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**The State of the Discipline:  
University History in Australia and New Zealand**  
**Report to the Australian Historical Association Executive**

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# INTRODUCTION

## Background

University historians in Australia and New Zealand have long been anxious about the fortunes and prospects of their discipline. At times they have been hopeful – such as in periods of expanded tertiary education, growing student enrolments and improved funding. More commonly, however, and certainly in the last few decades, historians have been concerned about the implications of steady or reduced funding, declining student interest at secondary school level, an increased vocational emphasis, the shift to students contributing growing portions of the cost of their tuition, and fee deregulation. The pages of the *Australian Historical Association Bulletin* in the 1990s and early 2000s, for example, make for generally depressing reading as article after article laments the discipline's poor prospects.

Such dire prognostications invariably cite statistics, such as deteriorating staff-student ratios or declining enrolments in senior History at secondary school. Quantitative data can never provide a complete picture (how does one measure staff morale, for example, or the public esteem of the profession?), but can nonetheless be illuminating and useful. And yet, there is a paucity of reliable and readily available data with which to track the discipline's fortunes. There have been no systematic quantitative studies prior to this one of the state of the discipline with regard to its staff numbers, students, and course offerings, let alone any attempt to quantitatively analyse Australian and New Zealand university History both together and comparatively.

There have, however, been a number of previous analyses of the disciplinary offerings at undergraduate level, and a number of previous attempts to estimate the number of academic historians in Australia and/or New Zealand. The nature of these analyses mean that we do not have a clear baseline against which we can assess the present state of the discipline. We acknowledge that this was often not the intent of these surveys, and that they nonetheless remain useful and worthy of consideration in this report for what they tell us about the changing shape and fortunes of the discipline. They are also worth considering for their limitations, which we have attempted to overcome or at least mitigate in this report through being more comprehensive and more explicit about our methodology.

In 1954 Gordon Greenwood noted the rapid expansion of university History staff in the major universities which, along with the formation of newer universities such as The Australian National University and The University of New South Wales (then The New South Wales University of Technology) and the prospect of others, gave him considerable cause for optimism about the future of the discipline. Greenwood, however, cited only anecdotal, impressionistic and partial evidence in maintaining that staff numbers and course offerings were rapidly increasing, and did not provide any quantitative analysis.<sup>1</sup> Stuart Macintyre's 1996 review of the discipline of History for the then Department of Employment, Education, Training and Youth Affairs estimated that there were about 60 historians employed in seven departments in 1954, at the time when Greenwood expressed his optimism, growing to 150

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<sup>1</sup> Gordon Greenwood, "The Present State of History Teaching and Research in Australian Universities: An Estimate", *Historical Studies*, vol. 6, no. 23, 1954, pp. 324-6.

employed in ten departments by 1964.<sup>2</sup> In 1973 Geoffrey Serle published an article on the state of the History profession in Australia in which he estimated that the then sixteen universities employed 320 tenured historians, with up to another 100 in temporary positions, perhaps 75 in other departments such as Economic History, and perhaps 200-250 more in other tertiary institutions such as colleges of advanced education and institutes of technology. At the upper end, Serle estimated, there were 750 academic historians in Australia. This marked a dramatic increase since the time of Greenwood's assessment less than twenty years earlier. Serle noted that much of the growth had come in new universities, such as Macquarie and La Trobe. He also noted that although the percentage of professors had declined from 17 percent in 1954 to 11 percent in 1973, there had been a considerable growth in the number of associate professors/readers, so that together with professors they constituted a quarter of the staff in History departments in 1973, as compared to 21 percent in 1954. Serle's remains the most nuanced attempt to count the number of historians in Australia to date, although unfortunately he did not distinguish tutors and senior tutors as a separate category. These staff, who were then normally employed on full-time or fractional appointments, have since been almost entirely replaced by sessional or casual tutors, making comparisons between Serle's data and that of subsequent surveys somewhat difficult.<sup>3</sup> Serle also noted the gender imbalance: barely 12 percent of permanent posts were held by women, and they occupied only one chair and three associate professorships.<sup>4</sup>

University funding remained in a relatively steady state between 1976 and 1987, over which period there was a gradual decline in the number of academic historians, although there is no survey data available on exact numbers. The formation of the Unified National System of higher education in Australia in 1988 gave university historian numbers a boost as colleges of advanced education, institutes of technology and other tertiary institutions became universities, and in 1989 the Heads of History reported 451 academic historians in their departments – or other disciplinary formations, as was increasingly to become the norm.<sup>5</sup> This, it would appear, was the high point for Australian university historian numbers, and it was followed by more than a decade of decline in which Australian historians frequently expressed great concern about the future of their discipline. Subsequent surveys showed that after the temporary boost in numbers from the introduction of the Unified National System, the number of university historians declined to 410 in 1994 and to fewer than 300 in 1999.<sup>6</sup> And yet Jill Roe, in her presidential address to the Australian Historical Association (AHA) conference in 2000, claimed on the basis of the most recent survey that there were somewhere between 300 and 350 historians in Australian universities.<sup>7</sup> A further iteration of the survey two years later showed numbers had not moved significantly, but that staff-student ratios were getting rapidly worse, and were approaching 1:30 against an Australian university average of 1:20.<sup>8</sup> The

<sup>2</sup> Stuart Macintyre, "Discipline Review: History", *Australian Historical Association Bulletin*, no. 83, December 1996, p. 3.

<sup>3</sup> Geoffrey Serle, "The State of the Profession in Australia", *Historical Studies*, vol. 13, no. 61, 1973, pp. 686-7.

<sup>4</sup> *Ibid.*, p. 687.

<sup>5</sup> Stuart Macintyre, "'Funny You Should Ask That': Higher Education as a Market", *Evatt Journal*, vol. 2, no. 3, April 2002. <<http://evatt.org.au/papers/funny-you-should-ask.html>>

<sup>6</sup> Jill Roe, "Faith, Hope and History in the Year 2000", *Australian Historical Association Bulletin*, no. 91, December 2000, p. 38.

<sup>7</sup> *Ibid.*

<sup>8</sup> Jill Roe, "History at the Crossroads", *Australian Historical Association Bulletin*, no. 95, summer 2002/3, p. 10.

number of historians had stabilised, but they were working harder and teaching much greater numbers of students. It is, however, unclear exactly on what basis the staff-student ratio was calculated, and it needs to be acknowledged that laboratory-based disciplines had long enjoyed more favourable staff-student ratios in any case, due to the need for more intensive teaching.

Commonwealth Government education authorities do not keep statistics on the number of historians in Australian universities, so statistics used in studies such as this need to be provided by History groupings themselves. The data provided in these earlier surveys is useful to an extent, but limited in terms of mapping trends and benchmarking because of the lack of a clear basis for arriving at their conclusions. The Etherington, Stannage and Londey survey of History departments published in 1995, for example, spoke only of “teaching staff”, and thus appears to have ignored those in research positions.<sup>9</sup> It is unclear which of the other surveys of staff numbers, if any, included postdoctoral and other paid research fellows, what length of appointment was required for a person to be counted as a staff member, and whether staff at the sub-lecturer tutor or senior tutor level were counted. The virtual disappearance of tutors and senior tutors employed on other than a casual or sessional basis has also distorted the data. It may also be that some respondents reported historians based outside the principal History grouping, such as in departments of Ancient History, while others did not. The overall numbers are, therefore, useful but coarsely-grained and imprecise. They are “rubbery” because of the different ways of counting, and they do little in terms of elucidating the composition of the overall historian cohort in terms of type of appointment, seniority, gender, and the type of institution at which they were employed.

We are aware of only one survey that looked closely at gender and the level of appointment in Australian History departments. In 1996 Norman Etherington, then the AHA President, reported on the results of a recent survey in his presidential address at the AHA conference in Melbourne. He noted that “It is common knowledge that males far outnumber females in tenured positions in all departments of history.”<sup>10</sup> The numbers from the survey, which asked each department for figures at five-yearly intervals going back to 1970, supported his statement and the contention that there was a serious, even alarming, gender bias against women in History staffing, and that although it had shifted significantly over the previous 25 years, parity was some way off. Among the departments that responded to Etherington’s survey (and there were a considerable number of departments that did not, or which provided only partial information, and the survey also included historians outside of the main disciplinary formations), there were 177 tenured male historians in 1970 compared to just 27 female historians. Ten years later the comparative figures were 263 males and 38 females, and in 1995 there was still an imbalance of more than 3.5 to 1, with 229 male and 64.5 female tenured historians.<sup>11</sup> The gender disparity was even more marked at the senior levels of the profession. In 1970 there were 48 male professors or associate professors to just three females. In 1980

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<sup>9</sup> Norman Etherington, Tom Stannage and Julie Londey, *So You Want to Study History*, Higher Education Division, Department of Education, Employment and Training, Canberra, 1995.

<sup>10</sup> Norman Etherington, “The Historical Profession in Our Universities: Trends and Prospects”, *Australian Historical Association Bulletin*, no. 83, 1996, p. 31.

<sup>11</sup> *Ibid.*, pp. 30-1.

the comparative figures were 69 males and eight females, and in 1995, 92 males and 17 females – an imbalance of approximately 5.5 to 1.<sup>12</sup> Etherington noted that with a dramatic slowing of appointments between 1975 and 1995 there were few opportunities to bring women into the “pipeline”, and he was pessimistic about the prospect of significantly reducing the gender imbalance in the near future.<sup>13</sup>

In terms of what historians were teaching, the 1995 Etherington, Stannage and Londey survey of History departments examined curricula and detailed the broad fields of study offered at each university. It also provided the number of students taught by each department, breaking them down into first-year undergraduate, upper-level undergraduate, Honours, Masters and PhD students. The authors reported on which universities offered at least one course in particular fields of History, but not the number of courses that were offered in these fields, nor the number of students who took each of them. Still, of all the surveys and studies of the History profession in Australian universities, it is probably the most comprehensive to date in its scope. With similar detail, Carly Millar and Mark Peel undertook a major survey of History curriculum offerings in 2003–4. They looked not just at Australian and New Zealand History programs, but also Fiji and Papua New Guinea, and included Ancient History.<sup>14</sup> Extensive and invaluable though the report was, it shared the same shortcomings of the Etherington, Stannage and Londey survey in that both counted the number of universities offering particular fields of History rather than the number of courses within these fields or the number of students taking them. The Millar and Peel survey was original in that it also collected qualitative data, inviting respondents to, for example, reflect on the factors that determined the shape of their curriculum and to envisage what their curriculum would look like in a perfect world.

This present report emerged from a sense that it was important to have a broader “stocktake” of the discipline in Australia and New Zealand. This was partly driven by an awareness that the previous studies referred to above were out of date, and by a desire to have a set of benchmarks against which History programs in Australia and New Zealand could measure themselves. It was also widely felt that the discipline would benefit from having a set of baseline measures against which further evolutions and developments in staffing, student load, student mix and course offerings could be benchmarked. We also believed that the survey should be more finely-grained than previous ones in considering the gender, seniority and different types of appointments of academic historians in Australia and New Zealand, as well as the composition of the student body and where student interest lay.

As a consequence, this report was commissioned by the AHA Executive and the Heads of History forum across several meetings at and shortly following the AHA conference in Sydney in July 2016. It was agreed that the report should look at both staffing and curriculum matters, and it was agreed that it should be undertaken in such a fashion as to be easily replicable in the future, thus providing reliable longitudinal data.

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<sup>12</sup> Ibid.

<sup>13</sup> Ibid., pp. 37–8.

<sup>14</sup> Carly Millar and Mark Peel, “Australian Historical Association 2003–4 History Curriculum Review – Final Report to the AHA Executive”, 2004.

## Method and Response Rate

The survey was designed by the authors in consultation with other members of the AHA Executive. The survey and a cover letter outlining the purpose of the research were sent by the AHA Executive Officer to the 45 Heads of History at Australian and New Zealand universities.<sup>15</sup> Of these, 39 were located in Australia and six in New Zealand. Heads were asked to provide data for their specific History grouping rather than attempting to estimate the number of historians working in other disciplinary, cross-, trans-, or multi-disciplinary formations. Most Heads had little trouble completing the form with the assistance of professional staff who could supply verified data. A copy of the survey form appears as Appendix B of this report.

All of the 39 Australian and five of the six New Zealand History groupings that were approached returned their surveys, giving us a response rate of 98 percent. Our results therefore represent a complete dataset for Australia, but not for New Zealand, and not for New Zealand and Australia combined. A list of the Australian 'Group of Eight' (Go8), non-Go8 and New Zealand universities that participated in the study forms Appendix C. One of the six New Zealand institutions approached to participate in the study, the University of Waikato, failed to respond. However, as its program is a very small one taught by two or three historians, Waikato's omission affects the New Zealand result only slightly and makes very little difference to the data for Australia and New Zealand combined.

Responses were checked for internal and external consistency and improbable or incomplete answers. Where necessary, confirmation and/or clarification of responses was sought from the relevant Head before the data was entered into Microsoft Excel spreadsheets. Numerical data was collated to generate statistical tables and graphs for analysis. Curricular data was coded using 46 fields of History (these are listed in Appendix D). Only one, primary, field of History was designated for each course. This was a necessarily subjective process and might prove the most contentious aspect of this study. A course on the Russian Revolution, for example, notionally falls within at least two categories: 'Modern Europe' and 'War/Conflict & Society'. Our assessment was determined by the title of the course, examination of the course synopsis, and our own experience of teaching courses and speaking to our colleagues about the nature of their courses. To account for the fact that courses are sometimes 'rotated' and taught on a biennial basis, we collected data for courses that were taught in 2015 and 2016. In total, 1,234 courses were coded and their student enrolment counted.

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<sup>15</sup> Note that the Australian Defence Force Academy (ADFA) in Canberra was surveyed separately from the main History program at The University of New South Wales, as were the two History programs at The University of Notre Dame, one based in Fremantle and the other in Sydney. No History groupings were found at the Royal Melbourne Institute of Technology, Bond University, Torrens University, Central Queensland University or The University of Divinity.



## The Uses of this Report

The authors have undertaken and written this report with the following primary purposes in mind:

- To provide baseline data against which the future progression or regression of the History discipline can be measured
- To provide data against which national and intra-national comparisons and benchmarking can be undertaken
- To monitor and assess the gender balance in the historical profession
- To assist Heads of History in assessing the relative fortunes of their own disciplinary grouping
- To assist Heads in making decisions regarding undergraduate course offerings by identifying what areas of study appear most attractive to students
- To provide information for Heads and others in engaging in public discussion about what university historians are teaching students.

The authors note that while reports such as these will inevitably contain troubling data and disturbing trends, they can also offer encouragement. There has been a long history in Australia of bemoaning the decline and devaluation of the profession, a history that stretches back at least as far as the Dawkins reforms. The *Australian Historical Association Bulletin* of 1992, for example, included an article by Bob Bessant lamenting that History and the Humanities more generally were under attack, besieged by the demeaning forces of economic rationalism and the distracting influences of television.<sup>16</sup> “These are difficult times for the historical profession in Australia”, claimed Andrew Bonnell in early 1996, at about the time of the election of the Howard government.<sup>17</sup> He was right, and they were only to get more difficult. The quarter-century since Bessant’s lament has seen further funding cuts, fear over the implications of the decline in secondary school History enrolments, proposals for university fee deregulation, the increasing hold of market forces, an ongoing ideological crusade against the alleged purveyors of national guilt, and electronic media distractions that Bessant could only have dreamed of in the pre-internet and pre-smartphone early 1990s. And yet, university History in Australia has adjusted, survived, and in many ways prospered. Both the prophets of doom and the blithely optimistic can be recalled to reality with hard data.

## Acknowledgements

As the authors of the report we would like to acknowledge the support provided by the AHA President, Professor Lynette Russell, and Dr Ann Standish, the AHA Executive Officer. We would also like to acknowledge the support provided by a number of History groupings that provided funding which enabled the employment of a research assistant, Dr Susan Kellett. Dr Kellett’s work, which often consisted of meeting near impossible deadlines and dealing with confusing requests from two semi-numerate cultural historians, was vital to the completion of the report.

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<sup>16</sup> Bob Bessant, “History and the Humanities Under Attack”, *Australian Historical Association Bulletin*, no. 72, December 1992, pp. 15-25.

<sup>17</sup> Andrew Bonnell, “History in Australian Universities: A User’s Guide”, *Australian Historical Association Bulletin*, no. 82, May 1996, p. 1.

## STAFFING

### Staffing Numbers and Appointment Types

The following data provides total staffing numbers, employment location and type of appointment for historians employed in Australia and New Zealand in 2016. The data reveals the levels and patterns of staffing across the two countries combined and in the two countries separately. It also reveals the differences between the 'Group of Eight' (Go8) and non-Go8 sectors in Australia.

Methodological note: except where noted in this report, we have calculated "total staff" as being all academic staff, including fellowship holders and those on fixed-term appointments of one year or more in duration. We have excluded professional staff, honorary staff, casual staff, and those on appointments of one year or less.

It is important to note that in calculating the numbers of continuing staff, we have included those who hold fellowships but who will return to continuing positions once those fellowships are completed. These fellowships are treated as "temporary variations" of a continuing appointment. In calculating the numbers of postdoctoral and fellowship holders we have included only those who do not have continuing positions to return to. To do otherwise would result in double counting.

## Results

	Australia and New Zealand	Australia	New Zealand	Australia: Go8	Australia: non-Go8
Continuing	351.35 (86%)	295.15 (85%)	56.2 (90%)	127.2 (81%)	167.95 (88%)
Fixed-term	18.3 (4%)	13.3 (4%)	5 (8%)	4.0 (3%)	9.3 (5%)
Fellowship	39.6 (10%)	38.1 (11%)	1.5 (2%)	25.1 (16%)	13 (7%)
TOTAL	409.25	346.55	62.7	156.3	190.25

