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ROSS JOHNSTON: THE GREAT
SYNTHESISER AND THE
HISTORICAL ANTHROPOLOGICAL
PATTERN OF THE UNIVERSITY OF
QUEENSLAND HISTORY
DEPARTMENT, 1960–2009

The Institution's Great Failure

ABSTRACT

This essay report undertakes a historical anthropological analysis of the Department of History at The University of Queensland (UQ) across its formative and transformative decades from 1960 to 2009.

Neville Buch

[The History of the Institution](#)

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Ross Johnston: The Great Synthesiser and the Historical Anthropological Pattern of The University of Queensland History Department, 1960–2009

Abstract

This essay report undertakes a historical anthropological analysis of the Department of History at The University of Queensland (UQ) across its formative and transformative decades from 1960 to 2009. Utilizing an analytical framework that synthesizes institutional ethnography, generational cohort analysis, and quantitative research-metric tracking, it examines how the department evolved from an authoritarian, patriarchal professoriate into a pluralistic, nationally preeminent research centre, before experiencing severe administrative rationalization and intellectual displacement. Central to this inquiry is the career of Associate Professor William Ross Johnston (appointed 1969; retired 2001), whose intellectual corpus and collegial ethos embody the “great synthesiser” of Queensland historiography. Johnston systematically bridged British imperial legal structures, Pacific cross-cultural encounters, and grassroots Queensland local, environmental, and applied histories, while mediating the acute ideological tensions between traditional Whig political history and radical “history from below.” Furthermore, this essay provides a detailed thematic taxonomy of the contributions of academic staff across five generations. It concludes with an examination of the deep institutional failures

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of higher education governance in Australia—specifically how corporate managerialism, bureaucratic amalgamation, and the Dawkins-era restructuring dismantled discipline-based collegiality, gutted local and regional historical offerings, and abandoned a record cohort of doctoral graduates to systemic precarity.

1. The Historical Anthropological Pattern of the UQ History Department, 1960–2009

A historical anthropological approach to academic institutions rejects viewing universities merely as abstract bureaus or disembodied producers of ideas. Rather, following the philosophical anthropology articulated by Buch (2018a: 1–4; 2026: 3–6) and the genealogical methodology of Szakolczai (2023: 195–204), an academic department must be interrogated as a living social field—a web of “historical persons” whose intellectual production is shaped by generational succession, ritualized practices of authority, gendered hierarchies, and structural contestations over institutional power and social utility. By “scaling the map” to the micro-sociological milieu of the Forgan Smith and Gordon Greenwood buildings at St Lucia, one uncovers the macro-patterns governing the humanities in modern Australia (Buch 2018a: 2; Moore 2010: 175).

The historical anthropological pattern of the UQ History Department between 1960 and 2009 is characterized by a dramatic three-phase institutional lifecycle:

1. **The Heroic Expansion and the “God Professor” Regime (1960–1974):** Emerging from what Morrison (1972: 1–6) characterized as the provincial “prehistory” of Henry Alcock’s minuscule Department of History and Economics (1914–1948), the department expanded exponentially under the imperious leadership of Gordon Greenwood (McCaughey Professor of History, 1949–1978). Backed by the post-Sputnik federal funding inflows of the 1957 Murray Report, Greenwood rapidly transformed a three-man outpost into one of the largest history departments in the British Commonwealth (Department of History 1991: 5–6; Thomis 1985: 292–293). Anthropologically, this era operated under the archaic patriarchal archetype of the “God Professor” (Campbell 2016: 8–10; Saunders 2004: 20). Power was exercised through personal patronage, autocratic curriculum fiat, and a combative masculine drinking culture (Campbell 2016: 9; Saunders 2004: 20–22). Established staff positions grew steadily from 11 in 1960 to 23 in 1974, while total departmental positions (including tutors and research assistants) peaked at 41 in 1974 and 43 in 1975 (Buch 2011: 4; Buch 2025: 5–6; UQ History Academic Staff Chart 2011).
2. **Ideological Differentiation, Liminal Conflict, and Democratic Succession (1975–1989):** The introduction of the semester system in 1974, paired with the Whitlam government’s 1975 Hayden budget freeze, abruptly halted unchecked

