seeking asylum have a right to special protection and assistance	Articles 20 and 22 CRC

Source: Asylum seekers, refugees and human rights snapshot report (2013),
p 21, Australian Human Rights Commission.

Sequence 4 Resource Sheet:
Cronulla Riots overview

'On the infamous afternoon of Sunday 11th December, 2005, on Sydney's Cronulla beach, a crowd of approximately 5000 — mostly White, English-speaking background youths — went on a rampage around the vicinity of the beach, shops and railway station, attacking anyone of 'Middle Eastern Appearance' The day began peacefully enough, as a response to what many saw as the unacceptable behaviour of some Middle Eastern men. An incident the previous weekend had been, it was claimed, the last straw. Several off-duty lifesavers and a group of Lebanese men had come into conflict over the use of space on the beach, resulting in a fight in which the lifesavers were injured. As the Hazzard Report — the review of the policing response to the riots overseen by Norm Hazzard, the then Assistant Commissioner for Counter Terrorism and Public Order Management — suggested, such incidents are not uncommon on beaches amongst young men, even when cultural difference is not involved (Strike Force Neil, 2006: 6). Yet rarely do they lead to large-scale protest or ethnically-defined violence.

Two things happened during the week to transform a nasty but incidental event. On the one hand, mainstream media — in particular talk-back radio and tabloid newspapers - took up the incident, drawing in local, state and federal politicians and other 'moral entrepreneurs' which amplified the sense of panic (Cohen, 1980) and made it into a national debate about crime, ethnicity, violence, multiculturalism and the 'threat to the Australian way of life'. On the other, the 'new media' of text messaging became central to connecting local discontent to wider groups through a campaign of scare-mongering, partly driven by right-wing groups. These messages, calling on 'Aussies' to participate in a 'Leb and wog bashing day', were aired on the 'old media', increasing their reach and the scale of the problem. The Hazzard Report concluded that, given the unremarkable nature of the original skirmish, it was the role of the media, and especially the exaggerated and distorted reportage promoted by some radio and newspaper commentators, that resulted in the scale of the riots (Strike Force Neil, 2006: 8).

By the end of the day the protest 'had turned into an ugly, violent' and drunken mob, many of whom had adorned themselves in 'the Australian flag and other symbols of nationalism'. Over a dozen were injured, and another dozen were arrested by a police force unable to quell the violence. Images of this violence dominated the media (flying across Australia and the world) and, over the next few nights, groups of young men of 'Middle Eastern appearance', largely from the south-western suburbs of Sydney, conducted revenge attacks in convoys of cars. These were also organised through text messaging and were perpetrated on people, cars and shops who were seen to represent the 'Australian' mob.

The consequences, both short and long term, are still being worked out.'

Source: Greg Noble (Editor) (2009) *Lines in the sand: the Cronulla riots, multiculturalism and national belonging*, The Institute of Criminology Press, pages 1–2. Republished with permission.

Sequence 4 Resource Sheet:
Role of the Media

'Conflict over territory is not unusual in male youth cultures, but the popular media, notably tabloid newspapers and talk-back radio, spent the following week exaggerating the numbers involved, the brutality of the attack, the extent of injuries, and the frequency of such events, and racialising all of these as aspects of the inherent criminality and deviant masculinity of Lebanese-Australian young men. The process spiralled into a classic moral panic, and numerous moral entrepreneurs called for a crackdown on 'Middle Eastern' thugs.'

Source: Andrew Jakubowicz, 'Masculinity, culture and urban power: the Cronulla conflicts and their amplification in popular media' in Greg Noble (Editor) (2009) *Lines in the sand: the Cronulla riots, multiculturalism and national belonging*, The Institute of Criminology Press, Chapter 10, pages 182-183.

'A campaign of mobile phone text messages was mounted over that week, targeting residents of the surrounding Sutherland Shire, and inciting racial violence for the coming weekend. There is suggestion that extreme right-wing white supremacist groups were active in distributing these texts; certainly members of these groups were conspicuous in inciting violence from the 5,000-strong mob during the affray (Hannan and Baker, 2005; Huxley, 2005; King, 2005, Sydney Morning Herald, 2005).'

The Telegraph dutifully reprinted one such message in its pages, taking it to the readership of the largest circulation newspaper in NSW: 'This Sunday every Aussie in the Shire get down to North Cronulla to help support Leb and wog bashing day … Bring your mates and let's show them that this is our beach and they are never welcome … let's kill these boys'. The broadsheet Sydney Morning Herald, while showing disapproval, saw fit to publish this message the very day before the riots, including its exhortation, 'Let's show them that this is our beach ... Let's claim back our shire'. Right-wing talk-back radio personality, Alan Jones, had read out the same text message on 2GB during the highest-rating commercial breakfast program: 'Come to Cronulla this weekend to take revenge ..,' and he responded with approbation to racist vigilantism from talk-back callers. In fact, when the campaign to 'reclaim' Cronulla beach was in full cry that week, Jones attempted to reclaim the kudos, boasting, 'I'm the person that's led this charge' (Marr, 2005).

Source: Scott Poynting, 'Scouring the Shire' in Greg Noble (Editor) (2009) *Lines in the sand: the Cronulla riots, multiculturalism and national belonging*, The Institute of Criminology Press, Chapter 3, page 46.

'Thus newspapers were trawling blogs looking for comments, while blogs sucked down content they agreed with or wanted to argue with from the online versions of the mainstream media, while radio was reading out SMS messages (some 270,000 SMS messages were sent in the days before the riots). Some mainstream commentators also ran blogs attached to their columns, which were linked in convoluted strings of assertion and response. Talk-back radio hosts – a number of whom actively stoked the hysteria by calling on listeners to respond to the SMS messages being circulated and reading them on air a number of times – played a central role, both in relation to mobilising the Anglo-Australian masses and conveying their views on events to politicians with whom they were influential. For Muslim youth the many Muslim on-line forums provided venues for their anger and frustration, where the various politico-religious tendencies in the communities struggled for positions from which they could 'explain' the situation, and calm or inflame their followers.'

Source: Andrew Jakubowicz, 'Masculinity, culture and urban power: the Cronulla conflicts and their amplification in popular media' in Greg Noble (Editor) (2009) *Lines in the sand: the Cronulla riots, multiculturalism and national belonging*, The Institute of Criminology Press, Chapter 10, pages 182–183.

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