**Table 1:** Australia and New Zealand: appointment type by country and sector

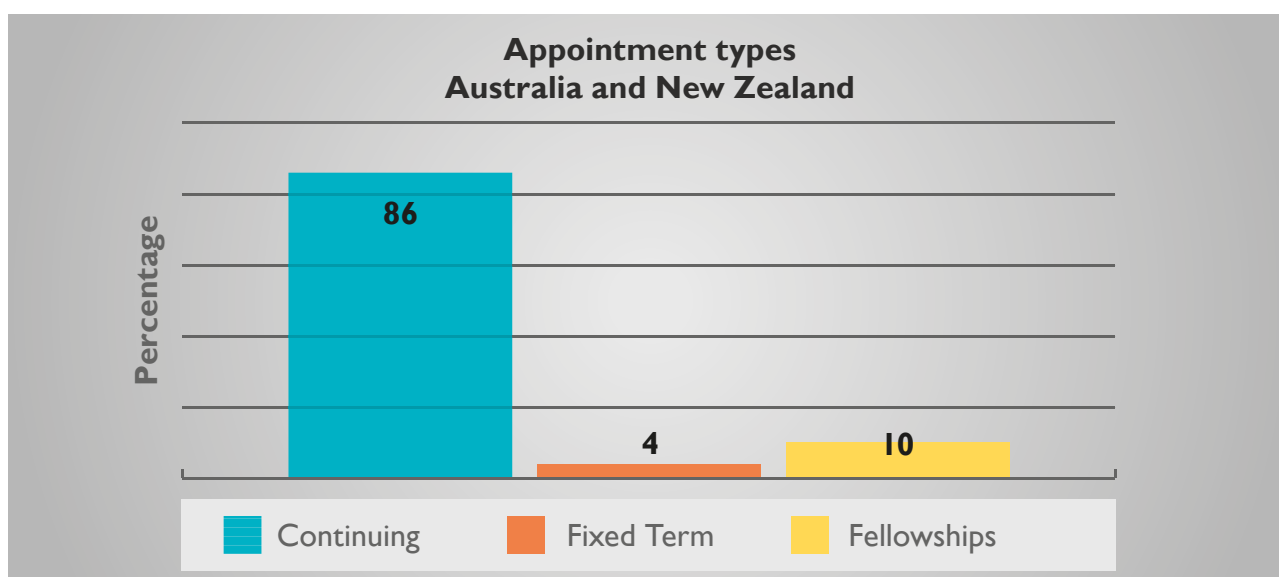


Figure 1: Australia and New Zealand combined: appointment type

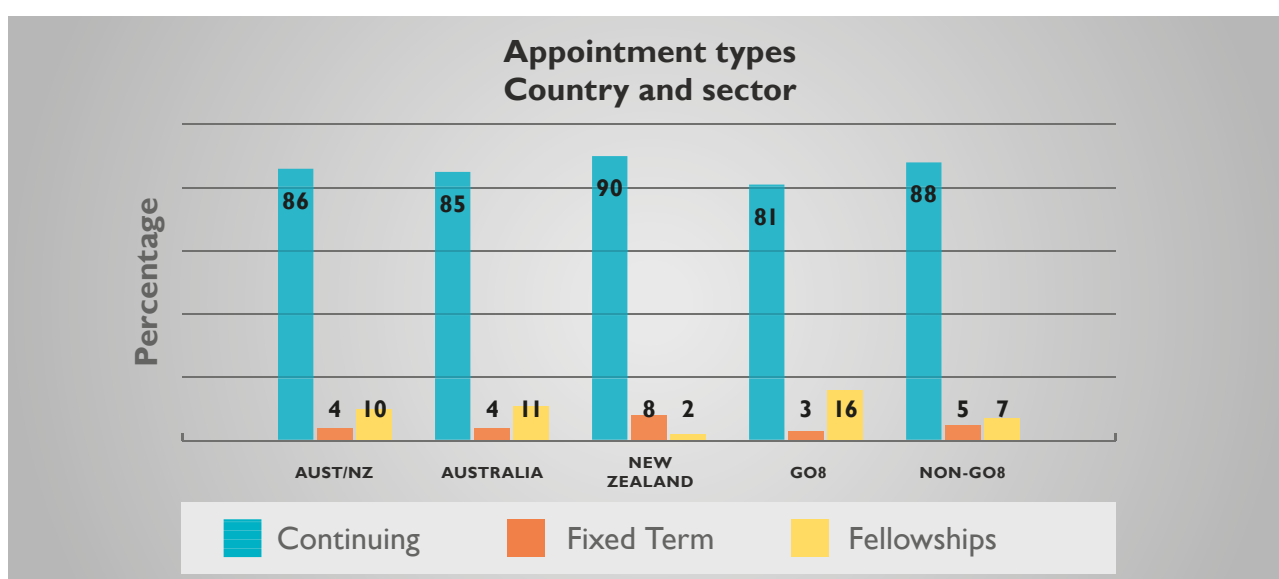


Figure 2: Australia and New Zealand: appointment type by country and sector

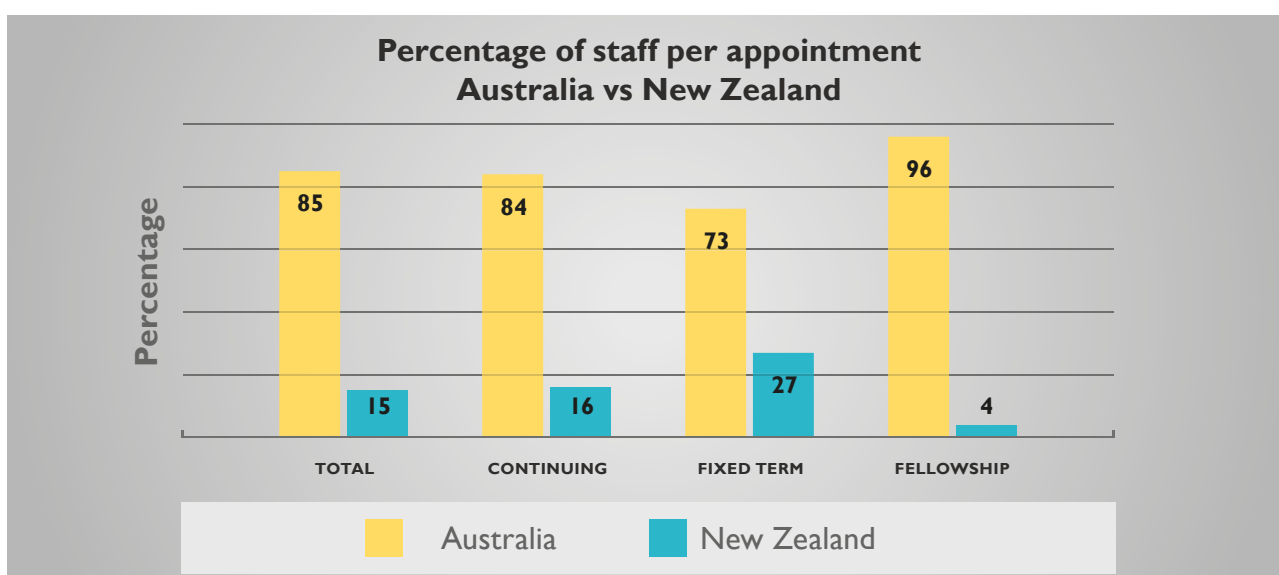


Figure 3: Australia vs New Zealand: appointment type by country

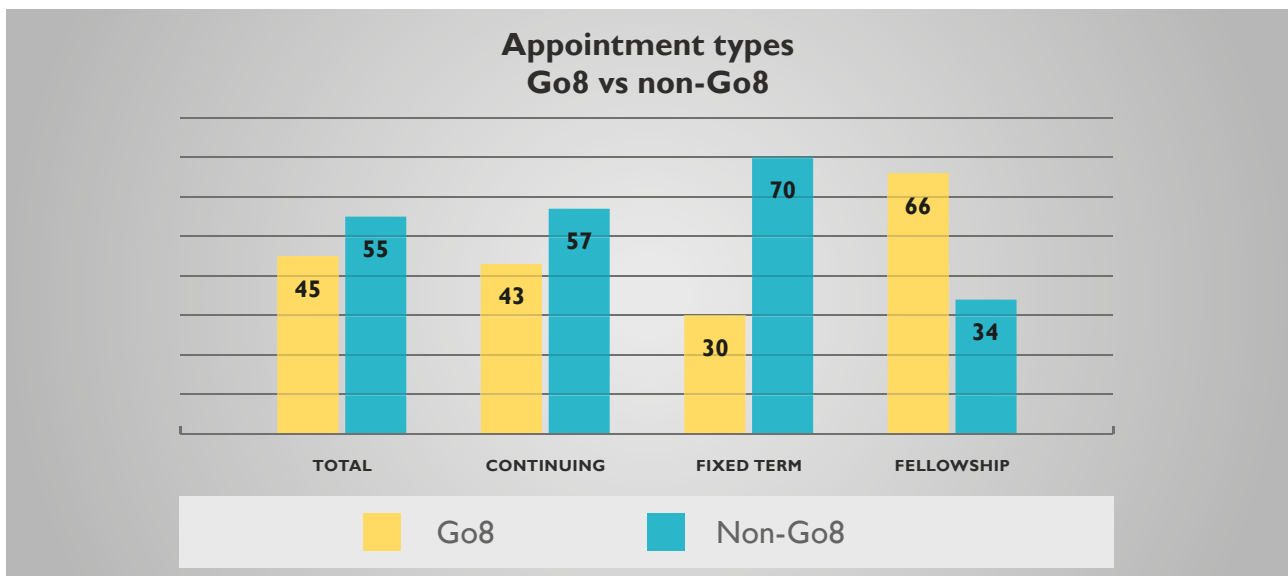


Figure 4: Australia: appointment type by sector

### Key findings

- In 2016, a total of 409.25 FTE (full-time equivalent) historians were employed in History groupings in Australia and New Zealand on continuing appointments, fixed-term appointments of one year or longer, or postdoctoral and other fellowships. As would be expected given Australia's much larger population, the number of historians in Australia greatly exceeded that in New Zealand, by a ratio of approximately five-and-a-half to one. On a per capita basis the numbers of historians employed in each country were comparable, at approximately one historian for every 70-75,000 of population.
- The majority of historians – 86 percent – were employed in continuing roles. Approximately 10 percent occupied postdoctoral and other fellowships, while just 4 percent were appointed to fixed-term contracts.
- There were considerable differences in the division of appointment types between Australia and New Zealand. New Zealand accounted for 15 percent of the overall number of historians; 27 percent of those on fixed-term appointments and 4 percent of those on postdoctoral and other fellowships. Fixed-term appointments were thus significantly over-represented in New Zealand while postdoctoral and other fellowships were more common in Australia. The latter reflects, in part, stronger government investment in History research through the Australian Research Council and, in particular, its schemes such as the Discovery Early Career Researcher Awards.
- There were considerable variations within Australia between the Go8 university sector and the others, hereafter referred to as the non-Go8 sector. More History staff were employed in the non-Go8 sector, but fewer staff on postdoctoral and other fellowships. Staff in non-Go8 universities accounted for 55 percent of the overall Australian total, 70 percent of the fixed-term appointments but only 34 percent of the postdoctoral and other fellowships.

### Conclusions

In 2016, staff numbers in Australia and New Zealand were roughly equal on a per capita basis, with the number of historians in Australia exceeding those in New Zealand by a ratio of

between five and six to one. Staffing profiles differed significantly, with Australia employing considerably more staff on postdoctoral and other fellowships. There were more historians located in the non-Go8 sector than in the Go8 sector, but postdoctoral and other fellowship appointments were concentrated in the latter. This is consistent with – and contributes to – the Go8's higher research intensity.

Precise historical comparisons are not possible because of a lack of reliable data and the different methodologies of previous surveys. However, it appears that in both countries the number of historians has declined significantly over the last few decades. Geoffrey Serle reported 320 historians in continuing positions in Australian History departments in 1973, and perhaps 420 once temporary appointments were included. The most comparable numbers now are 295.15 FTE and 308.45 FTE, rising to 346.55 FTE if postdoctoral and other fellowship holders are included. This suggests a relatively small decline in absolute terms, but a much greater one in relative terms given the increased number of universities, university staff and students. The number of historians employed in Australia universities has, however, remained relatively steady over the last twenty years, with most of the decline in numbers over the last few decades having already taken place before the year 2000.

Anecdotal evidence suggests that there has also been a significant decline in the number of New Zealand university historians, although the decline occurred later than in Australia and was concentrated primarily in the ten years or so after 2000.

## Staffing Seniority

Two further ways in which the staffing of Australian and New Zealand universities can be analysed are by level of appointment or seniority, and by gender. This section looks at the seniority profiles of History staff. It focusses on continuing appointments as this is the only academic employment category where there are sufficient numbers in New Zealand and in the Go8 and non-Go8 Australian sectors for meaningful comparisons. Moreover, the uneven distribution of fixed-term appointments and of postdoctoral and other fellowships, both of which are typically held at lecturer level, means that they would have a distorting effect if included.

## Results

	Australia and New Zealand	Australia	New Zealand	Australia: Go8	Australia: non-Go8
Professor	86.55 (25%)	72.55 (24.5%)	14 (25%)	37.8 (30%)	34.75 (21%)
Associate Professor	87.15 (25%)	69.15 (23.5%)	18 (32%)	36 (28%)	33.15 (20%)
Senior Lecturer	110.35 (31%)	96.15 (33%)	14.2 (25%)	27.4 (21.5%)	68.75 (41%)
Lecturer	62.3 (18%)	52.3 (18%)	10 (18%)	25 (19.5%)	27.3 (16%)
Associate Lecturer	5 (1%)	5 (1%)	0	1 (1%)	4 (2%)
TOTAL	351.35	295.15	56.2	127.2	167.95

Table 2: Australia and New Zealand: continuing appointments by seniority

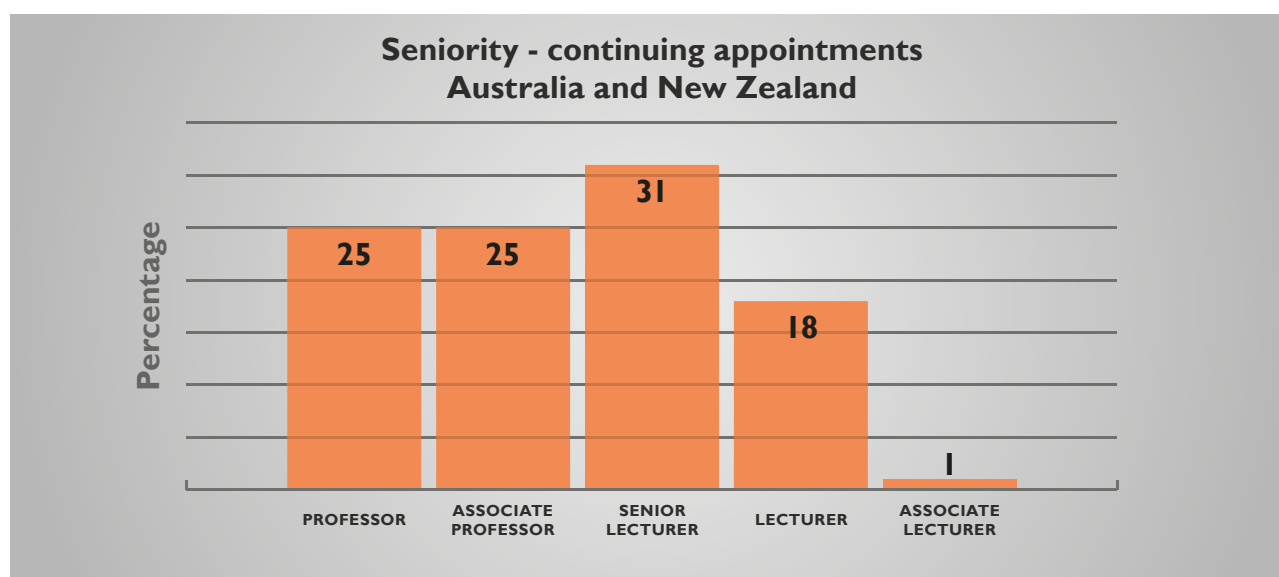


Figure 5: Australia and New Zealand combined: continuing appointments by seniority

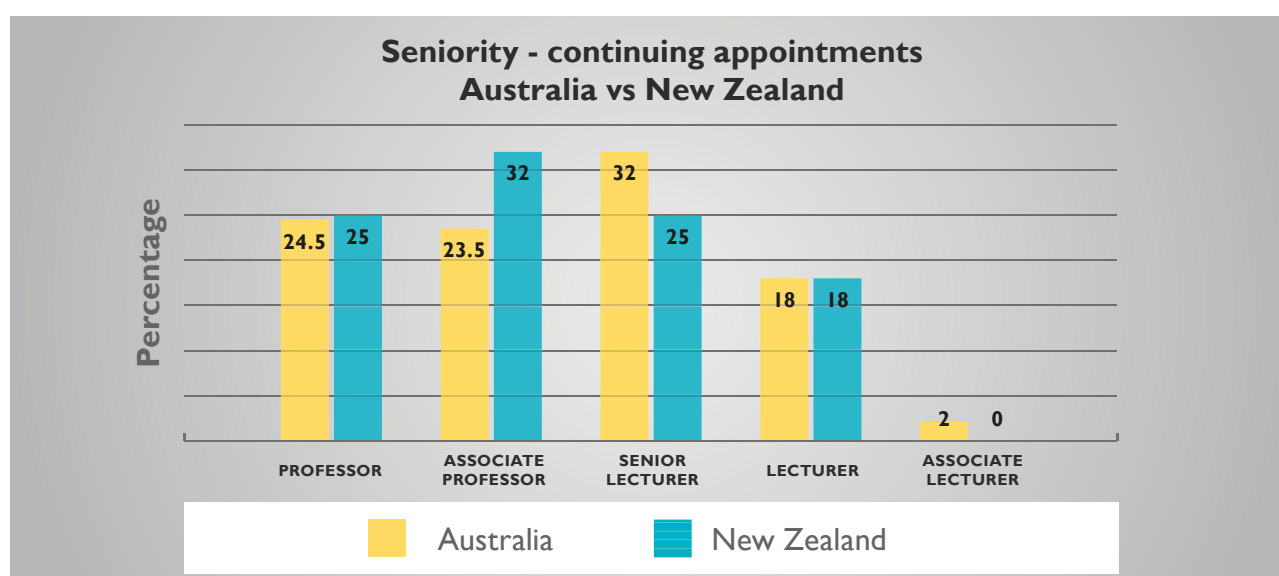


Figure 6: Australia vs New Zealand: continuing appointments by seniority and country

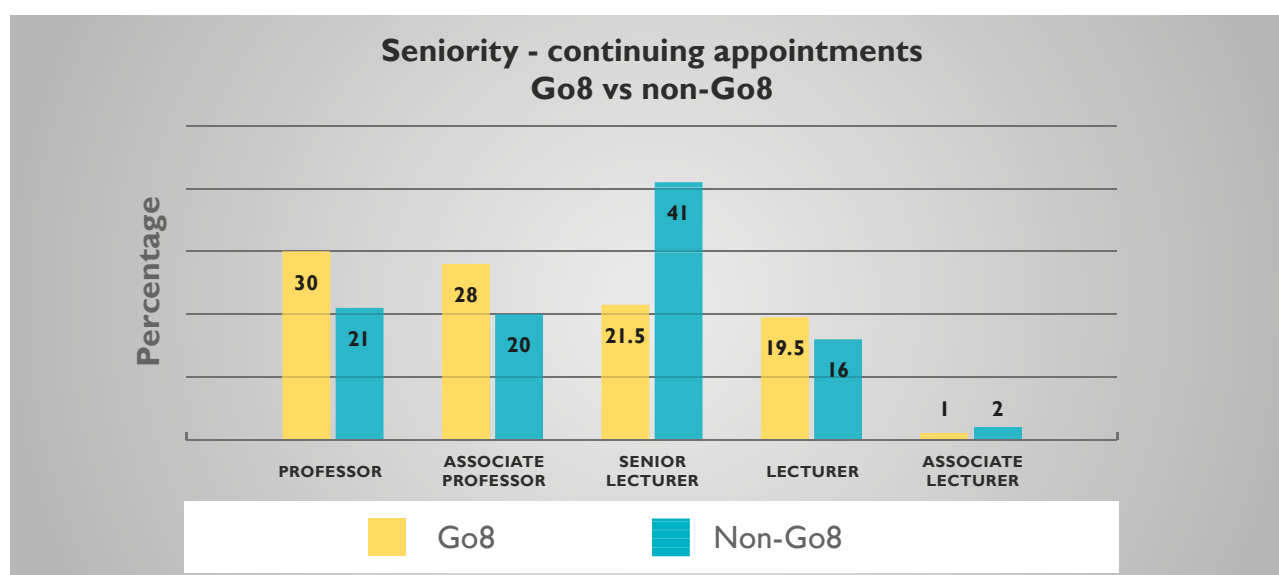


Figure 7: Australia: continuing appointments by seniority and sector

## Key findings

- For continuing positions across all History groupings in Australia and New Zealand, 50 percent of staff held appointments at professor or associate professor level, and 50 percent at senior lecturer level or below.
- The staffing profile of New Zealand History groupings was slightly more senior than that of Australian ones, with 57 percent of New Zealand continuing historians being professors or associate professors, compared to 48 percent in the Australian context. The difference was primarily at the associate professor level.
- Within Australia, there was a marked difference in the seniority profiles of Go8 and non-Go8 History groupings. 58 percent of continuing staff in Go8s were at the level of professor or associate professor, versus 41 percent of staff in non-Go8 History groupings. There was a noticeable “bulge” in the non-Go8 staffing profile at senior lecturer level.

## Conclusions

The staffing profile of Australian and New Zealand historians on continuing appointments was considerably more senior than revealed in past surveys. Past surveys suggest that 21 percent of History staff in Australian universities were professors or associate professors in 1954, and that this figure rose to 25 percent by 1973.<sup>18</sup> It has doubled since 1973. It should be recalled, however, that the virtual disappearance of full-time or fractional senior tutor and tutor positions means that staff profiles from 1973 and 2016 are not directly comparable. There was some difference in the seniority profiles of New Zealand and Australian historians, primarily at the associate professor level. This may reflect a slowing of appointments in New Zealand History disciplines over the last 15 years or so, but the significance of the difference should not be overstated as the numbers involved are small. There was a marked difference between Australian Go8 and non-Go8 seniority profiles, with 58 percent of continuing staff in Go8 universities holding appointments at professor or associate professor level, as compared to 41 percent in the non-Go8 sector. This may reflect a desire on the part of high-achieving History academics to be based in Go8 universities. But there are also other possible explanations, such as greater research opportunities and support in the Go8 sector, and more endowed chairs.

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<sup>18</sup> Serle, “The State of the Profession in Australia”, pp. 686-7.

## Gender and Appointment Types

Gender imbalances have long been a concern for the university-based historical profession, with good reason. A significant gender imbalance both in terms of the number of appointments and the seniority of female staff has until recently been a feature of Australian and New Zealand staffing profiles. In Australia in 1970 there were approximately seven male historians to every female, a ratio that changed little in the following decade. By 1995 the imbalance had narrowed significantly, but there were still 3.5 male historians for every female. The ratios at professorial level were even more unbalanced – approximately 16 to one in 1970, 8.5 to one in 1980 and 5.5 to one in 1995.<sup>19</sup> The situation was little better in New Zealand. In 1977 Dorothy Page and Barbra Brookes lamented that none of the twelve History professors in New Zealand were women, and that of the eighty-five History academics in New Zealand universities, only seventeen, or one in every five, were women.<sup>20</sup> Women have also been concentrated in less secure employment.

These gender imbalances in History were reflective of wider imbalances across Australian and New Zealand academia as a whole. In 1983, for example, women occupied just 17 percent of academic positions in Australia and accounted for two percent of professorial positions, but 46 percent of the lower-ranked tutor and demonstrator positions. By 1996 this had improved considerably, with women holding 36 percent of academic positions, but just 14 percent of positions at associate professor or above.<sup>21</sup> In New Zealand in 1977, when Page and Brookes found that all of the twelve History professors were male, only ten of the 400 professors in all disciplines in New Zealand universities were female.<sup>22</sup>

Since the 1970s, changing ideals, activism, affirmative action policies and equal opportunity commitments, whether led by governments, university leadership, the profession or individual History groupings have attempted to shift the overall gender imbalance, and have also attempted to rectify the problem of women being concentrated at lower levels of seniority. This has, however, been a slow process, not aided by low rates of staff turnover in many institutions, nor by slow rates of hiring in an extended period of stagnating or declining staff numbers.