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-
- expansion, forcing departments into an internal struggle for “steady state” student numbers (Department of History 1991: 6–7; Thomis 1985: 375–376). This coincided with a structural rebellion against Greenwood’s centralized control, culminating in the bitter “Headship Row” of 1977 and Greenwood’s compulsory retirement as head in 1978 (Campbell 2016: 9; Department of History 1991: 7). Anthropologically, this marked a transition from monadic patriarchal rule to departmental democracy, represented by the successive headships of British labour historian Malcolm Thomis (1978–1986) and Germanist John Moses (1987–1989). Simultaneously, the intellectual monoculture of imperial and diplomatic history splintered into rich ideological contestation: conservative-liberal historiographies collided with the radical race and gender critiques of Raymond Evans and Kay Saunders, while External Studies integration infused the department with vibrant sub-disciplines in Asian civilisations, local history, and political biography (Buch 2018b: 3–5; Johnston 2001: 2–4).
3. **The “Scissor-Graph” Paradox and Managerial Amalgamation (1990–2009):** The final phase reveals the central anthropological and demographic paradox of the department. Under the national Dawkins higher education reforms, university executive management imposed corporate amalgamations, budget compressions, and marketized metrics (Buch 2011: 2; Johnston 2001: 4; Thomis 1985: 391–392). From a secondary peak of 30 established academic staff in 1986, established positions halved to 18 in 1995, falling to 16 in 2002, and reaching an absolute nadir of 12 in 2009 (Buch 2011: 4; Buch 2025: 5–6, 13; State of the History Profession 2012: 9). Total departmental positions fell from 32 in 1986 to 13 in 2009 (UQ History Academic Staff Table 2011).

Crucially, as Buch’s (2011: 4–6; 2025: 12–13) statistical data illustrates, this steep contraction in academic staff intersected with an unprecedented explosion in postgraduate research completions—a divergent demographic dynamic that formed a striking **scissor-graph**. Research Higher Degree (RHD) theses completed in the department climbed from sporadic single figures in the 1960s and 1970s to sustained peaks in the mid-1990s and mid-2000s: UQ produced 12 RHD theses in 1993, 11 in 1994, 12 in 1995, 12 in 1996, and surged to a historic high of 16 RHD submissions (including 14 Ph.D. completions) in 2006 (Buch 2011: 5, 12; State of the History Profession 2012: 10, 18).

Postgraduate training flourished precisely as the academic career pathways for those graduates were being eradicated by the institution. In 2001, the independent Department of History was formally dissolved, folded as an administrative sub-unit into the newly amalgamated School of History, Philosophy, Religion and Classics (HPRC, later HAPI), concluding its distinct institutional life (Buch 2025: 1; Moore 2010: 175).

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2. Ross Johnston: The Great and Excellent Synthesiser

It is for profound historiographical, methodological, and sociological reasons that any comprehensive history of this era must place **William Ross Johnston** at its centre. Appointed to a lectureship in 1969 after completing his Ph.D. at Duke University, and serving continuously until his retirement in 2001, Johnston represented the supreme reconciling force within a fractured department (Buch 2025: 4, 12; Johnston Bibliography 2012: 1–10). Where others specialized into narrow theoretical enclaves or engaged in bitter departmental infighting, Johnston was the “great and excellent synthesiser,” weaving diverse intellectual currents and human communities into cohesive wholes.



Thematic and Methodological Synthesis

Johnston uniquely bridged macro-imperial structures and micro-regional realities. His early doctoral scholarship in British imperial legal history (*Sovereignty and Protection*, 1973; *Great Britain, Great Empire*, 1981) examined how colonial jurisprudence and administrative boundaries were imposed upon Indigenous peoples (Johnston 1969: 1–25; Kerr Medal 2012: 1). Rather than abandoning this imperial framework when shifting his attention to Queensland, Johnston deployed it to illuminate the legal, social, and racial landscape of settler colonialism in the Pacific and northern Australia (*Imperialism and Racism in the South Pacific*, 1983; *The Call of the Land*, 1982) (Kerr Medal 2012: 1; Sheehan 2015: 115–118).