### Results

	Male	Female	Total
<b>Total appointments</b>	<b>207.35 (51%)</b>	<b>201.9 (49%)</b>	<b>409.25</b>
Continuing	185.95 (53%)	165.4 (47%)	351.35
Contract	10.3 (56%)	8 (44%)	18.3
Fellowship	11.1 (28%)	28.5 (72%)	39.6

**Table 3:** Australia and New Zealand: Appointment type by gender

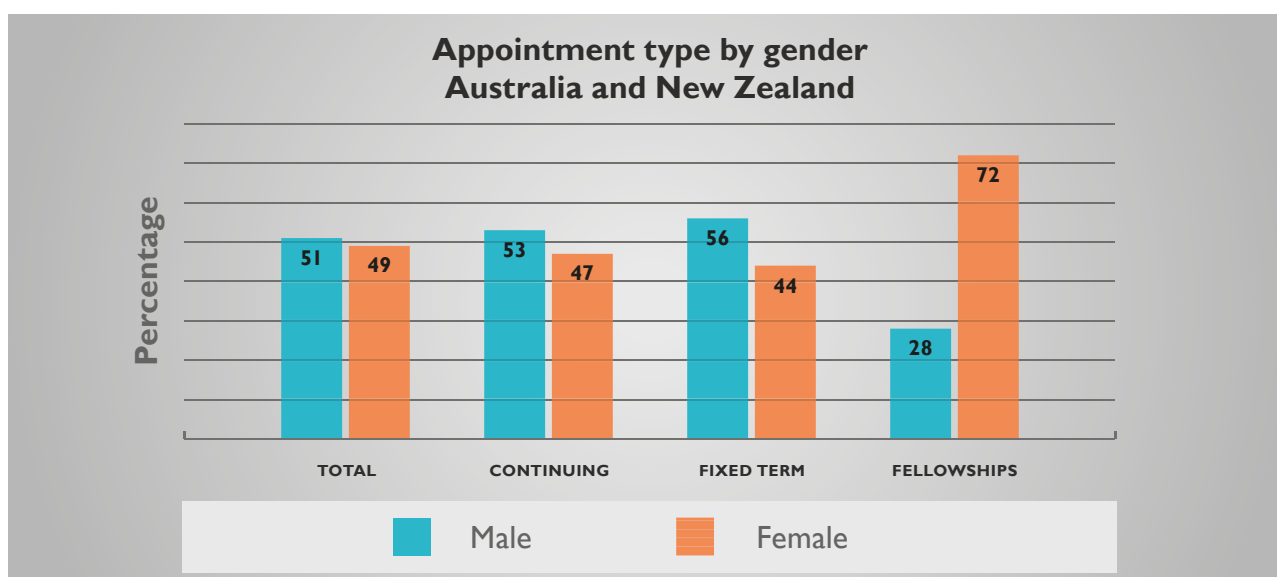
<sup>19</sup> Etherington, "The Historical Profession in Our Universities", pp. 30-1.

<sup>20</sup> Dorothy Page and Barbara Brookes, "Women in the Historical Profession in New Zealand", *Australian Historical Association Bulletin*, no. 52, October 1977, pp. 22-3.

<sup>21</sup> Stuart Macintyre, Andre Brett and Gwilym Croucher, *No End of a Lesson: Australia's Unified National System of Higher Education*, Melbourne University Press, Melbourne, 2017, pp. 114, 119.

<sup>22</sup> Page and Brookes, "Women in the Historical Profession in New Zealand", p. 22.





**Figure 8:** Australia and New Zealand combined: appointment type by gender

	Male	Female	Total
<b>Total: Australia</b>	173.35 (50%)	173.2 (50%)	346.55
<b>Total: New Zealand</b>	34 (54%)	28.7 (46%)	62.7
Continuing: Australia	153.95 (52%)	141.2 (48%)	295.15
Continuing: New Zealand	32 (57%)	24.2 (43%)	56.2
Fixed-term: Australia	8.3 (62%)	5 (38%)	13.3
Fixed-term: New Zealand	2 (40%)	3 (60%)	5
Fellowships: Australia	11.1 (29%)	27 (71%)	38.1
Fellowships: New Zealand	0	1.5 (100%)	1.5

**Table 4:** Australia and New Zealand: appointment type by gender and country

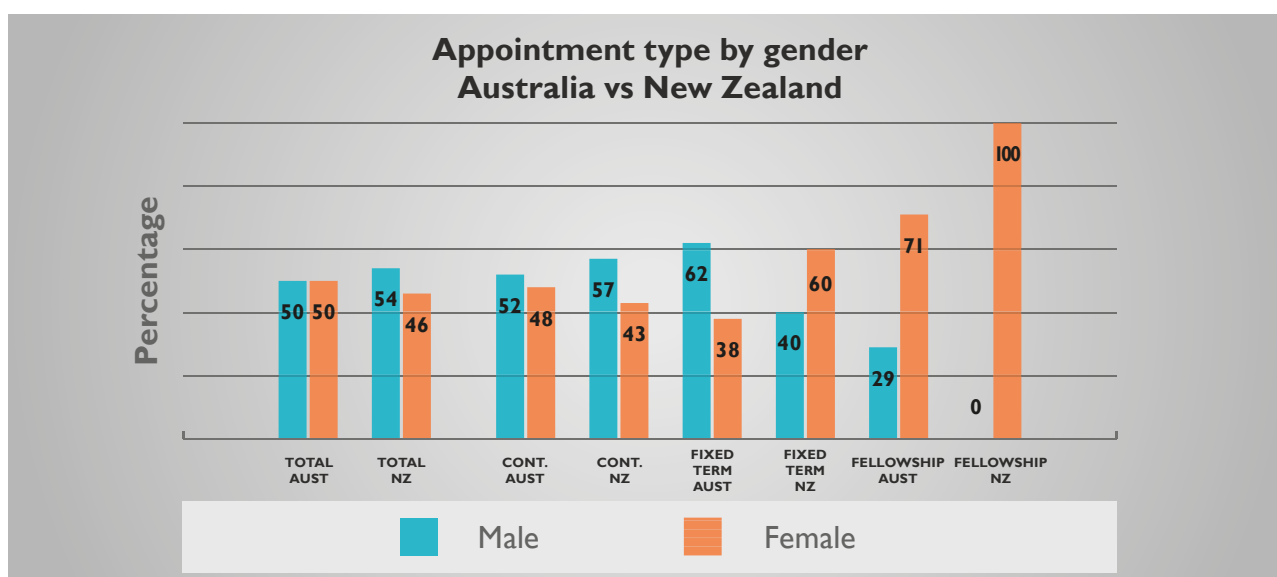


Figure 9: Australia vs New Zealand: appointment type by gender and country

	Male	Female	Total
<b>Total Go8</b>	<b>79.6 (51%)</b>	<b>76.7 (49%)</b>	<b>156.3</b>
<b>Total non-Go8</b>	<b>93.75 (49%)</b>	<b>96.5 (51%)</b>	<b>190.25</b>
Continuing Go8	68.5 (54%)	58.7 (46%)	127.2
Continuing non-Go8	85.45 (51%)	82.5 (49%)	167.95
Fixed-term Go8	3 (75%)	1 (25%)	4
Fixed-term non-Go8	5.3 (57%)	4 (43%)	9.3
Fellowships Go8	8.1 (32%)	17 (68%)	25.1
Fellowships non-Go8	3 (23%)	10 (77%)	13

Table 5: Australia: appointment type by gender and sector

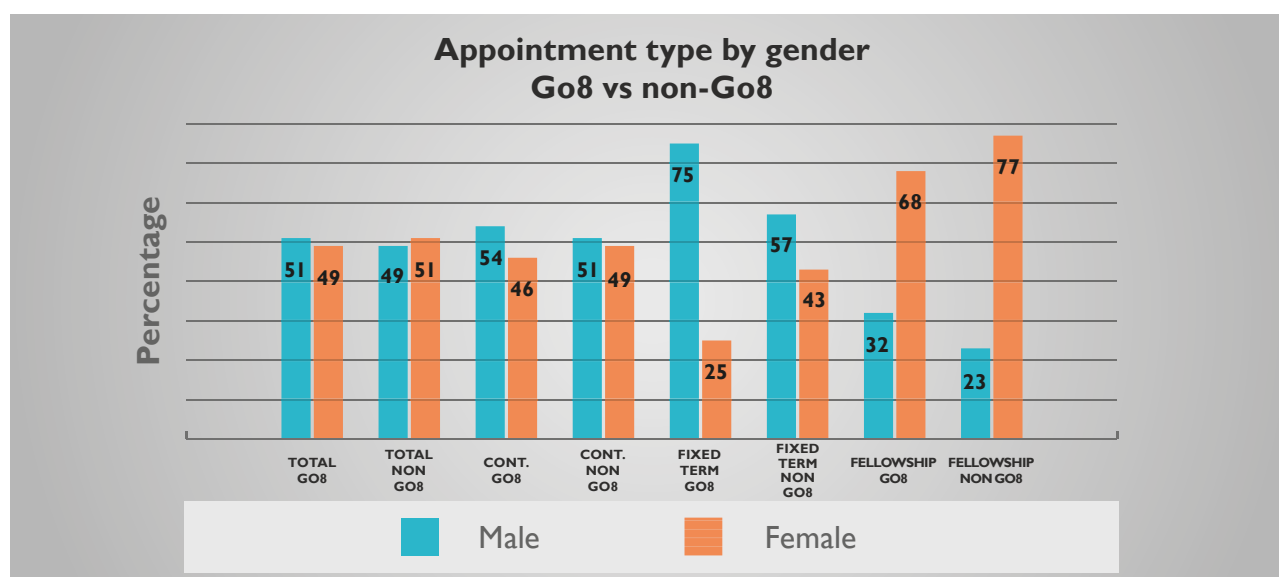


Figure 10: Australia: appointment type by gender and sector

### Key findings

- Across all employment categories combined (continuing, fixed-term and postdoctoral and other fellowships), there was near gender equality across historians in History discipline formations in Australia and New Zealand in 2016. There were 207.35 FTE males and 201.9 FTE females, which translates in percentage terms to slightly under 51 percent male, and slightly over 49 percent female.
- Women have typically suffered from less security of employment and from being concentrated in the lower ranks of the profession. However, our survey reveals that across Australia and New Zealand in 2016, women were only slightly under-represented in continuing positions (47 percent) and were under-represented in fixed-term positions (44 percent). They were significantly over-represented in postdoctoral and other fellowships (72 percent).
- When the figures are broken down by country, the results are similar for Australia and New Zealand. The overall figures for Australia (continuing, fixed-term and postdoctoral and other fellowships) are almost exactly equal on a gender basis. However, whereas women occupied 50 percent of all academic positions in Australia in 2016, they were slightly under-represented in continuing appointments (48 percent), significantly under-represented in fixed-term appointments (38 percent) and significantly over-represented in postdoctoral and other fellowships (71 percent).
- The New Zealand figures are more typical of a profession in which women suffer disadvantage in that women were slightly under-represented overall (46 percent), slightly more under-represented in continuing positions (43 percent) and over-represented in fixed-term contract employment (60 percent) and postdoctoral and other fellowships (100 percent).
- Gender disparity was thus slightly more marked in New Zealand in that women were under-represented in the profession and more so in continuing positions.

- The marked difference between the two countries was in fixed-term positions where women were under-represented in Australia and over-represented in New Zealand. However, the numbers in this category are small (18.3 FTE across both countries) and the result may not be statistically significant.
- Within Australia, there were only relatively minor variations between the Go8 and non-Go8 sector in terms of gender representation in different categories of employment. While women occupied 43 percent of the fixed-term positions in non-Go8 universities and just 25 percent of similar positions in Go8 universities, the numbers were so small as to make the difference insignificant.

## Conclusions

In terms of number of appointments and access to secure employment, the gender gap has significantly narrowed in both Australia and New Zealand over the past few decades. In 2016 women occupied 49 percent of all History positions in Australia and New Zealand, 47 percent of continuing positions, 44 percent of fixed-term appointments and 71 percent of postdoctoral and other fellowship positions. This represents a dramatic transformation from as late as the mid-1990s when women were outnumbered by a factor of approximately 3.5 to one. The fact that women predominate in postdoctoral and other fellowships might be taken as an indication of disadvantage in that such fellowships are temporary and thus offer less security of employment than continuing positions. However, women's predominance in postdoctoral and other fellowships, and in Higher Degree by Research (HDR) studies, would tend to suggest that women are likely to predominate in future recruitment. It is likely, on the basis of these figures, that within the next 5-10 years women will come to occupy more than 50 percent of all positions overall, and more than 50 percent of continuing positions. It is likely that this reversal of female under-representation will take place in Australia before it takes place in New Zealand as the gender disparity in Australia in overall numbers is slightly narrower.

It should be noted that the figures for Australia (especially) and New Zealand compare favorably with those in the United Kingdom, where a 2015 report by the Royal Historical Society report on gender equality and historians in the higher education sector found much stronger gender disparities. That study found that women comprised just 38.5 percent of all academic History staff, and that only 73.2 percent of those women had permanent positions, as against 78.6 percent of the male historians. Female historians in the United Kingdom thus suffer from significantly greater under-representation overall, and are disproportionately concentrated in less secure employment.<sup>23</sup>

These figures also compare favourably with those of other Australian Humanities and Social Science disciplines. According to an ARC funded project, 'Gendered Excellence in the Social Sciences', led by Associate Professor Fiona Jenkins at the ANU, which compares gender balance in five disciplines, History performs better than most others. Research undertaken for the project by Dr Karen Downing employs a slightly different methodology to this study and is based upon sampling rather than our "census" approach. It finds that History is more gender balanced in its staff profile than other comparable disciplines such as Philosophy and

<sup>23</sup> Royal Historical Society, *Gender Equality and Historians in UK Higher Education: A Report by the Royal Historical Society*, RHS, London, 2015, pp. 3, 12.

Political Science. Only Sociology has a preponderance of female academics. The Sociology case, however, is somewhat distorted by a significant number of appointments at the Associate Lecturer level, the overwhelming majority of whom are female. Numbers in Sociology are approximately equal at senior lecturer level and above, so although there is a female preponderance in overall numbers, there is a much more marked concentration at the less senior levels of the discipline than in History.<sup>24</sup>

## Gender and Seniority

Alongside the number and types of appointments, the seniority of female staff is a critical measure of gender equity. Women have traditionally been significantly over-represented in lower-ranking appointments, and under-represented at professor and associate professor level. Historical data cited above suggests that these disparities were marked, with for example, male History professors outnumbering their female counterparts in Australia by a factor of 5.5 in 1995, and all of the twelve History professors in New Zealand in 1977 being male.<sup>25</sup> Our survey results (see overleaf) indicate that the slight gender imbalance in overall numbers among historians in Australia and New Zealand was more marked at the more senior levels of the profession, but that the gap has narrowed considerably.

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<sup>24</sup> 'Gendered Excellence in the Social Sciences', <http://genderinstitute.anu.edu.au/gess/academic-appointments-sociology-australia>; accessed 12 December 2017.

<sup>25</sup> Etherington, "The Historical Profession in Our Universities", pp. 30-1; Page and Brookes, "Women in the Historical Profession in New Zealand", p. 22

## Results

	Male	Female	Total
<b>Total: Australia and New Zealand</b>	<b>185.95 (53%)</b>	<b>165.4 (47%)</b>	<b>351.35</b>
<b>Total: Australia</b>	<b>153.95 (52%)</b>	<b>141.2 (48%)</b>	<b>295.15</b>
<b>Total: New Zealand</b>	<b>32 (57%)</b>	<b>24.2 (43%)</b>	<b>56.2</b>
Professor: Australia and New Zealand	50 (58%)	36.55 (42%)	<b>86.55</b>
Professor: Australia	42 (58%)	30.55 (42%)	<b>72.55</b>
Professor: New Zealand	8 (57%)	6 (43%)	<b>14</b>
Associate Professor: Australia and New Zealand	49.15 (56%)	38 (44%)	<b>87.15</b>
Associate Professor: Australia	39.65 (57%)	29.5 (43%)	<b>69.15</b>
Associate Professor: New Zealand	9.5 (53%)	8.5 (47%)	<b>18</b>
Senior Lecturer: Australia and New Zealand	55.55 (50%)	54.8 (50%)	<b>110.35</b>
Senior Lecturer: Australia	45.05 (47%)	51.1 (53%)	<b>96.15</b>
Senior Lecturer: New Zealand	10.5 (74%)	3.7 (26%)	<b>14.2</b>
Lecturer: Australia and New Zealand	29.25 (47%)	33.05 (53%)	<b>62.3</b>
Lecturer: Australia	25.25 (48%)	27.05 (52%)	<b>52.3</b>
Lecturer: New Zealand	4 (40%)	6 (60%)	<b>10</b>
<b>Lecturer: New Zealand</b>	<b>4 (40%)</b>	<b>6 (60%)</b>	<b>10</b>
<b>Associate Lecturer: Australia and New Zealand</b>	<b>2 (40%)</b>	<b>3 (60%)</b>	<b>5</b>
<b>Associate Lecturer: Australia</b>	<b>2 (40%)</b>	<b>3 (60%)</b>	<b>5</b>
<b>Associate Lecturer: New Zealand</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 6: Australia and New Zealand: continuing appointments by country, gender and seniority

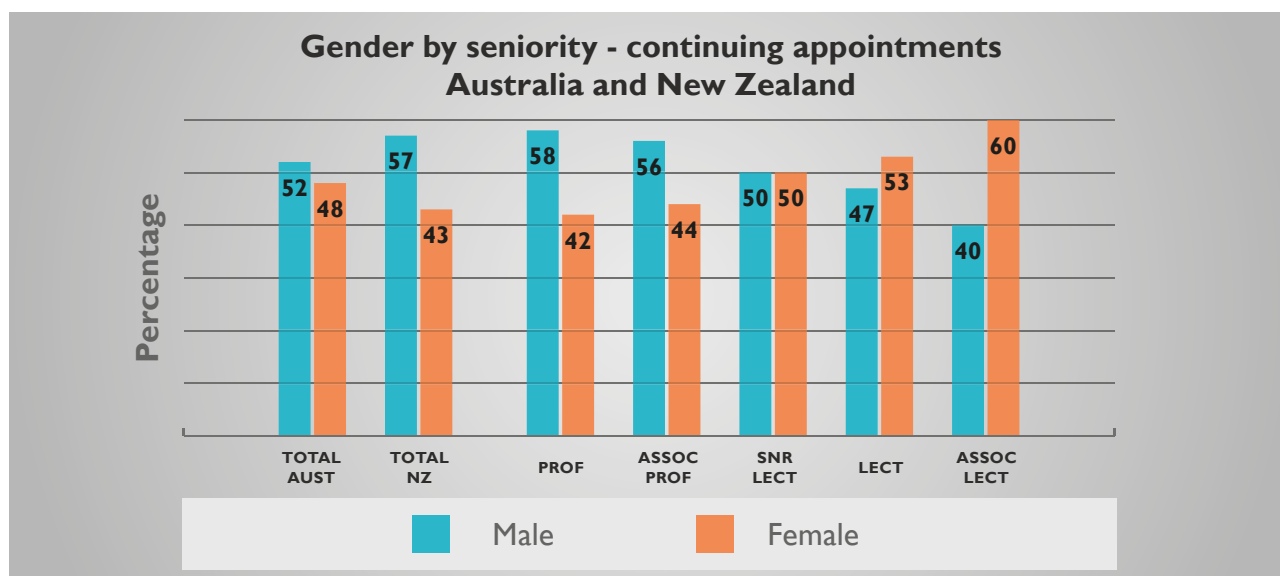


Figure 11: Australia and New Zealand: continuing appointments by gender and seniority

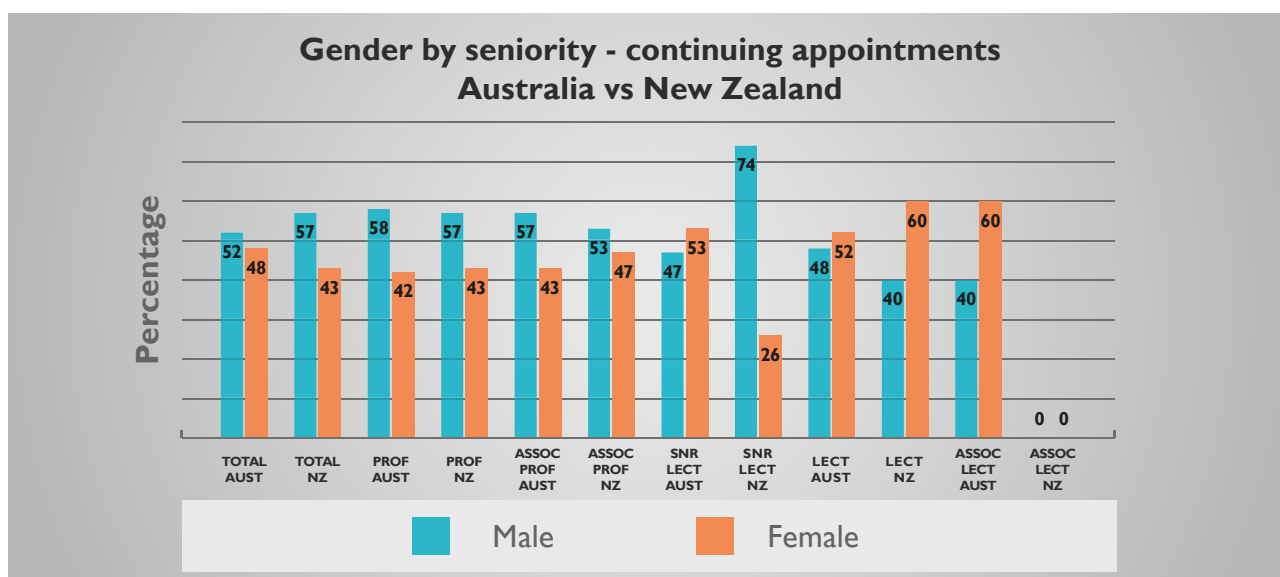


Figure 12: Australia vs New Zealand: continuing appointments by country, gender and seniority

	Male	Female	Total
<b>Total Go8</b>	<b>68.5</b> (54%)	<b>58.7</b> (46%)	<b>127.2</b>
<b>Total non-Go8</b>	<b>85.45</b> (51%)	<b>82.5</b> (49%)	<b>167.95</b>
Professor: Go8	19.5 (52%)	18.3 (48%)	<b>37.8</b>
Professor: non-Go8	22.5 (65%)	12.25 (35%)	<b>34.75</b>
Associate Professor: Go8	21 (58%)	15 (42%)	<b>36</b>
Associate Professor: non-Go8	18.65 (56%)	14.5 (44%)	<b>33.15</b>
Senior Lecturer: Go8	15 (55%)	12.4 (45%)	<b>27.4</b>
Senior Lecturer: non-Go8	30.05 (44%)	38.7 (56%)	<b>68.75</b>
Lecturer: Go8	12 (48%)	13 (52%)	<b>25</b>
Lecturer: non-Go8	13.25 (49%)	14.05 (51%)	<b>27.3</b>
Associate Lecturer: Go8	1 (100%)	0	<b>1</b>
Associate Lecturer: non-Go8	1 (25%)	3 (75%)	<b>4</b>

Table 7: Australia: seniority by gender and sector

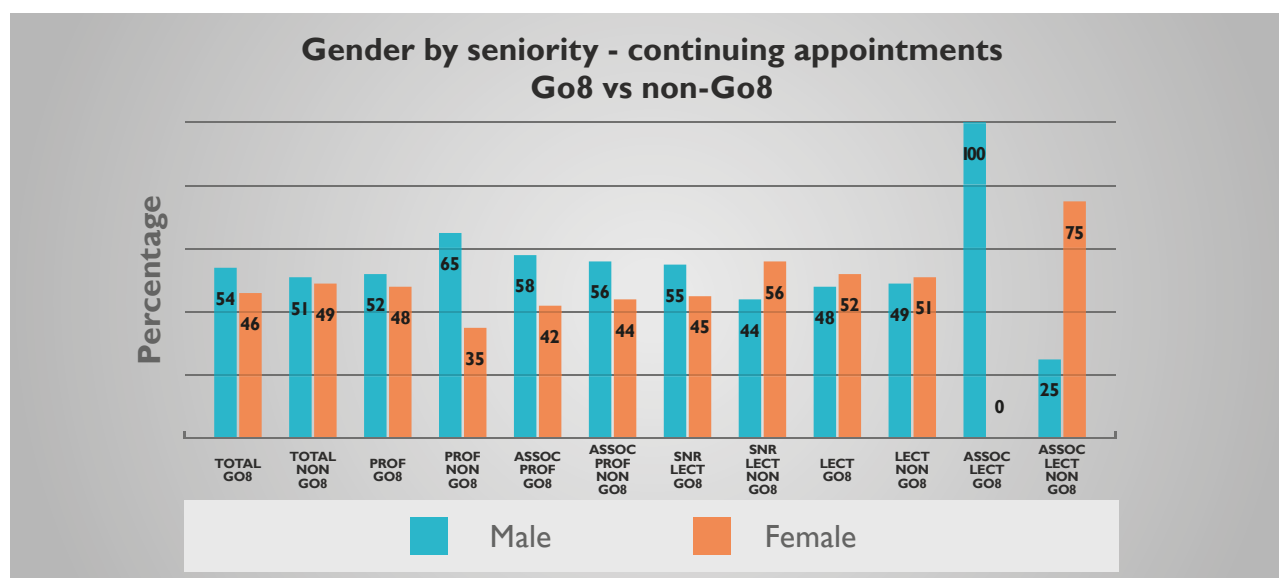


Figure 13: Australia: seniority by gender and sector

### Key findings

- In continuing positions, women were under-represented at the senior levels of the profession. Women held 47 percent of all continuing positions in Australia and New Zealand, but held 42 percent of the professorships and 44 percent of the associate professorships.



- Conversely, women were concentrated, albeit relatively slightly, at the senior lecturer level where they held 50 percent of positions, and at the associate lecturer level where they held 60 percent of the positions.
- It is worth noting that there was no concentration at the lower levels in New Zealand; women held 43 percent of the continuing positions overall, and 43 percent of the professorships and associate professorships. The under-representation at the senior levels of the profession exactly mirrored the under-representation in continuing positions overall.
- Within Australia the under-representation of women at the senior levels of the profession was more marked in the non-Go8 sector. Women comprised 46 percent of the continuing staff in the Go8 sector and held 48 percent of the professorships and 42 percent of the associate professorships. Conversely, in the non-Go8 sector, women held 49 percent of the continuing positions, but only 35 percent of the professorships and 44 percent of the associate professorships.
- The concentration of women at the more junior levels of the profession was slightly more apparent in the non-Go8 sector where women held 56 percent of the senior lectureships and 51 percent of the lectureships (and 3 of the 4 associate lecturer positions) than in the Go8 sector where women held 45 percent of the senior lectureships and 51 percent of the lectureships.

## Conclusions

In 2016 there was a continuing gender disparity at the more senior levels of the profession with women under-represented in professorships and associate professorships. In Australia the under-representation was slightly worse than in the profession overall, whereas in New Zealand it almost exactly mirrored under-representation in the profession overall. Within Australia the disparity was most marked in non-Go8 universities where the percentages of women holding professorships and associate professorships were both noticeably lower than the percentage of women holding continuing positions in the non-Go8 sector overall.

This is consistent with the gradual resolution of a history of under-representation overall. The majority of new positions are at the more junior levels of the profession, so it is to be expected that disparity would disappear or be resolved at these levels before the disparities at the more senior levels. There is a “pipeline” effect in evidence both in terms of women entering continuing positions from HDRs and research fellowships, and in reaching the more senior levels of the profession.

As with the gender breakdown in overall appointment numbers, these figures compare favourably with History in the United Kingdom. A 2015 report by the Royal Historical Society found that male History professors outnumbered female History professors by almost four to one. There are thus significantly greater gender disparities in History in the United Kingdom in the proportion of female academics, in access to secure employment and in seniority than there are in Australia and New Zealand.

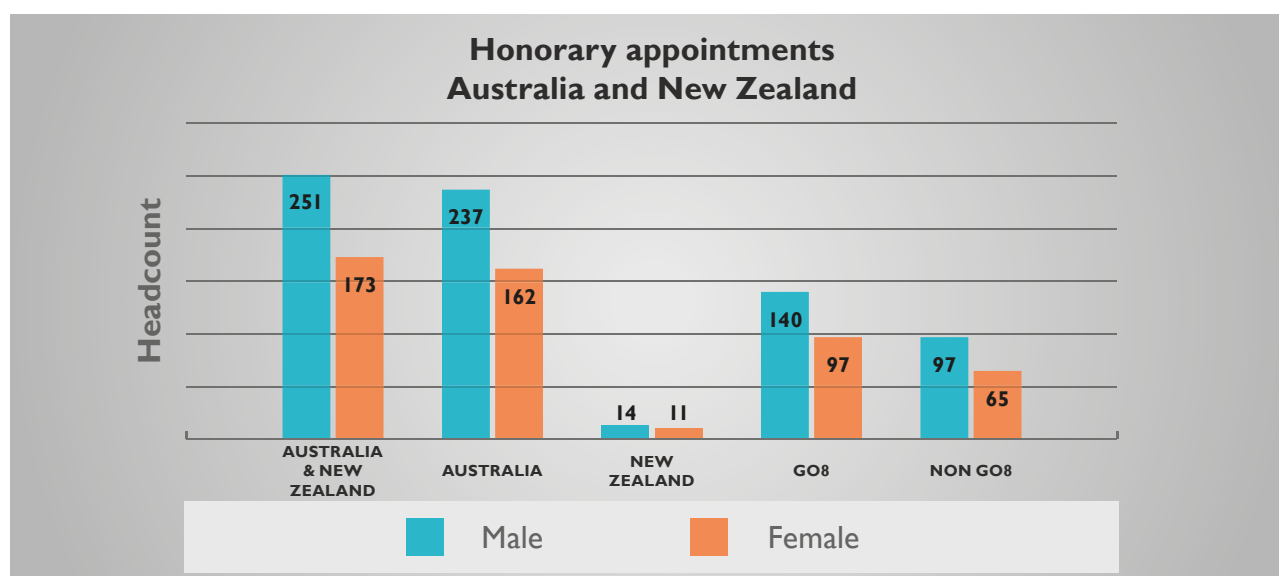
## Honorary Staffing

Honorary staffing is usually a secondary concern for History groupings, but is nonetheless of some import. Honorary staff typically concentrate on research, and their research outputs can contribute significantly to a discipline or academic unit's research productivity, quality and impact. Honorary staff can also make important contributions to the supervision of research theses and to the mentoring of junior staff, and may also contribute to undergraduate teaching. The cost imposed upon academic units is generally small, and most of the benefits for honorary staff – such as email, internet and library access, and shared office space – are provided centrally rather than by the disciplinary grouping or the academic unit.

### Results

	Male	Female	Total
Australia & New Zealand	251 (59%)	173 (41%)	424
Australia	237 (59%)	162 (41%)	399
New Zealand	14 (56%)	11 (44%)	25
Australia: Go8	140 (59%)	97 (41%)	237
Australia: non-Go8	97 (60%)	65 (40%)	162

**Table 8:** Australia and New Zealand: honorary appointments by country, sector and gender



**Figure 14:** Australia and New Zealand: honorary appointments by country, sector and gender

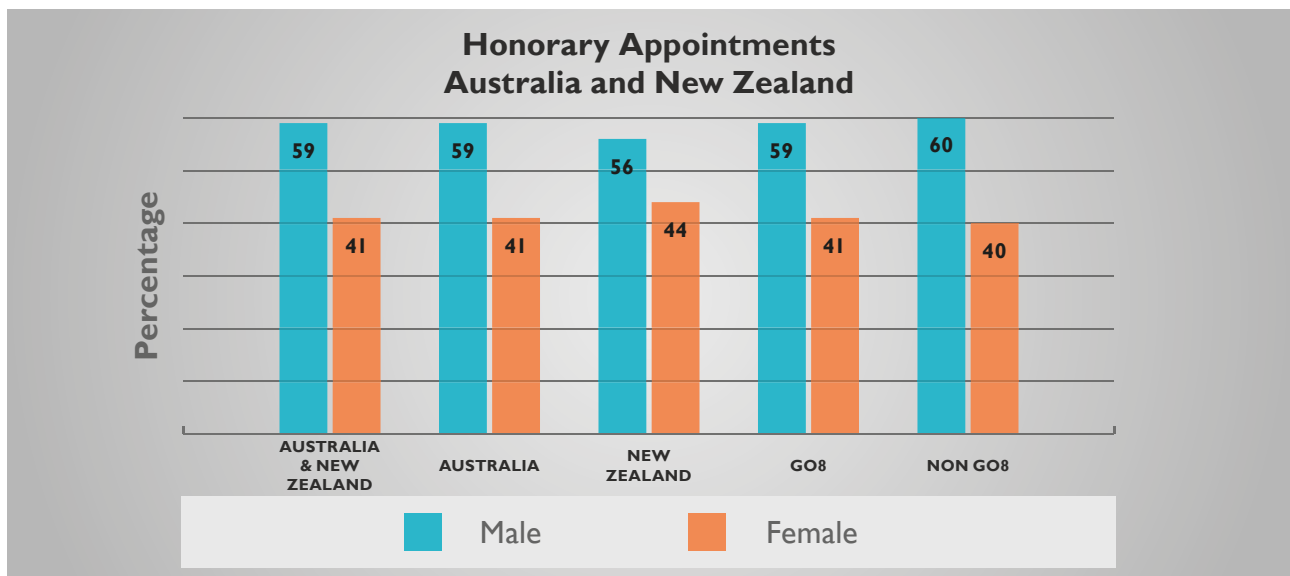


Figure 15: Australia and New Zealand: honorary appointments by country, sector and gender

### Key findings

- Honorary staff were widely employed in Australia and New Zealand. History groupings had slightly more honorary staff (424) than they had paid staff (409.25 FTE).
- Honorary staff were concentrated in Australia, with 399 honorary staff (compared to 346.55 FTE paid staff) whereas there were just 25 in New Zealand (compared to 62.7 FTE paid staff).
- Honorary staff were concentrated in the Go8 sector in Australia. Some 59.4 percent of Australian honorary staff were attached to Go8 universities, as opposed to 45.1 percent of paid staff.
- The gender imbalance among honorary staff was reasonably consistent across the two countries and the Go8 and non-Go8 sectors in Australia. Overall, 59 percent of honorary staff were male, 41 percent female.

### Conclusions

Honorary staff were widely employed by History groupings, particularly in Australia, and even more so in the Go8 sector. The greater proportional employment of honorary staff in Australia is probably attributable, in part at least, to their research output contributing towards publication income until recently, and latterly to research quality assessment exercises. The concentration in Go8 History groupings is likely due to a number of factors, including the desire on the part of honorary staff to be associated with more prestigious institutions, the higher quality of research infrastructure such as library collections, and stronger research cultures.

The gender imbalance among honorary staff is significant, but not markedly more so than in overall staffing profiles. This is most likely due to a “legacy” effect whereby the greater number of male historians in the past, particularly at senior levels, has resulted in a significantly larger pool of retired male academic historians, many of whom have continued their research after ceasing paid employment and have sought honorary appointments to support their continued activity.

## Student Mix and Staff-Student Ratios

In 1996 Norman Etherington lamented that AHA surveys had revealed a major deterioration in staff-student ratios, from 1:12.3 in 1970 to 1:17.8 in 1995.<sup>26</sup> It is, however, unclear on what basis these numbers were calculated. Such calculations are often inclusive of research-only or research-focussed staff which tends to give a false impression as this overstates the teaching resources that are available for a disciplinary grouping to manage its teaching program.

Methodological note: because of the above problem, we have calculated staff-student ratios on the basis of the total student load (EFTSL), expressed and calculated as equivalent full-time students and inclusive of honours, postgraduate coursework and HDR students, divided by the number of staff on continuing appointments and those on fixed-term contracts of more than one year. We have excluded from the calculation staff who were on postdoctoral or other research-focussed fellowships unless they were expected to return to continuing teaching positions. This is still an imperfect method, but we believe that it gives a better measure of the teaching resources available to meet teaching and supervision requirements. It is important that the same method be applied in future surveys to produce comparable data.

### Results

	EFTSL Undergrad	EFTSL Hons	EFTSL PGC	EFTSL HDR	EFTSL total	Number of staff FTE (Continuing & fixed-term)	Staff-student ratio
<b>Go8</b>	2199.1	140.5	148.9	376.6	2865.1	131.2	21.8
<b>Non-Go8</b>	2949.6	92.4	113.6	397.8	3553.5	177.3	20.1
<b>Australia</b>	5148.8	232.8	262.5	774.4	6418.5	308.5	20.8
<b>New Zealand</b>	1055.7	87.4	0	82.3	1225.4	61.2	20
<b>Australia &amp; New Zealand</b>	6204.5	320.3	262.5	856.7	7643.9	369.7	20.7

**Table 9:** Staff/student load ratios

<sup>26</sup> Etherington, "The Historical Profession in Our Universities", p. 30.

## Key findings

- Undergraduate student enrolments (excluding Honours year students) constitute the vast majority of student load – 81.2 percent of load across the sector. The proportion is significantly higher in New Zealand at 86.2 percent of overall load, as against 80.2 percent in Australia. Within Australia there is a marked difference between Go8 universities, where undergraduate load accounts for 76.8 percent of the overall load in History, and non-Go8 universities where undergraduates account for 83 percent of overall load.
- New Zealand has a lower proportion of HDR and postgraduate coursework enrolments in History than Australia, but a higher proportion of Honours students.
- Within Australia, Go8 universities have a higher proportion of load in each of the non-undergraduate categories than non-Go8 universities, although the absolute load at HDR level is lower in the Go8 sector.
- Staff-student ratios now sit at 1:20.7 EFTSL across New Zealand and Australia.
- There is only a slight difference across national boundaries, with the staff-student ratio in New Zealand, at 1:20 EFTSL, being only slightly more favourable than that in Australia, at 1:20.8 EFTSL.
- Perhaps surprisingly, History groupings in non-Go8 universities in Australia have a more favourable staff-student ratio of 1:20.1 EFTSL than those in Go8 universities, where the staff-student ratio is 1:21.8 EFTSL.

## Conclusions

Staff-student ratios continue to worsen, reflecting a long-term pattern in the teaching of the Humanities in Australian and New Zealand universities where staff are required to do more with less. The ratios are least favourable in Australian Go8 universities, although their greater number of honorary staff and higher rates of success in obtaining ARC grant and other external research income gives them greater ability to supplement their teaching resources. There is only a relatively small difference in the staff-student ratios between Australia and New Zealand. There are, however, wide variations between individual History groupings.

It is notable that when staff and student numbers are combined, it reveals that the Go8 sector in Australia accounts for less than half of the overall History staff numbers, less than half of the HDR load and less than half of the undergraduate student load. History in Australian universities is now concentrated in the non-Go8 sector.

# CURRICULUM AND STUDENT ENROLMENT

## Introductory History Courses and Student Enrolment

The following tables provide a list of fields of History taught at Introductory level (sometimes called 1st Year) at Australian and New Zealand universities in 2016, ranked according to the number of course offerings and student enrolment in each. They show which fields of History were taught more often than others, and which were most popular with students, although student choice (and thus 'popularity') is, in some cases, constrained by whether or not courses in particular fields of History are offered. The presentation of the data in this manner can be a little abstract, so immediately following the tables a series of discussion points and graphs illustrate the key features. The data and discussion has been divided into Introductory and Upper level (i.e. 2nd and 3rd Year) History courses, as these year levels – and thus the types of courses offered in them – serve different purposes. Typically, broader courses are offered at Introductory level, and a greater number of specialised courses at Upper level. Introductory courses attract higher enrolments because there are fewer of them, and because their completion is often a pre-requisite for students majoring in History or wishing to later take Upper level History subjects. Dividing the courses this way also follows the method employed by Millar and Peel in their 2004 survey.

Methodological note: the figures concerning the average number of students per course are somewhat distorted by the small number of courses on offer in some fields as well as where they are taught. Smaller universities are generally less able to recruit large numbers of students and might be obliged to teach particular subjects regardless of their popularity.

Australian Universities: Introductory Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/ course	Rank
Australian	20	1	2,651	1	133	14
20th Century World History	12	=2	2,557	2	213	5
Pre-20th Century World History	12	=2	2,542	3	212	6
Medieval	8	=4	1,387	5	173	8
Modern European	8	=4	1,162	6	145	12
War/Conflict & Society	7	6	1,676	4	239	3
Theory/Ideas/Philosophy	6	7	594	8	99	18
Early Modern European	3	=8	582	9	194	7
American	3	=8	511	10	170	9
Renaissance/Reformation	3	=8	404	11	135	13
Aboriginal/Torres Strait Islands	2	=11	610	7	305	2
Asian	2	=11	298	13	149	11
Film History	2	=11	201	15	101	17
Ancient	2	=11	172	16	86	19
World War Two	2	=11	170	17	85	20
Environmental	1	=16	342	12	342	1
Nationalism	1	=16	236	14	236	4
The Holocaust/Genocide	1	=16	165	18	165	10
Place, Landscape, Memory	1	=16	130	19	130	15
Women/Feminism/Gender	1	=16	124	20	124	16
<b>TOTAL</b>	<b>97</b>		<b>16,514</b>		<b>170</b>	

**Table 10:** Introductory History courses at all Australian universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

New Zealand Universities: Introductory Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
20th Century World History	4	1	596	1	149	3
American	3	=2	439	2	146	4
New Zealand	3	=2	208	7	69	11
Medieval	3	=2	193	8	64	12
Modern European	2	=5	328	3	164	2
War/Conflict & Society	2	=5	259	4	130	5
Economic History	2	=5	246	5	123	6
Maori-Pakeha	2	=5	167	9	84	8
Human Rights	2	=5	162	10	81	9
Early Modern European	2	=5	148	11	74	10
History of Sexuality	1	=11	224	6	224	1
Pacific Islands	1	=11	100	12	100	7
Pre-20th Century World History	1	=11	40	13	40	13
Film History	1	=11	38	14	38	14
Religious History	1	=11	19	15	19	15
<b>TOTAL</b>	<b>30</b>		<b>3,167</b>		<b>106</b>	

**Table 11:** Introductory History courses at New Zealand universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

Australian Go8 Universities: Introductory Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	6	1	1,315	1	219	5
Pre-20th Century World History	5	=2	1,281	2	256	2
20th Century World History	5	=2	1,243	3	249	3
Medieval	4	4	619	4	155	7
Modern European	3	5	542	5	181	6
Renaissance/Reformation	2	=6	272	7	136	8
Australian	2	=6	172	9	86	11
World War Two	2	=6	170	10	85	12
American	1	=9	308	6	308	1
Nationalism	1	=9	236	8	236	4
Women/Feminism/Gender	1	=9	124	11	124	9
Asian	1	=9	87	12	87	10
Aboriginal/Torres Strait Islands	1	=9	44	13	44	13
<b>TOTAL</b>	<b>34</b>		<b>6,413</b>		<b>189</b>	

**Table 12:** Introductory History courses at Australian Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016



Australian Non-Go8 Universities: Introductory Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	18	1	2,479	1	138	10
20th Century World History	7	=2	1,314	2	188	7
Pre-20th Century World History	7	=2	1,261	3	180	8
Theory/Ideas/Philosophy	6	4	594	6	99	16
Modern European	5	5	620	5	124	13
Medieval	4	6	768	4	192	6
Early Modern European	3	7	582	7	194	5
American	2	=8	203	12	102	14
Film History	2	=8	201	13	101	15
Ancient	2	=8	172	14	86	17
Aboriginal/TSI	1	=11	566	8	566	1
War/Conflict & Society	1	=11	361	9	361	2
Environmental	1	=11	342	10	342	3
Asian	1	=11	211	11	211	4
The Holocaust/Genocide	1	=11	165	15	165	9
Renaissance/Reformation	1	=11	132	16	132	11
Place, Landscape, Memory	1	=11	130	17	130	12
<b>TOTAL</b>	<b>63</b>		<b>10,101</b>		<b>160</b>	

**Table 13:** Introductory History courses at Australian non-Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

### Key findings - Courses offered

- There were relatively few History courses offered at Introductory level in both Australian and New Zealand universities, a total of 127 courses across 44 universities.
- On a per institution basis, New Zealand universities offered 2.4 times as many Introductory History courses than Australian universities (an average of 6 courses per institution compared to 2.5).
- In Australian universities, broad-scale courses in Australian History and World History (both pre-twentieth century and twentieth century) were most commonly taught at Introductory level.<sup>27</sup> These tend to be survey-type courses or framed around broad themes such as 'Empires' or 'Revolutions'. Courses in Medieval History, Modern Europe, War/Conflict & Society and Theory/Ideas/Philosophy (which include historical method-type courses) were also well represented.
- The spread of courses was more even in New Zealand, where only two courses separate the 1<sup>st</sup> and 10<sup>th</sup> most commonly taught field of History. The most commonly taught courses were in 20<sup>th</sup> Century World History, American, New Zealand and Medieval History.
- It is notable that in both Australia and New Zealand Asian History did not feature in the ten most commonly taught fields of History (although it was probably incorporated, to some extent, within courses categorised as World History).
- Australia, with 34 more History groupings than New Zealand included in the survey, taught the same number of American History courses at Introductory level.