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His legal training (LL.B. UQ, 1961) enabled him to decipher the documentary machinery of colonial land administration, pastoral leases, and police control, culminating in landmark syntheses such as *A Documentary History of Queensland* (1988), *Brisbane: The First Thirty Years* (1988), and the commissioned institutional history *The Long Blue Line: A History of the Queensland Police* (1992) (Harrison 2015: 26; Johnston Bibliography 2012: 2–3; Kowald 2015: 90). In the 1990s, Johnston extended this synthesis into global environmental history, anticipating ecological methodologies by examining the complex interactions between human settlement, cattle grazing, and land degradation (Johnston 2001: 2; Kowald and Johnston 1992: 1–15).

Ideological Bridging

During the polarized decades of the Bjelke-Petersen regime in Queensland (1968–1989), Australian historiography split into sharp ideological camps. At UQ, this was manifested between the radical neo-Marxist and race-conflict interpretations pioneered by Raymond Evans and Kay Saunders (*Exclusion, Exploitation and Extermination*, 1975) and the social-democratic labour constitutionalism championed by Denis Murphy and Roger Joyce (Buch 2018b: 4; Saunders 2004: 26).

Johnston operated with a generous, rigorous liberal historiography that complemented rather than clashed with the radical school (Buch 2018b: 4; Saunders 2015: 39). He recognized the reality of racial violence and labour exploitation without reducing historical actors to ideological caricatures. His scholarly tolerance and objectivity provided common ground where scholars across the ideological spectrum—from the conservative Anglicanism of John Moses to the labour militancy of Denis Murphy—could interact with mutual intellectual respect (Moses 2015: 31–32; Saunders 2015: 39).

Bridging Academy and Community: Applied and Public History

Johnston recognized early that the academic discipline of history risked irrelevance if it severed its ties with the public domain (Johnston 2001: 3–4; Routh 2015: 77–79). Collaborating with John Laverty and Rod Fisher, Johnston pioneered the external Master of Arts in Local History in the late 1980s, followed by the Postgraduate Diploma in Applied History in the 1990s—popularly celebrated across Queensland as the “Ross and Rod Show” (Brown 2015: 93; Davies 2015: 101; Fisher 2015: 29; Johnston 2001: 3). This initiative recruited nurses, schoolteachers, public servants, and retirees across regional Queensland, training them in rigorous primary research, oral history, and material culture (Collyer 2015: 86; Kowald 2015: 90).

Simultaneously, Johnston served as a vital institutional bridge to external cultural organs: he chaired the Advisory Committee of the John Oxley Library, served on the editorial board of *Queensland Heritage*, chaired the Queensland Working Party of the *Australian Dictionary of Biography*, and provided the founding definitions for the newly established

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Professional Historians Association (Queensland) (PHAQ) (Byrne 2015: 121; Cohen 2015: 114; Kerr Medal 2012: 1; Routh 2015: 78; Sheehan 2015: 116–118).

The Pedagogical and Collegial Synthesiser

In the departmental social structure, Johnston served as an indispensable human linchpin. During his tenure as Head of Department from 1994 to 1996—succeeding Geoffrey Bolton during an intensely turbulent period of institutional downsizing—Johnston operated as a neutral, trusted buffer among contentious factions (Buch 2015: 95; Buch 2025: 12; Ford 2015: 94).

At a time when postgraduate numbers reached historic records amidst declining academic jobs, Johnston sheltered higher degree candidates, actively fostered the “Thesis Writers Group,” and treated postgraduates as legitimate colleagues rather than disposable academic labour (Buch 2015: 95–96; Goss 2015: 106; Mackenzie 2015: 104). On the historic graduation night of 8 August 1995, Johnston presided as Head over the department's largest-ever cohort of research graduates, seeing six Ph.D.s and one M.A. awarded simultaneously (Ford 2015: 94). For generations of students—many of whom entered academia as non-traditional mature-age scholars—Johnston's generosity, quick turnaround of chapters, and genuine human warmth represented the absolute best of the vanishing collegiate ideal (Brown 2015: 93; Buch 2025: 14; Donovan 2015: 88).