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<sup>27</sup> Pre-20th Century World History courses are those that cover a broad chronological and geographical span and discuss events prior to the twentieth century. Courses that concentrate on a single region or period before the twentieth century have been placed in other categories, such as Ancient History or Renaissance/Reformation History.

### Australia: Introductory course offerings and enrolment by fields of History

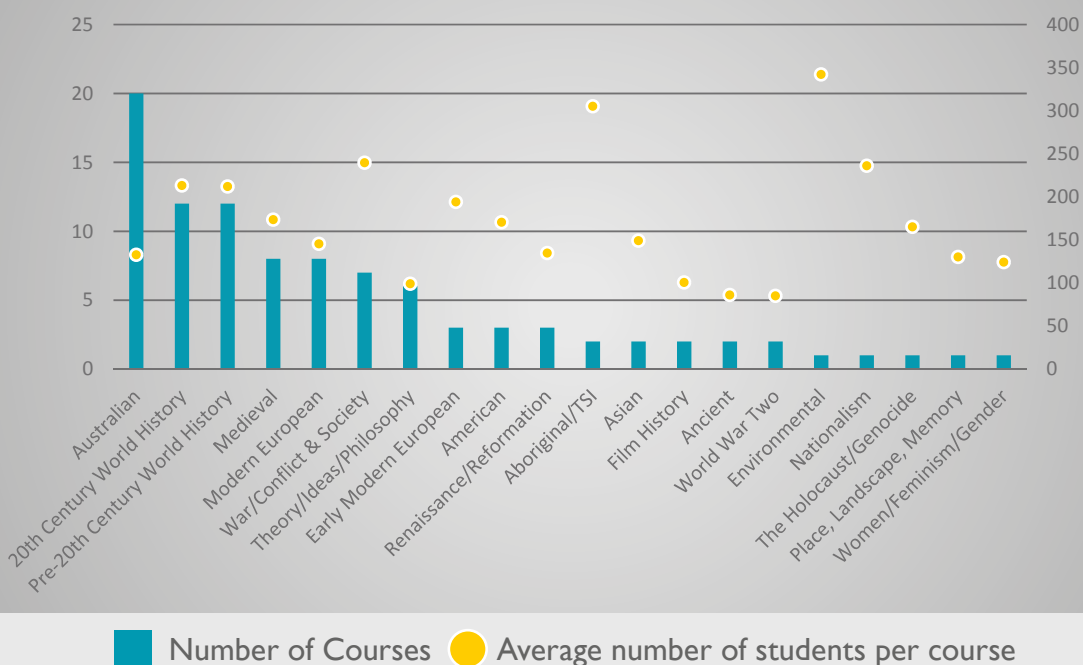


Figure 16: Introductory course offerings and their average student enrolment by field of History, all Australian universities, 2016

### New Zealand: Introductory course offerings and enrolment by fields of History

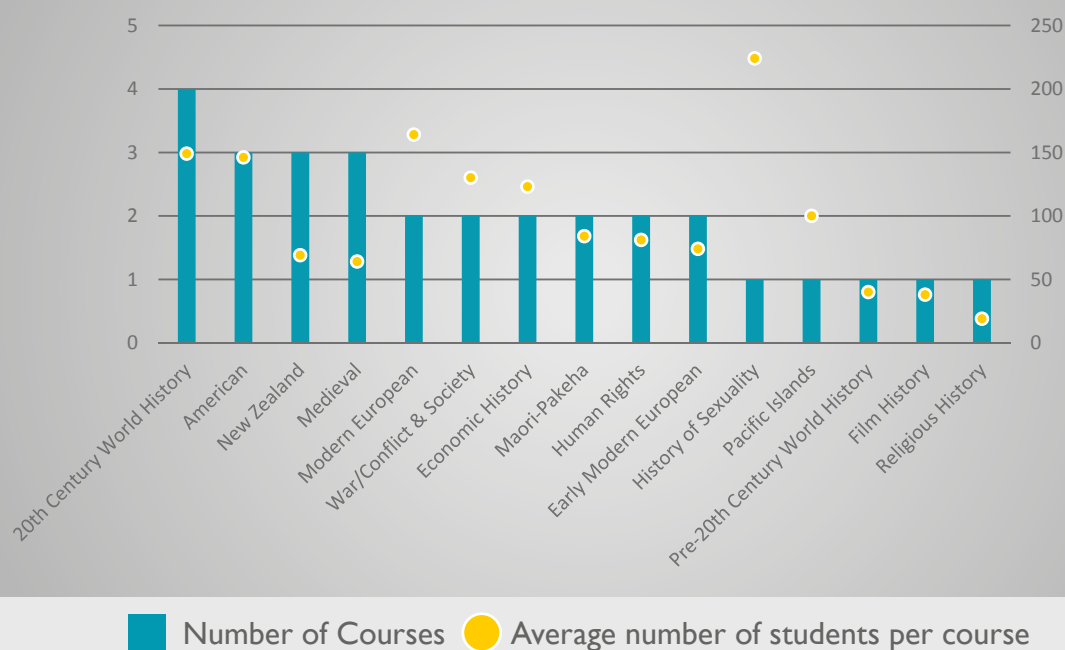
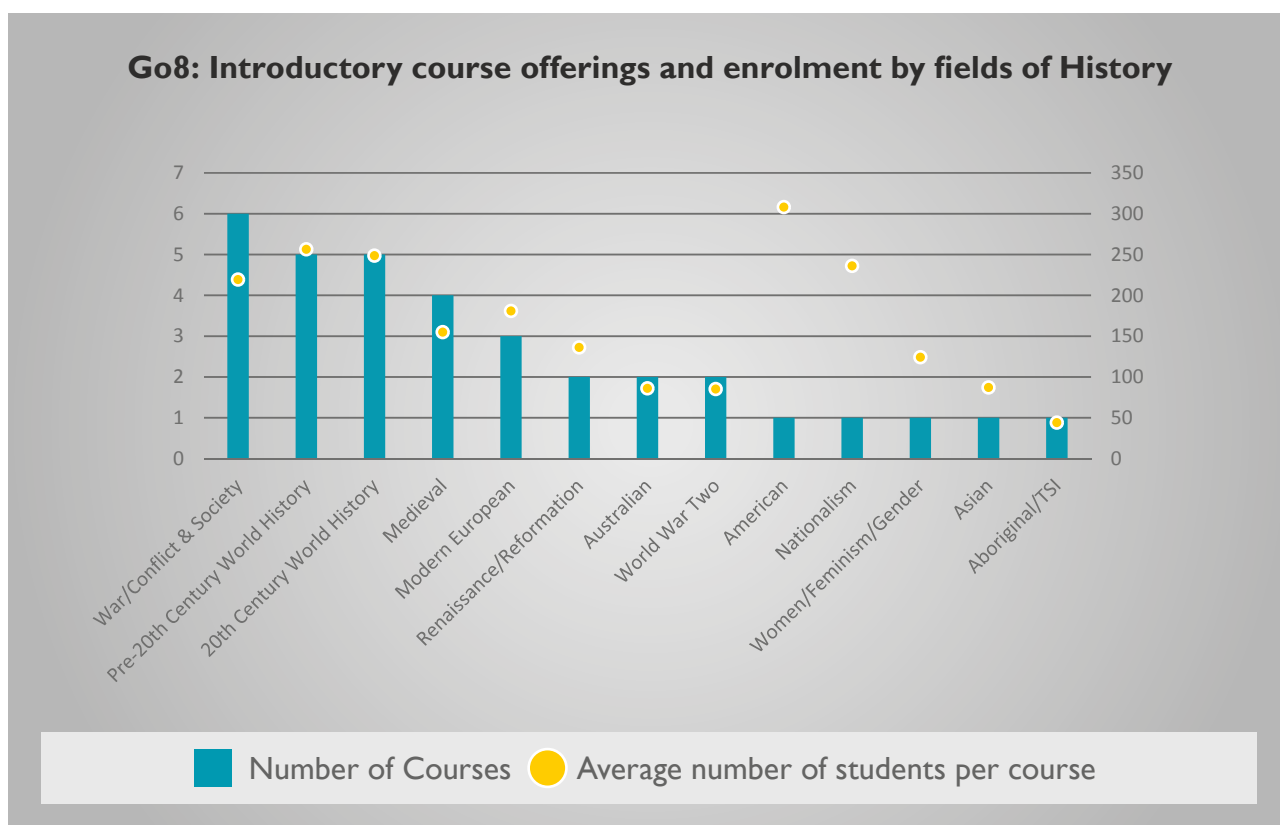
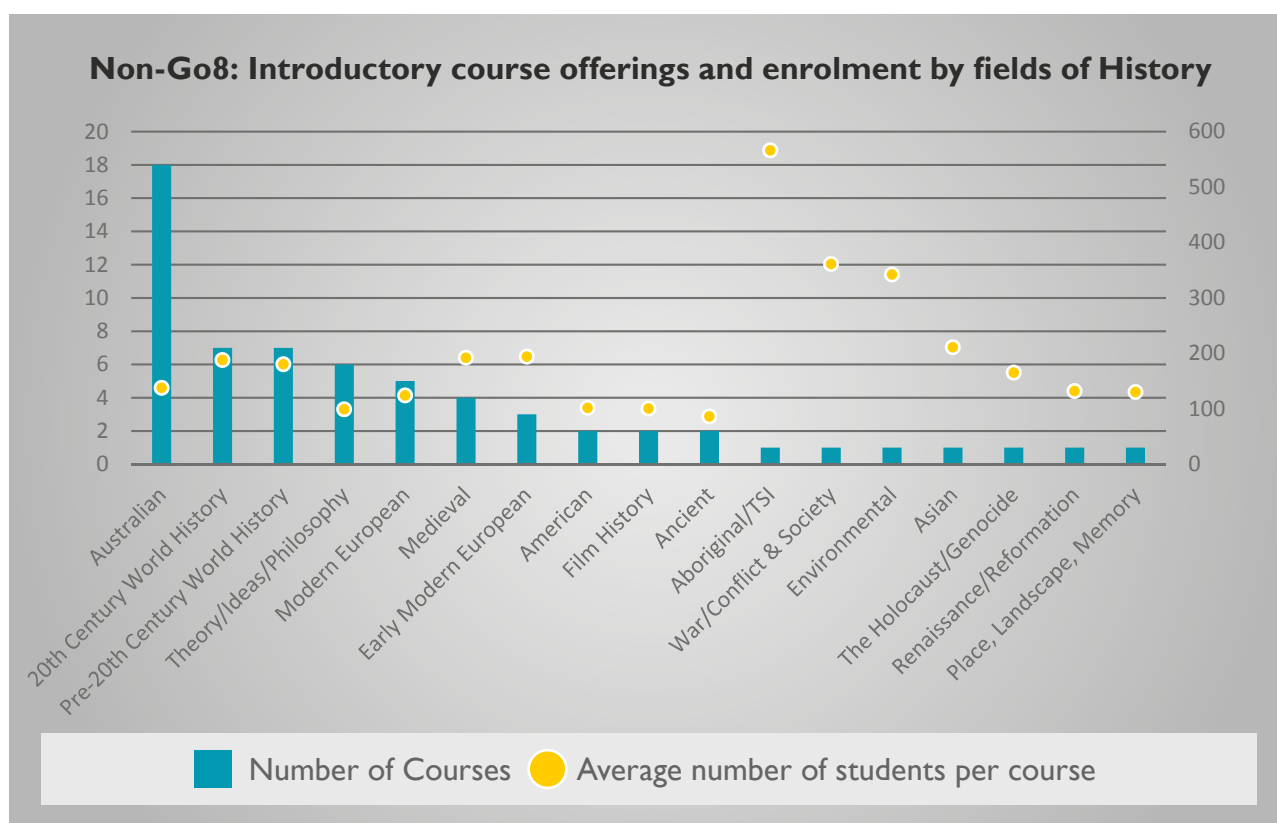


Figure 17: Introductory course offerings and their average student enrolment by field of History, New Zealand universities, 2016

- In Australia, there was significant disparity between Go8 and non-Go8 universities in terms of both the number of courses offered and their fields of History. For example, despite Australian History being the most commonly offered course at Introductory level overall, only two of the Go8 universities offered such courses, whereas it was taught by more than half of the non-Go8 universities. Courses in Theory/Ideas/Philosophy featured quite prominently at non-Go8 institutions, but not at all in Go8 universities. Conversely, War/Conflict & Society courses were the most commonly taught at Introductory level at Go8 universities, yet only one such course was taught among all of the non-Go8 universities. Medieval, Modern European, American, and 20<sup>th</sup> and Pre-20<sup>th</sup> Century World History courses, however, were taught by both Go8 and non-Go8 universities in roughly equal measure at Introductory level.



**Figure 18:** Introductory course offerings and their average student enrolment by field of History, Australian Go8 universities, 2016



**Figure 19:** Introductory course offerings and their average student enrolment by field of History, Australian non-Go8 universities, 2016

### Enrolment

- 16,514 students took Introductory History courses in Australia in 2016, almost double the number enrolled in courses in 1995 (approx. 8,502 students), if one takes the Etherington, Stannage and Londey survey as a point of comparison.<sup>28</sup> (This is a count of student bodies, not EFTSL.) Go8 universities accounted for 38.8 percent of these students. 3,167 students were enrolled in Introductory courses at New Zealand universities in 2016.
- Since New Zealand universities offered more Introductory courses per institution than Australian universities, the average size of course enrolment in New Zealand was substantially smaller (106 students per course compared to 170 students in Australia).
- In Australia, the fields of History with the highest level of enrolment did not directly align with the fields of History in which the most courses are offered (see Figure 17). While the ranking order of the three most commonly taught and most popular fields of History was the same, the total student enrolment in each field was also almost identical despite nearly twice as many Australian History courses being taught (20) as 20<sup>th</sup> Century World History and Pre-20<sup>th</sup> Century World History (12 each). The latter two fields were thus much more popular than Australian History (attracting, on average, 213 and 212 students per course offered compared to 133 students). War/Conflict & Society was another disproportionately popular field of History at Introductory level, with high student enrolment compared to the number of courses offered (an average of 239 students per course). On average, Aboriginal/Torres Strait Islands Introductory courses each attracted 305 students, Early

<sup>27</sup> According to data taken from Etherington, Stannage and Londey, *So You Want to Study History*, pp. 3-36.

Modern Europe courses each attracted 194 students, Medieval History courses attracted 173 students, American History courses attracted 170 students, Modern Europe courses attracted 145 students, Renaissance/Reformation courses attracted 135 students, and Theory/Ideas/Philosophy courses attracted 99 students.<sup>29</sup>

- While few were taught, Aboriginal/Torres Strait Islands History courses initially appeared popular at Introductory level in Australia, with a total enrolment of 610 students in 2016 (an average of 305 students per course). But there was disparity between the two courses that were taught in 2016, with one attracting 566 students, while only 44 students enrolled in the other. The former was a mandatory course for students taking Education and Youth Work degrees, which accounts for the high level of enrolment.
- In New Zealand, on a student enrolment per course basis, the fields of 20<sup>th</sup> Century World History and American History were most popular at Introductory level, attracting on average 149 and 146 students respectively. The popularity of courses in Modern Europe, War/Conflict & Society, Economic History and, particularly, History of Sexuality seems to belie the relatively low number of offerings in these fields, while New Zealand and Medieval History courses were much less popular, attracting on average only 69 and 64 students respectively.
- The teaching of Economic History at Introductory level in New Zealand appears relatively strong, with two courses attracting an average of 123 students. It is notable that this field of History was not taught at Introductory level in Australia, at least not in the History groupings that we surveyed. (We cannot discount the possibility that Economic History was being taught in other disciplines, such as Business and Economics.) Conversely, Early Modern European History was strong in Australia (three courses offered at Introductory level attracting 582 students), whereas it was much less popular in New Zealand (two courses attracting 148 students in total).
- At Introductory level, Aboriginal/Torres Strait Islands History courses appear to be much more popular in Australia than Maori-Pakeha History courses in New Zealand (two courses attracting a total of 610 students compared to two courses attracting 167 students). However, as noted above, this comparison is skewed by the disproportionately high enrolment in one of those Australian courses.
- There were variations in the popularity of different fields of History offered at Australian Go8 and non-Go8 universities. The most pronounced difference stemmed from the choice of Go8 History groupings to invest in War/Conflict & Society courses at Introductory level, seemingly at the expense of Australian History, which was much more commonly taught and more popular at non-Go8 universities.

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<sup>27</sup> In 2016, Environmental History and Nationalism courses attracted 342 and 236 students respectively, but only one course was offered in each field, which is an insufficient sample from which to draw conclusions.

## Upper Level History Courses and Student Enrolment

As the below tables illustrate, students were offered a wider range of historical subject matter and themes at Upper level than at Introductory level in 2016.

2016	Introductory Level Enrolments	Introductory Courses	Upper Level Enrolments	Upper Level Courses
Australia	16,514	97	24,701	380
Go8	6,413	34	10,659	163
Non-Go8	10,101	63	14,042	217
New Zealand	3,167	30	3,918	116
Australia and New Zealand	19,681	127	28,619	496

**Table 14:** Comparison of the number of courses offered and course enrolment for Introductory and Upper level of study at Australian and New Zealand universities, 2016

Australian Universities: Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	44	1	2,163	2	49	=32
War/Conflict & Society	42	2	3,816	1	91	9
Theory/Ideas/Philosophy	29	3	1,275	5	44	34
Asian	25	4	1,236	7	49	=32
Modern European	22	5	1,540	3	70	=17
American	19	6	1,500	4	79	=14
Medieval	16	7	1,244	6	78	16
Aboriginal/TSI	13	=8	830	10	64	22
Ancient	13	=8	682	12	52	29
Nazism/Fascism	12	10	1,142	8	95	8
Public History/ Heritage	11	11	286	24	26	42
20th Century World History	10	12	889	9	89	10
Crime & Punishment	8	=13	445	15	56	=27
Practical	8	=13	444	16	56	=27
The Holocaust/Genocide	7	=15	823	11	118	3
Human Rights	7	=15	555	13	79	=14
Place, Landscape, Memory	7	=15	437	17	62	24
Science/Medicine/Technology	7	=15	302	21	43	35
Renaissance/Reformation	7	=15	227	28	32	41
Imperialism/Post-Colonialism	6	20	297	22	50	=30
Early Modern European	5	=21	412	18	82	13
Modern British	5	=21	289	23	58	26
Women/Feminism/Gender	5	=21	250	25	50	=30
Southeast Asian	5	=21	103	37	21	43
Immigration	4	=25	449	14	112	5
Religious History	4	=25	395	19	99	7
Race/Ethnic History	4	=25	336	20	84	12
Film History	4	=25	242	26	61	25
Environmental	4	=25	163	34	41	36
History of Sexuality	4	=25	135	36	34	39
Urban	3	=31	209	29	70	=17
Popular Culture	3	=31	199	32	66	=19
Middle Eastern	3	=31	197	33	66	=19
World War Two	2	=34	235	27	118	4
History of Islam	2	=34	205	30	103	6
History of the Family	2	=34	77	39	39	37
Latin American	2	=34	75	40	38	38
History of Sport	1	=38	202	31	202	1
Economic History	1	=38	146	35	146	2
Nationalism	1	=38	87	38	87	11
Vietnam War	1	=38	65	41	65	21
African	1	=38	64	42	64	22
Pacific Islands	1	=38	33	43	33	40
<b>TOTAL</b>	<b>380</b>		<b>24,701</b>		<b>65</b>	

**Table 15:** Upper level History courses at all Australian universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016



New Zealand Universities: Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	15	1	723	1	48	4
Asian	13	2	367	3	28	=14
Maori-Pakeha	11	3	219	7	20	=22
Nazism/Fascism	10	4	231	5	23	=17
New Zealand	9	5	290	4	32	=11
American	7	=6	413	2	59	2
Modern European	7	=6	226	6	32	=11
Pacific Islands	6	8	127	12	21	21
Medieval	5	9	180	8	36	9
Science/Medicine/Technology	4	10	163	9	41	6
Human Rights	3	=11	135	11	45	5
Crime & Punishment	3	=11	119	13	40	7
Modern British	3	=11	118	14	39	8
Imperialism/Post-Colonialism	3	=11	87	15	29	13
The Holocaust/Genocide	3	=11	84	16	28	=14
Ancient	2	=16	144	10	72	1
Middle Eastern	2	=16	48	18	24	16
Women/Feminism/Gender	2	=16	46	=19	23	=17
Renaissance/Reformation	2	=16	46	=19	23	=17
World War Two	1	=20	52	17	52	3
History of Islam	1	=20	33	21	33	10
Australian	1	=20	23	22	23	=17
History of Sport	1	=20	20	=23	20	=22
Economic History	1	=20	20	=23	20	=22
Race/Ethnic History	1	=20	4	25	4	25
<b>TOTAL</b>	<b>116</b>		<b>3,918</b>		<b>34</b>	

**Table 16:** Upper level History courses at New Zealand universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

Australian Go8 Universities: Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	15	1	1,571	1	105	5
Australian	14	=2	693	4	50	24
Asian	14	=2	621	6	44	=28
Modern European	12	4	616	7	51	23
American	11	5	895	2	81	12
Theory/Ideas/Philosophy	10	6	433	8	43	30
Medieval	9	7	791	3	88	9
Nazism/Fascism	7	8	658	5	94	8
Crime & Punishment	6	=9	367	9	61	18
Renaissance/Reformation	6	=9	193	20	32	34
Modern British	5	11	289	10	58	20
Aboriginal/TSI	4	=12	227	15	57	21
Ancient	4	=12	222	16	56	22
Practical	3	=14	288	11	96	7
Race/Ethnic History	3	=14	260	12	87	=10
Urban	3	=14	209	18	70	13
Early Modern European	3	=14	195	19	65	15
Science/Medicine/Technology	3	=14	146	=21	49	25
Place, Landscape, Memory	3	=14	142	23	47	27
History of Sexuality	3	=14	103	26	34	33
World War Two	2	=21	235	13	118	2
Human Rights	2	=21	229	14	115	3
The Holocaust/Genocide	2	=21	217	17	109	4
Immigration	2	=21	119	24	60	19
Women/Feminism/Gender	2	=21	96	27	48	26
Popular Culture	2	=21	88	28	44	=28
Southeast Asian	2	=21	80	30	40	31
Latin American	2	=21	75	31	38	32
Film History	2	=21	48	35	24	35
Economic History	1	=30	146	=21	146	1
History of Islam	1	=30	104	25	104	6
Middle Eastern	1	=30	87	29	87	=10
20th Century World History	1	=30	68	32	68	14
Imperialism/Post-Colonialism	1	=30	64	=33	64	=16
African	1	=30	64	=33	64	=16
History of the Family	1	=30	20	36	20	36
<b>TOTAL</b>	<b>163</b>		<b>10,659</b>		<b>65</b>	

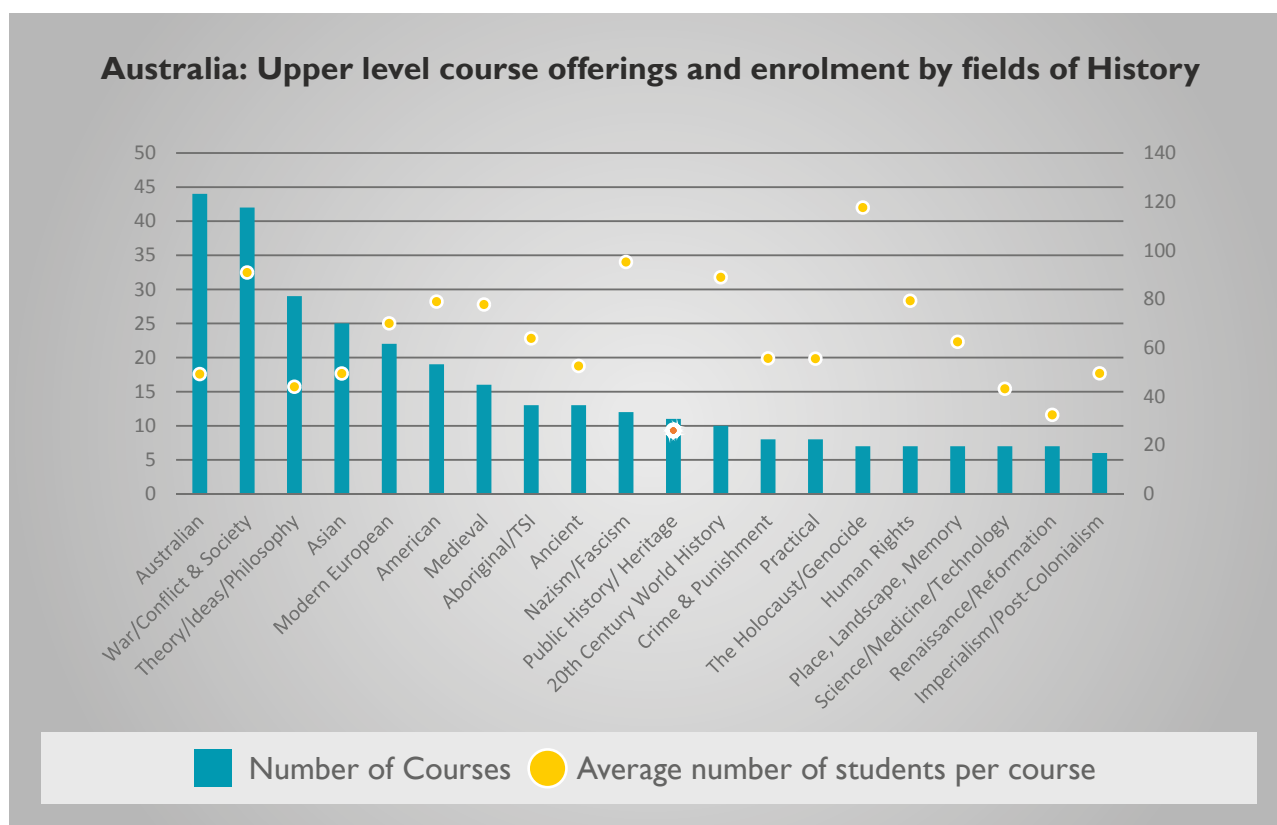
**Table 17:** Upper level History courses at Australian Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

Australian Non-Go8 Universities: Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	30	1	1,470	2	49	26
War/Conflict & Society	27	2	2,245	1	83	13
Theory/Ideas/Philosophy	19	3	842	4	44	28
Asian	11	=4	615	6	56	22
Public History/Heritage	11	=4	286	17	26	36
Modern European	10	6	924	3	92	10
20th Century World History	9	=7	821	5	91	11
Aboriginal/TSI	9	=7	603	9	67	17
Ancient	9	=7	460	11	51	=24
American	8	10	605	8	76	=14
Medieval	7	11	453	12	65	=18
The Holocaust/Genocide	5	=12	606	7	121	3
Nazism/Fascism	5	=12	484	10	97	=8
Human Rights	5	=12	326	15	65	=18
Imperialism/Post-Colonialism	5	=12	233	18	47	27
Practical	5	=12	156	=23	31	35
Religious History	4	=17	395	13	99	7
Place, Landscape, Memory	4	=17	295	16	74	16
Environmental	4	=17	163	22	41	29
Science/Medicine/Technology	4	=17	156	=23	39	=30
Women/Feminism/Gender	3	=21	154	25	51	=24
Southeast Asian	3	=21	23	37	8	37
Immigration	2	=23	330	14	165	2
Early Modern European	2	=23	217	19	109	5
Film History	2	=23	194	21	97	=8
Middle Eastern	2	=23	110	27	55	23
Crime & Punishment	2	=23	78	30	39	=30
History of Sport	1	=28	202	20	202	1
Popular Culture	1	=28	111	26	111	4
History of Islam	1	=28	101	28	101	6
Nationalism	1	=28	87	29	87	12
Race/Ethnic History	1	=28	76	31	76	=14
Vietnam War	1	=28	65	32	65	=18
History of the Family	1	=28	57	33	57	21
Renaissance/Reformation	1	=28	34	34	34	32
Pacific Islands	1	=28	33	35	33	33
History of Sexuality	1	=28	32	36	32	34
<b>TOTAL</b>	<b>217</b>		<b>14,042</b>		<b>65</b>	

**Table 18:** Upper level History courses at Australian non-Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

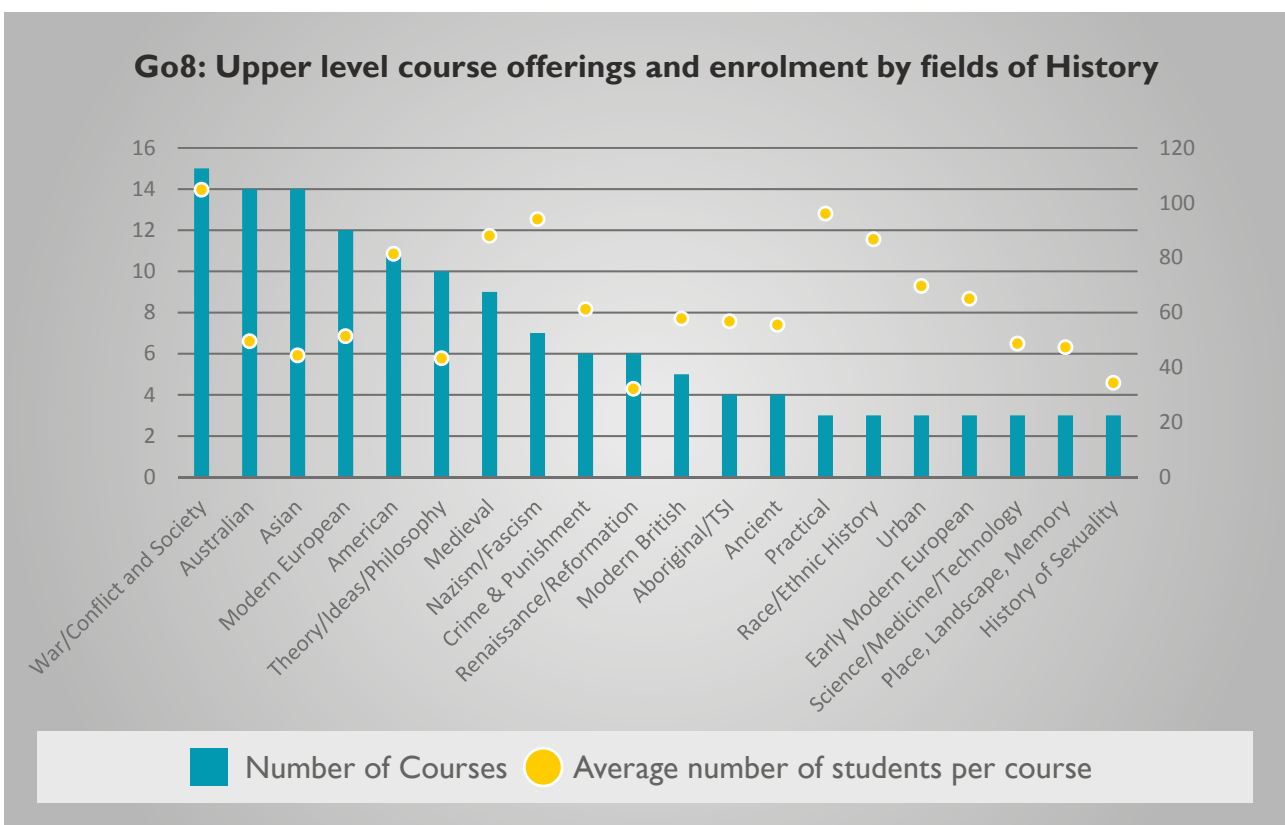
### Key findings: Course offerings

- In terms of the fields of History that were most commonly offered in Australia at Upper level, Australian History and courses in War/Conflict & Society dominated, with courses in Theory/Ideas/Philosophy, Asian, Modern European and American History well represented. Asian History, which did not feature in the ten most popular fields of History taught at Introductory level, was the fourth most common type of History taught at Upper level.
- In Australia, the broad-scale World History-type courses that were so common at Introductory level gave way to narrower national and thematic studies. There were no Pre-20<sup>th</sup> Century World History courses offered at Upper level in 2016, and just ten 20<sup>th</sup> Century World History courses compared to twelve offered in each category at Introductory level.
- A very broad range of Upper level courses was offered in Australia in 2016, covering some 43 separate fields of History, although there were five or more courses offered in only 24 of these fields.



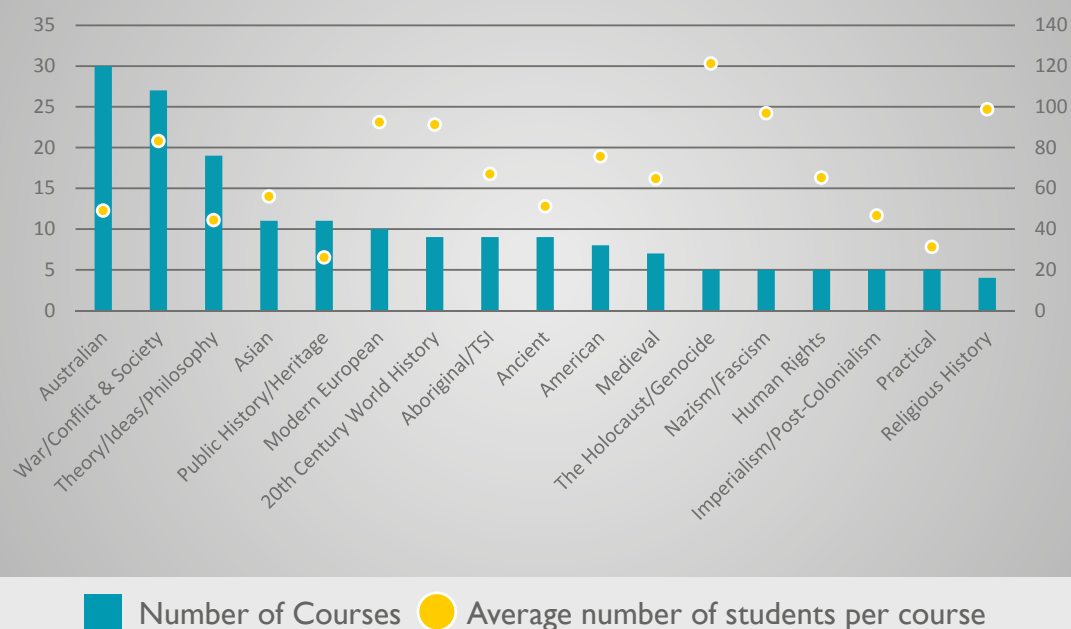
**Figure 20:** Most commonly offered Upper level courses and their average student enrolment by field of History, all Australian universities, 2016

- In Australia there were some notable differences between the most common offerings in the Go8 and non-Go8 sectors. Non-Go8 universities taught all eleven of the Upper level courses in Public History/Heritage (their fifth most commonly offered field of History) and all but one of the 20<sup>th</sup> Century World History courses. Given that non-Go8 universities taught 57.1 percent of the courses offered at Upper level in Australia, it is notable that they offered fewer Asian History courses than the eight Go8 universities, teaching 44 percent of the total number of Asian History courses on offer. Conversely, the non-Go8 universities offered a disproportionately high number of Australian, War/Conflict & Society and Theory/Ideas/Philosophy courses: 68.2 percent, 64.3 percent, and 65.5 percent of the respective number of courses on offer. Their dedication to teaching Australian History at Upper level mirrored the pattern at Introductory level, where non-Go8 universities taught 90 percent of the offerings in Australian History.



**Figure 21:** Most commonly offered Upper level courses and their average student enrolment by field of History, Australian Go8 universities, 2016

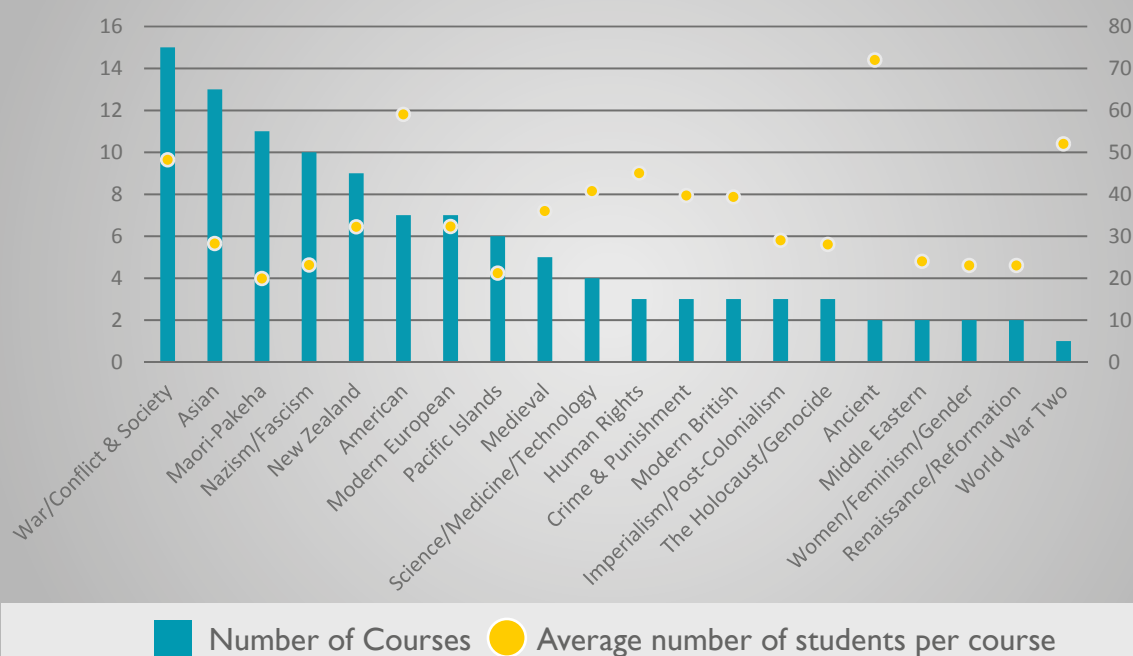
### Non-Go8: Upper level course offerings and enrolment by fields of History



**Figure 22:** Most commonly offered Upper level courses and their average student enrolment by field of History, Australian non-Go8 universities, 2016

- On a per institution basis, New Zealand universities offered 2.4 times as many Upper level History courses than Australian universities (an average of 23.2 courses per institution compared to 9.7 in Australia).
- While Australian History was the most commonly offered field of History in Australia at Upper level, it is conspicuous that New Zealand History was only the fifth most common field in New Zealand. It placed behind War/Conflict & Society, Asian, and Nazism/Fascism, as well as courses in Maori-Pakeha History (which ranked third).
- As in Australia, the broad-scale 20<sup>th</sup> Century World History courses that were so common at Introductory level in New Zealand were replaced at Upper level by narrower national and thematic studies, including histories of Nazism/Fascism, Pacific Islands and Science/Medicine/Technology.
- As in Australia, Asian History was commonly taught at Upper level in New Zealand, in stark contrast to its absence at Introductory level. Nazism/Fascism courses were also commonly offered at Upper level but not at Introductory level in both countries.
- New Zealand offered a narrower range of fields of History than Australia at Upper level: 25 separate fields. There were five or more courses offered in only nine of these fields.