3. Contributions of History Department Staff Members to the Pattern

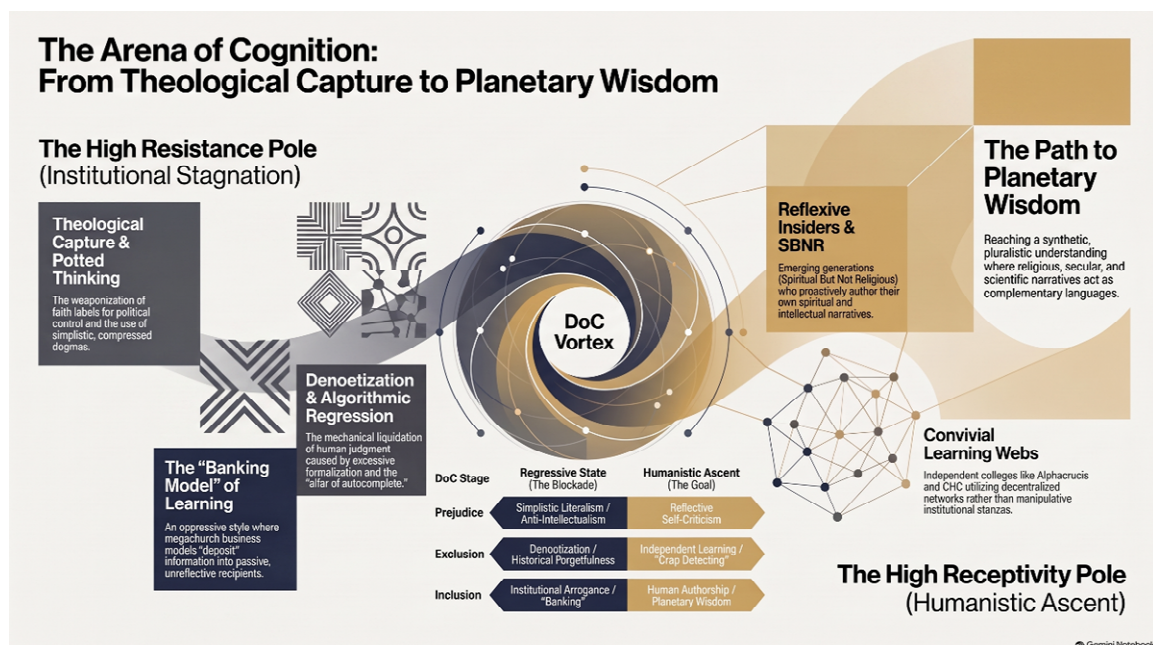
The historical anthropological development of the department was forged through five distinct generational cohorts of academic staff. As documented by Buch (2025: 5–7), 78 individuals held established positions between 1960 and 2009, with an average tenure of 12.6 years (median 8.5 years). Their specific scholarly and institutional contributions formed the thematic architecture of the department (See Appendix at the end)

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4. Conclusion: The Great Problem and Failures of an Institution

When surveyed across its fifty-year arc, the trajectory of The University of Queensland History Department yields a sobering conclusion regarding the structural vulnerabilities and institutional failures of higher education governance in Australia.

As Buch (2025: 1; 2026: 1–3) observed, modern universities have steadily succumbed to what social critic Ivan Illich warned was the pathology of “schooling”—the triumph of administrative process, bureaucratic self-perpetuation, and credentialing over genuine intellectual inquiry, humanistic ascent, and ethical community. The demise of the UQ History Department illustrates four systemic institutional failures:



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First, the **dogma of corporate amalgamation** stripped academic disciplines of their institutional identity and democratic collegiality. Under the managerial restructuring that began with the Dawkins reforms and accelerated into the 2000s, university administrators viewed distinct academic departments not as intellectual guilds requiring careful stewardship, but as inefficient cost-centres to be collapsed into composite mega-schools (Buch 2025: 1; Moore 2010: 175). When the Department of History was dissolved into HPRC in 2001, it lost its independent budgetary authority, its dedicated departmental headship, and its physical and intellectual cohesion (Buch 2018b: 7; State of the History Profession 2012: 9). Collegial debate was supplanted by corporate committees and managerial reporting lines (Department of History 1991: 7; Johnston 2001: 4).