### New Zealand: Upper level course offerings and enrolment by fields of History



**Figure 23:** Most commonly offered Upper level courses and their average student enrolment by field of History, New Zealand universities, 2016

## Enrolment

- 24,701 students were enrolled in Upper level History courses in Australia in 2016, nearly two-and-a-half times more than the number enrolled in courses in 1995 (approx. 10,156 students), if one takes the Etherington, Stannage and Londey survey as a point of comparison.<sup>30</sup> Go8 universities accounted for 43.2 per cent of these students. 3,918 students were enrolled at Upper level in New Zealand universities in 2016.
- In 2016, the average enrolment in an Upper level History course in Australia was 65 students. In New Zealand, the average course enrolment was substantially less at 34 students.
- In Australia, the fields of History with the highest level of enrolment were War/Conflict & Society, Australian, Modern Europe and American History. In the case of Australian History this was solely due to the number of courses on offer as opposed to its popularity among students – on average, each Upper level Australian History course was taken by only 49 students, as opposed to the average enrolment of 91 students in War/Conflict & Society courses, 79 students in American History courses and 70 students in Modern Europe courses. The other most popular Upper level fields of History in Australia on a student enrolment per course basis were The Holocaust/Genocide (118 students per course – the highest among the fields of History where more than two courses were offered), Immigration (112 students), History of Religion (99 students), and Nazism/Fascism (95 students).<sup>31</sup> Early Modern Europe courses attracted, on average, 82 students, Race/Ethnic History courses attracted 84 students, Medieval courses attracted 78 students, and Aboriginal/Torres Strait Islands courses attracted 64 students. Commonly offered but much less popular were Asian History courses, with an average of 49 students per course (Southeast Asian courses fared even worse, with an average of 21 students), Ancient History (52 students per course), Theory/Ideas/Philosophy (44 students), Renaissance/Reformation (32 students), and Public History/Heritage (26 students).
- In New Zealand, the fields of History with the highest level of enrolment at Upper level were War/Conflict & Society, American, Asian, New Zealand, Nazism-Fascism, Modern Europe and Maori-Pakeha History. Apart from first place, the ranking order does not correspond with the ranking order of the most commonly offered courses. In terms of headcount per course offered, American History was most popular among the 'top 10' (an average of 59 students per course), followed by War/Conflict & Society (48 students), New Zealand History (32 students), and Modern Europe (32 students). Commonly offered but seemingly much less popular were courses in Nazism-Fascism (an average of 23 students per course), Asian History (28 students), and Maori-Pakeha History (20 students). Popular although much less commonly offered fields included Ancient History (an average of 72 students per course), Science/Medicine/Technology (41 students), Crime & Punishment (40 students), Modern British (39 students), and Medieval History (36 students). It is interesting to note that courses in the fields of Holocaust/Genocide and Nazism/Fascism – among the most popular in Australia in terms of enrolment per course offering (118 and 95 students respectively) – attracted relatively few students in New Zealand – respectively only 28 and 23 students per course. Like Australia, however, Asian History and courses in the History of the nation (i.e. New Zealand) were commonly offered but much less popular – falling below the average student intake for Upper level courses for each country.

<sup>30</sup> Etherington, Stannage and Londey, *So You Want to Study History*, pp. 3-36.

<sup>31</sup> In 2016, two course offerings in the History of World War Two also attracted, on average, 118 students. Single course offerings in the History of Sport and Economic History attracted 202 students and 146 students respectively.



- The greater number and variety of courses offered at Upper level in 2016 catered for the greater number of students that study at this level compared to Introductory level – 24,701 students compared to 16,514 Introductory students in Australia, and 3,918 students compared to 3,167 Introductory students in New Zealand. The ratio of Upper level to Introductory course enrolments in Australia (1.5:1) is considerably higher than in New Zealand (1.24:1), suggesting that Australian institutions are more successful in retaining students who begin studies in History. Within Australia, the ratio is higher in Go8 institutions (1.66:1) compared to non-Go8 universities (1.39:1).
- Upper level Australian History seems equally popular at both Go8 and non-Go8 institutions, with an average course enrolment of 50 and 49 students respectively. Given the large number of Australian History courses offered by both, this is a statistically significant result. Enrolments in the majority of other fields of History in the two types of institution were similar, with the exception of Asian History and Modern European History, which, on a comparative enrolment per course basis, were much more popular at non-Go8 than Go8 universities.

## Conclusion

There were relatively few courses offered at Introductory level in both Australian and New Zealand universities. In the Australian context, where 97 Introductory History courses were taught in 2016, this represents a significant decline in the number of courses offered since Millar and Peel published their survey in 2004 (although Millar and Peel's expanded sample and different means of reporting make it impossible to determine the exact extent). The same is true of Upper level course offerings.<sup>32</sup> This is despite Millar and Peel reporting that the course rationalisation process was already well under way by 2004: "[t]he larger departments reported a noticeable 'slimming' of the History major during the 1990s, and a general reduction in their portfolio of subjects. Many drew comparisons between the diverse scope and range of their syllabus in the 1980s and early 1990s and their decidedly worse situation now."<sup>33</sup> On a per institution basis, New Zealand universities offered 2.4 times as many Introductory History courses, and 2.4 times as many Upper level History courses, than Australian universities in 2016, suggesting that the process of course rationalisation has been much more extensive in Australia. From our own experience we can report that rising staff/student ratios and directives from Faculty- and University-level administration have driven this process. It is deemed more efficient to teach more students in fewer, larger courses. Whether the reduction of course options satisfies students and/or staff, or contributes to improved learning outcomes, is another matter.

<sup>32</sup> Millar and Peel did not count individual courses, but rather the number of institutions that offered at least one course in particular fields of History. According to the way they reported their data, we know that *at least* 163 Introductory level courses were offered in Australia, New Zealand, Fiji and Papua New Guinea, but the actual number is likely to be 10-20% higher to account for institutions that taught more than one course in a particular field of History. (Nearly all the courses were taught in Australia and New Zealand.) Similarly, according to the 2004 survey, we know that *at least* 586 Upper Level History courses were offered in Australia, New Zealand, Fiji and Papua New Guinea, but the figure is likely to be 20-30% higher to account for institutions that taught more than one course in particular fields of History. (Again, nearly all were taught in Australia and New Zealand.) The total number of courses offering in 2016 was 380. For the 2004 data, see Carly Millar and Mark Peel, "Canons Old and New? The Undergraduate History Curriculum in 2004", *History Australia*, vol. 2, no. 1, 2005, 14-4.

<sup>33</sup> Carly Millar and Mark Peel, "Canons Old and New? The Undergraduate History Curriculum in 2004", *History Australia*, vol. 2, no. 1, 2005, 14-3.

Due to the greater number of courses on offer, the average size of the course enrolment at Upper level was considerably smaller than at Introductory level in both Australia and New Zealand: 65 students in Upper level courses compared to 170 students in Introductory courses in Australia, and 34 students in Upper level courses compared to 106 students in Introductory students in New Zealand. As noted above, there was also a large difference between average course enrolments in the two countries, with the average Australian Upper level course attracting nearly twice as many students as an average New Zealand Upper level course. (The average Upper level course enrolment in Australian Go8 and non-Go8 institutions was almost identical.) These *average* course enrolments hide significant variation between individual courses and institutions, but nevertheless again demonstrate that the process of course rationalisation has cut deeper in Australia than New Zealand.

In Australian universities, broad-scale courses in Australian History and World History (both pre-20<sup>th</sup> Century and 20<sup>th</sup> Century) were most commonly taught at Introductory level. This continues a trend in the Introductory History curriculum first noted by Millar and Peel in their 2004 survey.<sup>34</sup> These courses, observe the authors, provide “a good, meaty and relevant introduction to the many [students] who do some History, and a broad context for the fewer who will pursue more specialised studies”,<sup>35</sup> and their generalist and broad-ranging nature are more likely to attract non-History major students of the university to enrol as well. Their design is partly premised on the perception that school-leavers arrive at university with a poorer understanding of History and the connections between people, places and events of the past than they once did, and that such students require orientation in time and space before tackling more specific subjects. The spread of courses was more even in New Zealand, where only two courses separate the 1<sup>st</sup> and 10<sup>th</sup> most commonly taught field of History, the most common being 20<sup>th</sup> Century World History, American, New Zealand and Medieval History. These still tend to be broad-ranging or survey-type subjects.

In Australia, the broad-scale World History-type courses that were so common at Introductory level gave way to narrower national and thematic studies at Upper level. There were no Pre-20<sup>th</sup> Century World History courses offered at Upper level in 2016, and just ten 20<sup>th</sup> Century World History courses. This, again, accords with the observations of Millar and Peel in their 2004 survey.

In 2016, Asian History did not feature in the ten most commonly offered fields of History at Introductory level in either Australia or New Zealand. This is curious given the quantity of Asian History courses offered at Upper level, and also the yearning of curriculum designers in 2004 who professed a desire to offer more Asian History subjects in an “ideal world”.<sup>36</sup> (The fact that Asian History courses attracted well below the average Upper level course enrolment in each country might partially explain the decision not to offer them at Introductory level.) Equally, the small number of American History courses taught at Introductory level in Australia is somewhat puzzling, given the students they attracted (on average 170 students per course) and its popularity at Upper level and at all levels in New Zealand.

<sup>34</sup> Ibid., 14-6.

<sup>35</sup> Ibid.

<sup>36</sup> Millar and Peel, “Final Report”, p. 34.

The data we have collected suggests that students do not appear to be particularly interested in studying their own country's history, and the teaching of New Zealand and Maori-Pakeha History in New Zealand, in particular, is in a precarious position. On average, Introductory courses in New Zealand and Maori-Pakeha History each attracted only 69 students and 84 students respectively, well below the average course enrolment of 106 students, and they were below average at Upper level as well (respectively 32 and 20 students per course compared to the overall average History course enrolment of 34 students). There was greater student support for Australian and Aboriginal/Torres Strait Islands History in Australia at Introductory level. However, only two of the Go8 universities offered these types of Histories at this level. At Upper level, Australian History was the most commonly offered field of History, but ranked only 32<sup>nd</sup> in terms of student enrolment per course. Aboriginal/Torres Strait Islands History, while less commonly taught at Upper level, matched the overall average History course enrolment.

In Australia and New Zealand, at both Introductory and Upper level, the majority of the courses fell within what might be termed 'traditional' historical concerns: the nation state, war and conflict, and various aspects of/periods in the History of Western Civilisation. At Introductory level, these courses covered broad time-spans and geographical regions. Despite the claims of recent reports issued by the Institute of Public Affairs (IPA),<sup>37</sup> relatively few of the courses were framed around what might be called 'identity politics' (i.e. courses specifically focused on race/ethnicity, gender or sexuality), or that specifically examine the History of popular culture such as film or sport, or 'eastern' civilisation (such as the History of the Middle East or Islam). Those that do were taught exclusively at Upper level, where due to competition they attracted smaller student enrolments than if they were offered at Introductory level (the IPA's 'audits' of the Australian university History curriculum did not distinguish between the two levels, nor consider actual student enrolments). At the Upper level, courses that dealt with some of the key junctures in the History of Western Civilisation failed to attract students, and curriculum planners must surely be tempted to replace them with additional offerings in more popular fields. In Australia, for example, on average each course in the field of Renaissance/Reformation History attracted only 32 students at Upper level in 2016 (though enrolment was stronger at Introductory level), while Modern Britain courses attracted an average of 58 students. Meanwhile, courses concerned with the History of Race/Ethnicity each attracted, on average, 84 students; two courses in the History of Islam each attracted 103 students, and the only course offered in the History of Sport attracted 202 students. For the time being, the temptation to replace has been largely resisted. There are still many more courses taught in the History of Early Modern Europe and the History of Religion, and the Medieval and Renaissance/Reformation periods, than in the History of Women/Feminism/Gender, Sexuality, Race/Ethnicity, Middle East/Islam, Film or Popular Culture.

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<sup>37</sup> Stephanie Forrest, Chris Berg and Hannah Pandel, *The End of History in Australian Universities*, Institute of Public Affairs, July 2015, <https://www.ipa.org.au/publications-ipa/research-papers/the-end-of-history>; accessed 10 January 2018; Bella d'Abrera, *The Rise of Identity Politics: An Audit of History Teaching at Australian Universities in 2017*, Institute of Public Affairs, October 2017, <https://ipa.org.au/wp-content/uploads/2017/10/The-Rise-of-Identity-Politics.pdf>; accessed 10 January 2018.

We have no comparable figures for New Zealand, but the 1995 survey of the Australian History curriculum by Etherington, Stannage and Londey suggested that the number of students taking Introductory and Upper level courses were roughly equivalent (8,502 compared to 10,156 students – a ratio of 1.2:1 in favour of Upper level enrolments).<sup>38</sup> Given the 2016 ratio was 1.5:1, it would appear that Australian institutions have become much more successful in retaining History students in their programs since the mid-1990s. However, the difference might also be due to students now being required to take more subjects to complete an undergraduate degree, increasing their chance of being counted at Upper level. Go8 History Departments are more successful than non-Go8 History groupings in retaining students.

The survey by Etherington, Stannage and Londey is of limited value in terms of comparison with our findings because their method of presentation of results was so different. The authors reported on which universities offered at least one course in particular fields of History, but not the number of courses that were offered in these fields, nor the number of students who took each of them. The 1995 survey thus provides an idea of which fields of History were being covered, but not the depth of this coverage nor the popularity of these fields.<sup>39</sup> The authors also employed a different and much more limited range of course categorisations, using only five fields of History to classify Introductory offerings, and 18 fields at the Upper level, whereas we have used 46 for each. Nevertheless, the 1995 survey yielded some data that is directly comparable and worth pondering. For example, it showed that Australian History was offered at Introductory level by 28 of the 34 university History groupings included in the survey and that it was offered by all of the Go8 universities. Come 2016 and only two universities in the Go8 offered Australian History at Introductory level, and it was being offered by only half of the Australian universities overall. Modern Europe courses were likewise more common two decades ago; in 1995 they were offered at Introductory level by 25 universities, probably in multiple versions at some, whereas by 2016 only seven Modern Europe courses were taught at Introductory level. Etherington, Stannage and Londey did not use the terms ‘World History’ or ‘War/Conflict & Society’ to classify their courses, so it is possible that some of the ‘Modern Europe’ offerings of 1995 would fall into these categories, but we doubt this would account for all.

The 1995 results can be combined with our findings to further challenge the IPA reports’ assertions concerning the ‘decline’ of the teaching of the History of Western Civilisation. According to the Etherington, Stannage and Londey survey, courses in Medieval, Reformation/Renaissance, and Early Modern History were offered by only one-third of universities in 1995. Our data thus suggests that these fields were more commonly offered in 2016 than in 1995. The IPA bemoaned the influence of “identity politics” (and social science theory) that had driven university History groupings to stack the curriculum with courses about gender, race, ethnicity, film and popular culture. Again, this was framed as a contemporary development, yet there were many more courses aligned with these themes in 1995 than there are now. According to

<sup>38</sup> Etherington, Stannage and Londey, *So You Want to Study History*, pp. 3-36.

<sup>39</sup> The Institute of Public Affairs, in an attempt to gauge which universities offered sufficient breadth of courses in the History of Western Civilisation, adopted similar a methodology in its audits of the Australian university History curriculum published in 2015 and 2017.

the 1995 survey, at the Upper level, seventeen universities offered courses in the History of Women/Gender, fourteen offered courses concerning the History of Aborigines/Torres Strait Islanders, and ten offered courses concerning the History of Popular Culture. (These figures constitute the minimum number of courses offered in these fields, with the actual number likely to be larger due to some universities offering multiple courses in these fields.) By 2016, only five Upper level courses primarily concerned with the History of Women/Feminism/Gender were offered in Australian universities; there were thirteen Aboriginal/Torres Strait Islands History courses, and just three courses concerned with the History of Popular Culture.

Etherington, Stannage and Londey counted the total number of Australian-based students taking Introductory and Upper level History courses. By their count (keeping in mind their survey included five fewer History groupings/Departments than ours, although they were small and their contribution to student enrolment figures probably negligible), 8,502 students were enrolled in Introductory courses in 1995, whereas the figure had nearly doubled, to 16,514 by 2016; 10,156 students were enrolled in Upper level courses in 1995 compared to 24,701 students in 2016. This reflects the “massification” of tertiary education that has occurred in Australia over the past two and a half decades.<sup>40</sup> Given the stagnation in the number of academic staff teaching History in Australian universities since the mid-1990s, these figures also starkly demonstrate how History groupings are now required to do much more with much less. The authors of the IPA reports lament that so few Australian universities now offer anywhere near the quantity and breadth of courses required to cover adequately the History of Western Civilisation. This is not due to intent. Were History Departments staffed and resourced sufficiently to meet student demand and enable the teaching of an ideal curriculum, a greater number and wider range of courses would be offered.

## Overall Undergraduate History Courses and Student Enrolment

The following tables provide information about the total number and type of undergraduate History course offerings and enrolment in 2016 (i.e. combined Introductory and Upper level course offerings and enrolment in 2016). They are provided for reference rather than discussion, as the courses offered at the respective levels serve different purposes and hence aggregating the results as if they were the same (as the IPA did in its two ‘audits’ of the History curriculum) leads to distorted analysis. As we have shown, larger and broader courses are typically offered at Introductory level, and a greater number of specialised courses at Upper level. Fewer courses and fields of History are offered at Introductory level, but more students are exposed to them, as the completion of Introductory History is generally a pre-requisite to taking Upper level courses. Counting the overall number of courses offered in particular fields is thus not a realistic way of identifying what most students are studying.

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<sup>38</sup> See Simon Marginson (ed.), *Tertiary Education Policy in Australia*, Centre for the Study of Higher Education, University of Melbourne, July 2013, [http://melbourne-cshe.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0007/1489174/Tert\\_Edu\\_Policy\\_Aus.pdf](http://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0007/1489174/Tert_Edu_Policy_Aus.pdf); accessed 9 January 2017; Ian R. Dobson, “How Has Massification Changed the Shape of Australian Universities?”, *Tertiary Education and Management*, vol. 7, no. 4, 2001, pp. 295-310.

All Australian Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	64	1	4,814	2	75	21
War/Conflict & Society	49	2	5,492	1	112	=8
Theory/Ideas/Philosophy	35	3	1,869	8	53	36
Modern European	30	4	2,702	4	90	18
Asian	27	5	1,534	9	57	=32
Medieval	24	6	2,631	5	110	10
20th Century World History	22	=7	3,446	3	157	4
American	22	=7	2,011	7	91	17
Aboriginal/TSI	15	=9	1,440	10	96	15
Ancient	15	=9	854	14	57	=32
Pre-20th Century World History	12	=11	2,542	6	212	1
Nazism/Fascism	12	=11	1,142	11	95	16
Public History/ Heritage	11	13	286	31	26	43
Renaissance/Reformation	10	14	631	15	63	29
Early Modern European	8	=15	994	12	124	=6
The Holocaust/Genocide	8	=15	988	13	124	=6
Place, Landscape, Memory	8	=15	567	16	71	23
Crime & Punishment	8	=15	445	20	56	=34
Practical	8	=15	444	21	56	=34
Human Rights	7	=20	555	17	79	20
Science/Medicine/Technology	7	=20	302	28	43	38
Film History	6	=22	443	22	74	22
Women/Feminism/Gender	6	=22	374	25	62	30
Imperialism/Post-Colonialism	6	=22	297	29	50	37
Environmental	5	=25	505	18	101	=12
Modern British	5	=25	289	30	58	31
Southeast Asian	5	=25	103	39	21	44
Immigration	4	=28	449	19	112	=8
World War Two	4	=28	405	23	101	=12
Religious History	4	=28	395	24	99	14
Race/Ethnic History	4	=28	336	26	84	19
History of Sexuality	4	=28	135	38	34	41
Urban	3	=33	209	32	70	24
Popular Culture	3	=33	199	35	66	=25
Middle Eastern	3	=33	197	36	66	=25
Nationalism	2	=36	323	27	162	3
History of Islam	2	=36	205	33	103	11
History of the Family	2	=36	77	40	39	39
Latin American	2	=36	75	41	38	40
History of Sport	1	=40	202	34	202	2
Economic History	1	=40	146	37	146	5
Vietnam War	1	=40	65	42	65	27
African	1	=40	64	43	64	28
Pacific Islands	1	=40	33	44	33	42
<b>TOTAL</b>	<b>477</b>		<b>41,215</b>		<b>86</b>	

**Table 19:** Total History course offerings at all Australian universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016



New Zealand Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	17	1	982	1	58	9
Maori-Pakeha	13	=2	386	6	30	20
Asian	13	=2	367	8	28	=22
New Zealand	12	4	498	5	42	12
American	10	=5	852	2	85	4
Nazism/Fascism	10	=5	231	11	23	=25
Modern European	9	7	554	4	62	7
Medieval	8	8	373	7	47	11
Pacific Islands	7	9	227	12	32	19
Human Rights	5	10	297	9	59	8
20th Century World History	4	=11	596	3	149	2
Science/Medicine/Technology	4	=11	163	14	41	13
Economic History	3	=13	266	10	89	3
Crime & Punishment	3	=13	119	17	40	=14
Modern British	3	=13	118	18	39	16
Imperialism/Post-Colonialism	3	=13	87	19	29	21
The Holocaust/Genocide	3	=13	84	20	28	=22
Early Modern European	2	=18	148	15	74	5
Ancient	2	=18	144	16	72	6
Middle Eastern	2	=18	48	22	24	24
Renaissance/Reformation	2	=18	46	=23	23	=25
Women/Feminism/Gender	2	=18	46	=23	23	=25
History of Sexuality	1	=23	224	13	224	1
World War Two	1	=23	52	21	52	10
Pre-20th Century World History	1	=23	40	25	40	=14
Film History	1	=23	38	26	38	17
History of Islam	1	=23	33	27	33	18
Australian	1	=23	23	28	23	=25
History of Sport	1	=23	20	29	20	29
Religious History	1	=23	19	30	19	30
Race/Ethnic History	1	=23	4	31	4	31
<b>TOTAL</b>	<b>146</b>		<b>7,085</b>		<b>49</b>	

**Table 20:** Total History course offerings at New Zealand universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

Australian Go8 Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	21	1	2,886	1	137	5
Australian	16	2	865	7	54	=27
Modern European	15	=3	1,158	6	77	16
Asian	15	=3	708	8	47	=30
Medieval	13	5	1,410	2	108	8
American	12	6	1,203	5	100	11
Theory/Ideas/Philosophy	10	7	433	11	43	33
Renaissance/Reformation	8	8	465	10	58	=24
Nazism/Fascism	7	9	658	9	94	13
20th Century World History	6	=10	1,311	3	219	3
Crime & Punishment	6	=10	367	13	61	22
Pre-20th Century World History	5	=12	1,281	4	256	1
Modern British	5	=12	289	14	58	=24
Aboriginal/Torres Strait Islands	5	=12	271	16	54	=27
World War Two	4	=15	405	12	101	10
Ancient	4	=15	222	20	56	26
Practical	3	=17	288	15	96	12
Race/Ethnic History	3	=17	260	17	87	=14
Women/Feminism/Gender	3	=17	220	21	73	17
Urban	3	=17	209	23	70	18
Early Modern European	3	=17	195	24	65	19
Science/Medicine/Technology	3	=17	146	=25	49	29
Place, Landscape, Memory	3	=17	142	27	47	=30
History of Sexuality	3	=17	103	30	34	=36
Human Rights	2	=25	229	19	115	6
The Holocaust/Genocide	2	=25	217	22	109	7
Immigration	2	=25	119	28	60	23
Popular Culture	2	=25	88	31	44	32
Southeast Asian	2	=25	80	33	40	34
Latin American	2	=25	75	34	38	35
Film History	2	=25	48	37	24	=36
Nationalism	1	=32	236	18	236	2
Economic History	1	=32	146	=25	146	4
History of Islam	1	=32	104	29	104	9
Middle Eastern	1	=32	87	32	87	=14
Imperialism/Post-Colonialism	1	=32	64	=35	64	=20
African	1	=32	64	=35	64	=20
History of the Family	1	=32	20	38	20	38
	<b>197</b>		<b>17,072</b>		<b>87</b>	

**Table 21:** Total History course offerings at Australian Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016



Australian Non-Go8 Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	48	1	3949	1	82	20
War/Conflict & Society	28	2	2606	2	93	16
Theory/Ideas/Philosophy	25	3	1436	5	57	=26
20th Century World History	16	4	2135	3	133	5
Modern European	15	5	1544	4	103	10
Asian	12	6	826	9	69	23
Medieval	11	=7	1221	7	111	=8
Ancient	11	=7	632	13	57	=26
Public History/Heritage	11	=7	286	21	26	37
Aboriginal/TSI	10	=10	1169	8	117	7
American	10	=10	808	10	81	21
Pre-20th Century World History	7	12	1261	6	180	2
The Holocaust/Genocide	6	13	771	12	129	6
Early Modern European	5	=14	799	11	160	4
Environmental	5	=14	505	14	101	=11
Nazism/Fascism	5	=14	484	15	97	15
Place, Landscape, Memory	5	=14	425	16	85	18
Human Rights	5	=14	326	20	65	=24
Imperialism/Post-Colonialism	5	=14	233	22	47	31
Practical	5	=14	156	=25	31	36
Religious History	4	=21	395	=17	99	=13
Film History	4	=21	395	=17	99	=13
Science/Medicine/Technology	4	=21	156	=25	39	=32
Women/Feminism/Gender	3	=24	154	27	51	30
Southeast Asian	3	=24	23	38	8	38
Immigration	2	=26	330	19	165	3
Renaissance/Reformation	2	=26	166	24	83	19
Middle Eastern	2	=26	110	29	55	29
Crime & Punishment	2	=26	78	32	39	=32
History of Sport	1	=30	202	23	202	1
Popular Culture	1	=30	111	28	111	=8
History of Islam	1	=30	101	30	101	=11
Nationalism	1	=30	87	31	87	17
Race/Ethnic History	1	=30	76	33	76	22
Vietnam War	1	=30	65	34	65	=24
History of the Family	1	=30	57	35	57	=26
Pacific Islands	1	=30	33	36	33	34
History of Sexuality	1	=30	32	37	32	35
<b>TOTAL</b>	<b>280</b>		<b>24,143</b>		<b>86</b>	

**Table 22:** Total History course offerings at Australian non-Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, 2016

### **Overall Undergraduate History Courses and Student Enrolment, 2015 and 2016 combined**

One of the deficiencies in the IPA reports is the failure to account for courses that are taught on a biennial basis, and which thus might be missed in an audit of a single year's course offerings. The following tables provide information about the total number and type of undergraduate History course offerings and enrolment over two years, 2015 and 2016. These are the combined Introductory and Upper level course offerings. Combining the course offerings from 2015 and 2016 exaggerates the popularity of courses that were offered every year, but allows us to see that some of the less commonly offered fields of History were represented in Australian and New Zealand universities to a greater extent than the data from 2016 alone allows. For the sake of keeping this report to a manageable length, and because of the exaggerating effect of combining the two years' offerings, we eschew discussion and provide the data for reference purposes only.

All Australian Universities: Introductory and Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	122	1	8,368	2	69	=26
War/Conflict & Society	91	2	10,977	1	121	7
Theory/Ideas/Philosophy	66	3	3,634	8	55	32
Asian	58	4	3,331	9	57	30
Modern European	56	5	5,183	5	93	14
20th Century World History	44	6	7,422	3	169	3
American	42	7	3,726	7	89	=15
Medieval	41	8	4,499	6	110	11
Pre-20th Century World History	30	=9	5,713	4	190	1
Ancient	30	=9	1,584	15	53	=34
Aboriginal/TSI	24	11	2,482	10	103	12
Nazism/Fascism	23	=12	2,321	11	101	13
Renaissance/Reformation	23	=12	1,591	14	69	=26
Practical	18	14	918	18	51	36
Film History	17	15	1,141	17	67	28
The Holocaust/Genocide	16	=16	2,286	12	143	4
Early Modern European	16	=16	2,064	13	129	6
Crime & Punishment	16	=16	891	19	56	31
Public History/ Heritage	16	=16	418	34	26	44
Science/Medicine/Technology	15	20	632	26	42	41
Environmental	13	=21	1,544	16	119	8
Imperialism/Post-Colonialism	13	=21	610	28	47	=38
Human Rights	12	=23	889	20	74	=22
Women/Feminism/Gender	12	=23	870	21	73	24
Place, Landscape, Memory	12	=23	852	23	71	25
Southeast Asian	12	=23	277	38	23	45
Race/Ethnic History	10	27	864	22	86	=19
Urban	8	=28	713	24	89	=15
Immigration	8	=28	592	30	74	=22
Middle Eastern	8	=28	502	31	63	29
World War Two	7	=31	612	27	87	17
Religious History	7	=31	601	29	86	=19
History of Sexuality	7	=31	375	35	54	33
Modern British	7	=31	373	36	53	=34
Popular Culture	6	35	463	32	77	21
Nationalism	5	=36	653	25	131	5
Economic History	5	=36	242	39	48	37
History of Islam	4	38	457	33	114	10
History of the Family	3	=39	141	41	47	=38
Latin American	3	=39	115	42	38	42
History of Sport	2	=41	354	37	177	2
Vietnam War	2	=41	229	40	115	9
African	2	=41	92	43	46	40
Pacific Islands	2	=41	71	44	36	43
<b>TOTAL</b>	<b>934</b>		<b>81,672</b>		<b>87</b>	

**Table 23:** Total History course offerings at all Australian universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, for 2015 and 2016 combined

New Zealand Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	34	1	1,985	1	58	10
New Zealand	30	2	999	4	33	=20
Maori-Pakeha	26	3	692	8	27	27
Asian	25	4	815	6	33	=20
American	21	=5	1,667	2	79	6
Nazism/Fascism	21	=5	675	9	32	22
Medieval	18	7	953	5	53	=13
Modern European	14	8	1,133	3	81	5
Pacific Islands	11	9	376	12	34	=17
Science/Medicine/Technology	10	10	488	10	49	15
Human Rights	7	=11	370	13	53	=13
Imperialism/Post-Colonialism	7	=11	236	19	34	=17
20th Century World History	6	=13	729	7	122	1
Modern British	6	=13	266	18	44	16
Crime & Punishment	6	=13	205	21	34	=17
Early Modern European	5	=16	334	16	67	9
Film History	5	=16	279	17	56	12
Women/Feminism/Gender	5	=16	145	23	29	25
History of Sexuality	4	=19	479	11	120	2
Economic History	4	=19	345	15	86	4
Race/Ethnic History	4	=19	226	20	57	11
Middle Eastern	4	=19	90	26	23	=30
Pre-20th Century World History	3	=23	352	14	117	3
History of Islam	3	=23	91	25	30	24
The Holocaust/Genocide	3	=23	84	27	28	26
Renaissance/Reformation	3	=23	75	28	25	=28
Immigration	3	=23	69	29	23	=30
World War Two	2	=28	149	22	75	7
Ancient	2	=28	144	24	72	8
Theory/Ideas/Philosophy	2	=28	61	30	31	23
History of Sport	2	=28	28	31	14	=34
Environmental	1	=32	25	32	25	=28
Australian	1	=32	23	33	23	=30
Religious History	1	=32	19	34	19	33
Place, Landscape, Memory	1	=32	14	35	14	=34
<b>TOTAL</b>	<b>300</b>		<b>14,621</b>		<b>49</b>	

**Table 24:** Total History course offerings at New Zealand universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, for 2015 and 2016 combined

Australian Go8 Universities: Introductory and Upper Level						
	Courses		Enrolment			
Field of History	Offerings	Rank	Headcount	Rank	Students/course	Rank
War/Conflict & Society	39	1	5,581	1	143	6
Asian	34	2	1,826	8	54	=29
Australian	33	3	1,905	7	58	26
Modern European	28	4	2,201	6	79	=18
American	25	5	2,381	5	95	=13
Medieval	24	6	2,521	4	105	8
Theory/Ideas/Philosophy	18	7	976	11	54	=29
Renaissance/Reformation	15	8	1,155	10	77	20
Pre-20th Century World History	14	9	2,834	2	202	3
20th Century World History	13	=10	2,711	3	209	2
Nazism/Fascism	13	=10	1,358	9	104	9
Practical	10	=12	729	13	73	21
Crime & Punishment	10	=12	608	16	61	24
Urban	8	=14	713	14	89	16
Race/Ethnic History	8	=14	696	15	87	17
Ancient	8	=14	389	23	49	=33
Science/Medicine/Technology	8	=14	368	24	46	=36
Aboriginal/TSI	7	18	397	22	57	=27
The Holocaust/Genocide	6	=19	799	12	133	7
World War Two	6	=19	607	17	101	=10
Early Modern European	6	=19	543	18	91	15
Modern British	6	=19	351	25	59	25
History of Sexuality	6	=19	343	26	57	=27
Film History	6	=19	169	36	28	40
Women/Feminism/Gender	5	=25	474	19	95	=13
Place, Landscape, Memory	5	=25	267	29	53	31
Human Rights	4	=27	404	21	101	=10
Economic History	4	=27	207	31	52	32
Immigration	4	=27	194	=32	49	=33
Popular Culture	4	=27	194	=32	49	=33
Southeast Asian	4	=27	178	35	45	38
Environmental	3	=32	298	28	99	12
Middle Eastern	3	=32	238	30	79	=18
Imperialism/Post-Colonialism	3	=32	189	34	63	23
Latin American	3	=32	115	38	38	39
Nationalism	2	=36	445	20	223	1
History of Islam	2	=36	308	27	154	5
African	2	=36	92	39	46	=36
Vietnam War	1	=39	164	37	164	4
Religious History	1	=39	71	40	71	22
History of the Family	1	=39	20	41	20	41
	<b>402</b>		<b>36,019</b>		<b>90</b>	

**Table 25:** Total History course offerings at Australian Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, for 2015 and 2016 combined

Australian Non-Go8 Universities: Introductory and Upper Level						
Field of History	Courses		Enrolment			
	Offerings	Rank	Headcount	Rank	Students/course	Rank
Australian	89	1	6,463	1	73	20
War/Conflict & Society	52	2	5,396	2	104	11
Theory/Ideas/Philosophy	48	3	2,658	6	55	=27
20th Century World History	31	4	4,711	3	152	=3
Modern European	28	5	2,982	4	107	10
Asian	24	6	1,505	10	63	23
Ancient	22	7	1,195	14	54	29
Aboriginal/TSI	17	=8	2,085	7	123	8
Medieval	17	=8	1,978	8	116	9
American	17	=8	1,345	12	79	18
Pre-20th Century World History	16	=11	2,879	5	180	1
Public History/Heritage	16	=11	418	22	26	37
Film History	11	13	972	15	88	=14
Early Modern European	10	=14	1,521	9	152	=3
The Holocaust/Genocide	10	=14	1,487	11	149	5
Environmental	10	=14	1,246	13	125	7
Nazism/Fascism	10	=14	963	16	96	13
Imperialism/Post-Colonialism	10	=14	421	21	42	32
Human Rights	8	=19	485	19	61	=24
Renaissance/Reformation	8	=19	436	20	55	=27
Practical	8	=19	189	31	24	38
Southeast Asian	8	=19	99	35	12	40
Place, Landscape, Memory	7	=23	585	17	84	=16
Women/Feminism/Gender	7	=23	396	24	57	26
Science/Medicine/Technology	7	=23	264	=28	38	33
Religious History	6	=26	530	18	88	=14
Crime & Punishment	6	=26	283	26	47	31
Middle Eastern	5	28	264	=28	53	30
Immigration	4	29	398	23	100	12
Nationalism	3	30	208	30	69	21
History of Sport	2	=31	354	25	177	2
Popular Culture	2	=31	269	27	135	6
Race/Ethnic History	2	=31	168	32	84	=16
History of Islam	2	=31	149	33	75	19
History of the Family	2	=31	121	34	61	=24
Pacific Islands	2	=31	71	36	36	34
Vietnam War	1	=37	65	37	65	22
Economic History	1	=37	35	38	35	35
History of Sexuality	1	=37	32	39	32	36
Modern British	1	=37	22	40	22	39
World War Two	1	41	5	41	5	41
	<b>532</b>		<b>45,653</b>		<b>86</b>	

**Table 26:** Total History course offerings at Australian non-Go8 universities, ranked according to field of History, total student enrolment, and the average number of students per course offered, for 2015 and 2016 combined

## APPENDIX A:

### RECOMMENDATIONS FOR FUTURE SURVEYS

We suggest that the survey should be repeated every four to six years to track changes in the state of the discipline. Regular surveys employing, as far as possible, the same questions and the same methodology will provide longitudinal data that will prove useful in tracking changes to staffing levels and mixes of appointment types, changing student load, and evolutions in course offerings. However, we suggest some amendments to the survey form.

Firstly, the question regarding the number of casual staff should be removed. It is poorly defined and provides little useful information as it is not clear to which type of casual staff the question is referring. It could be, for example, casual teaching staff, casual professional staff, and/or research assistants. Moreover, the number of casual staff in any disciplinary grouping is not a good measure of how much of the teaching work is carried out by casual staff. This would call for a much closer analysis of teaching within History groupings, and is probably beyond the scope of the survey's purpose. Secondly, we suggest deleting the question about non-metropolitan campuses. This applies to very few institutions and reports information that is of little practical interest to most other History groupings. Moreover, it is not a key measure of the aggregate performance or fortunes of the discipline overall. Thirdly, the survey employs some terminology that was not clear to some respondents, and this should be explained in a covering letter. The acronym EFTSL (Equivalent Full-Time Student Load), for example, was not understood by some respondents, while the seniority descriptors widely used in Australia (Level A, Level B, Level C, Level D, Level E) were unfamiliar to at least some New Zealand respondents who instead use the more traditional terms of associate lecturer, lecturer, senior lecturer, associate professor and professor. The more traditional descriptors are well understood in both Australia and New Zealand and should be used instead of Level A to Level E.

There are other questions that should be considered for inclusion in future iterations of this survey. Given the desirability of encouraging Indigenous voices in the writing and teaching of History in post-colonial societies such as Australia and New Zealand, it might be considered worthwhile to gather data on how many university historians identify as Indigenous Australians or as Maori. Similarly, given the desirability of a diverse and internationalised academic historical community, it might be considered desirable to include question(s) on how many university historians were born overseas, or received postgraduate qualifications from overseas institutions, or came from non-English speaking backgrounds.

We also suggest that the AHA attempt to interest other professional academic associations in conducting similar surveys for the purposes of benchmarking across disciplines. Alternatively, the AHA might seek relevant data from government or inter-university agencies against which the data from this survey could be benchmarked.

We also note the invaluable role of the Research Assistant in this project. We suggest that the AHA attempt to secure funding of approximately \$8,000 for research assistance every time that this survey is conducted. We also recommend a time frame of at least six months between the survey being sent out to respondents and the report being completed. Our experience was that some institutions did not respond without much repeated prompting, and that approximately half of the completed survey forms contained inaccurate, inconsistent or confusing information that had to be clarified with the respondents.

## APPENDIX B: THE SURVEY FORM

NAME OF UNIVERSITY:

### 1. Human Resources as at end 2016

Number of full-time equivalent academic staff employed on a continuing basis (e.g., count two staff on 0.5 appointments as 1 FTE academic staff member). Exclude Postdoctoral Fellows, but include all with continuing positions even if they are on fellowships such as Future Fellowships or DECRA's. Please include gender breakdown.

	Male	Female
Continuing FTE staff		

Number of full-time equivalent academic staff employed on contracts between one and three years (e.g., count two staff on 0.5 appointments as 1 FTE academic staff member).

	Male	Female
1--3 year EFT contract staff		

Number of ARC or other Postdoctoral Fellows (excluding those with ongoing positions, such as staff who are on ARC Future Fellowships but who will return to continuing positions once the fellowship is completed). Please include gender breakdown.

	Male	Female
ARC or other Postdoctoral Fellows		

Breakdown of seniority and gender (continuing academic staff only – exclude Postdoctoral Fellows, but include all with continuing positions even if they are on fellowships such as Future Fellowships or DECRA's).

	Male	Female
Level E		
Level D		
Level C		
Level B		
Level A		



Number of honorary / adjunct staff. Please include gender breakdown.

	Male	Female
Honorary / adjunct staff		

Number of casual staff. Please include gender breakdown.

	Male	Female
Casual staff		

## 2. Student Load

Please provide the student EFT student load (EFTSL) for the following categories. Please provide the EFT student load for all of 2016 rather than the student "head count".

Undergraduate:

Honours:

Postgraduate Coursework:

Research Higher Degrees (M.Phil, PhD – exclude those who are "out of load" or lapsed):

## 3. Non---Metropolitan Campuses (Australian capital city---based institutions only)

Does your university have a campus based outside one the major capital cities of Australia?

Are enrolments declining, static or increasing in the regional campus?

Postgraduate Coursework:

**4. Curriculum**

Please note that we are requesting details of courses taught in 2015 and in 2016 to capture courses that are offered every second year, or which were “rested” for one of these two years.

**2015**

Please list all History courses/subjects that were **taught in 2015** at the following levels. Also state the number of students enrolled in each of these courses at the census date. (NB: Here we want you to state the number of students in each course rather than EFTSL.)

e.g. Medieval Europe (140 students)

First Year

--

Second Year:

--

Third Year

--

Honours:

--

Postgraduate Coursework:

--

**2016**

Please list all History courses/subjects that were **taught in 2016** at the following levels. Also state the number of students enrolled in each of these courses at the census date. (NB: Here we want you to state the number of students in each course rather than EFTSL.)

First Year:

--

Second Year:

--

Third Year:

--

Honours:

--

Postgraduate Coursework:

--

## APPENDIX C: PARTICIPATING INSTITUTIONS

Note that for the calculation of some results the Australian Defence Force Academy (ADFA) in Canberra was treated as a separate body from the University of New South Wales, and the two campuses of the University of Notre Dame where History courses are offered – Fremantle and Sydney – were treated as separate bodies. This is because the campuses are geographically distant from each other and run distinct History programs.

### Group of Eight

Australian National University  
 Monash University  
 The University of Adelaide  
 The University of Melbourne  
 The University of New South Wales  
 The University of Queensland  
 The University of Sydney  
 The University of Western Australia

### New Zealand

Massey University  
 The University of Auckland  
 The University of Canterbury  
 The University of Otago  
 Victoria University of Wellington

### Non-Go8

Australian Catholic University  
 Avondale College  
 Charles Darwin University  
 Charles Sturt University  
 Curtin University  
 Deakin University  
 Edith Cowan University  
 Federation University  
 Flinders University  
 Griffith University  
 James Cook University  
 La Trobe University  
 Macquarie University  
 Murdoch University  
 Queensland University of Technology  
 Southern Cross University  
 Swinburne University  
 The University of Canberra  
 The University of New England  
 The University of Newcastle  
 The University of Notre Dame  
 The University of South Australia  
 The University of Southern Queensland  
 The University of the Sunshine Coast  
 The University of Tasmania  
 The University of Wollongong  
 University of Technology Sydney  
 Victoria University  
 Western Sydney University

## APPENDIX D: FIELDS OF HISTORY

The following 46 'primary' fields of History were used to classify each course taught in Australian and New Zealand universities:

Australian	History of Islam
20th Century World History	History of Sexuality
Pre-20th Century World History	History of Sport
Medieval	History of the Family
Modern European	Human Rights
War & Society/Conflict	Immigration
Theory/Ideas/Philosophy	Imperialism/Post-Colonialism
Early Modern European	Latin American
American	Maori-Pakeha
Renaissance/Reformation	Middle Eastern
Aboriginal/Torres Strait Islands	Modern British
Asian	Nazism/Fascism
Film History	New Zealand
Ancient	Pacific Islands
World War Two	Popular Culture
Environmental	Practical
Nationalism	Public History/ Heritage
The Holocaust/Genocide	Race/Ethnic History
Place, Landscape, Memory	Religious History
Women/Feminism/Gender	Science/Medicine/Technology
African	Southeast Asian
Crime & Punishment	Urban
Economic History	Vietnam War