Second, the institution committed a **grave generational betrayal of its emerging scholars**—demonstrated empirically by the scissor-graph dynamic (Buch 2011: 4–6). Throughout the 1980s, 1990s, and 2000s, senior academics diligently recruited, trained, and supervised research higher degree candidates, producing a golden age of doctoral scholarship in Australian, Queensland, Asian, and European histories (Buch 2011: 12; Ford 2015: 94). Yet, while extracting prestige and government research completions from these candidates, the university systematically withdrew the infrastructure of tenure-track employment (Buch 2011: 2; Buch 2025: 14; State of the History Profession 2012: 17).

Established academic staff numbers were systematically halved between 1992 and 2009 (from 25 to 12), and secure senior tutoring positions were eliminated (Buch 2011: 4; Johnston 2001: 2). The generation of gifted doctoral scholars who graduated in the mid-1990s—such as the “History Ten” cohort of 1995 that included Jack Ford, Ross Laurie, and Neville Buch—found the institutional doors locked behind them (Buch 2025: 14; Eulogy for Jack 2025: 2). Rather than absorbing its own intellectual offspring into teaching careers, the university abandoned them to casualized piecemeal work, forcing them to build professional and public history careers outside the academy (Buch 2011: 2; State of the History Profession 2012: 9, 21).

Third, the university **abdicated its civic and regional mission**. Founded explicitly as a “people’s university” intended to permeate and enrich the life of Queensland (Thomis 1985: 41, 179), UQ progressively severed its organic links with the state’s cultural landscape. When federal funding formulas altered in the late 1980s and 1990s, the university unceremoniously abandoned external study delivery for postgraduate local history and subjected applied history diplomas to full-fee penalties, destroying programs that had successfully democratized higher historical research across regional Queensland (Johnston 2001: 3–4).

By the 2000s, undergraduate courses in Queensland history and local studies were systematically eliminated from the curriculum—a dereliction of civic responsibility unique

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among Australia's sandstone universities, where institutions like Melbourne, Sydney, and Western Australia carefully maintained state and regional offerings (Buch 2018b: 7; Gmail from Patrick Jory 2017: 1). Academic history retreated into specialized global niches, severing the vital pipeline between the university, secondary school history teaching, and local historical societies (Buch 2018b: 7; Johnston 2001: 4).

Finally, the institutional failure was an **epistemic and spiritual failure**. What made the UQ History Department extraordinary during its finest years—and what was so vividly exemplified in the person of Ross Johnston—was a profound respect for the “historical person,” a belief in the transformative value of humanistic mentorship, and a commitment to genuine listening across intellectual divides (Buch 2015: 96; Buch 2024: 177; Buch 2026: 3). When managerialism reduced academic life to performance targets, grant turnover, and “bums on seats” economics, it discarded that humanistic core (Johnston 2001: 2; Thomis 1985: 392).

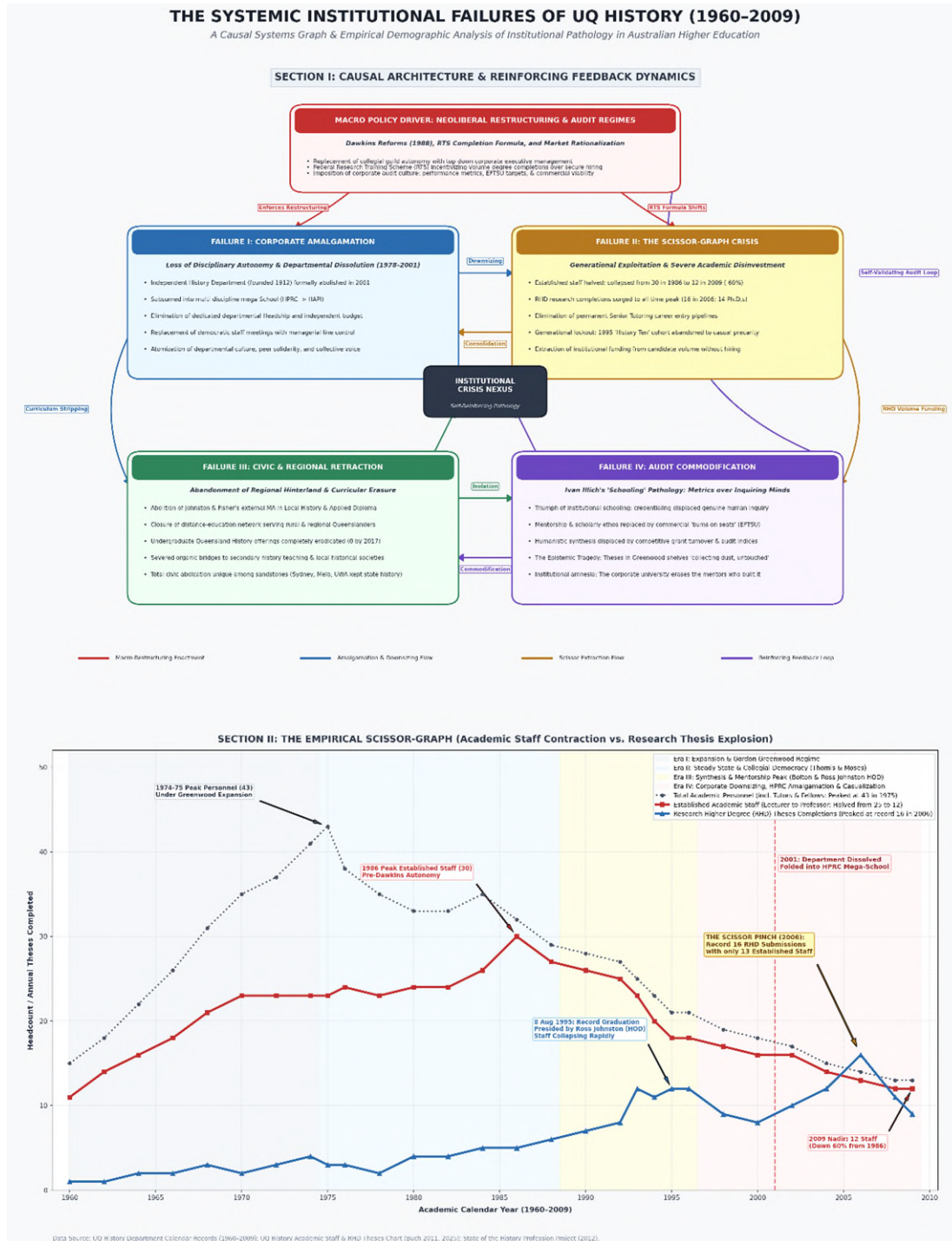
As Buch (2025: 12) poignantly reflected when looking upon the rows of past theses lining the Greenwood Building:

“the author remembers an occasion many, many years ago, seeing the rows of past theses produced in the shelves of the department common room, and thinking of how many past members of the department had come and gone, and remained unremembered in today's schooling. Even worse, the history production was there on the shelves collecting dust, untouched.”

The ultimate tragedy of the institution was not merely that it dismantled an administrative department, but that it created an audit culture that forgot the very histories, mentors, and scholars who built it.

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Failure



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Declaration

I, Neville Douglas Buch, declare that this report is a fair and accurate description of the research process and findings obtained in relation to contracted work done on 9 October 2026.



Here signed – Neville Buch.
9 October 2026.

Dr Neville Buch MPHA

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APPENDIX 1

GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION FOUNDATION	Gordon Greenwood (McCaughey Professor)	1949–1982	Australian Political History.	Architect of modern department; founder of AJPH (1955); LSE statesmanship ethos; author of 1955 survey. International Relations
POST-WWII 2 GENERATION FOUNDATION	Allan Arthur Morrison	1945–1975	Colonial Queensland History; Local Government.	Pioneered Queensland constitutional; local government studies; isolated early champion of state history.
POST-WWII 2 GENERATION FOUNDATION	Robert George Neale	1945–1970	Diplomatic; Imperial History; British Empire.	Pioneered Anglo-American imperial diplomacy; bitter adversary to Greenwood; 1st Commonwealth Archives DG.
POST-WWII 2 GENERATION FOUNDATION	Roger Bilbrough Joyce	1954–1974	Political Biography; Colonial Administration.	Conscientious empirical biography (MacGregor, Griffith); co-edited Queensland Political Portraits; Murphy's mentor.
POST-WWII 2 GENERATION FOUNDATION	Nicholas Tarling	1956–1965	Southeast Asian History; British Imperialism.	Pioneered Southeast Asian diplomatic history at UQ; established strong regional research foundation.

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GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION 2	John Robert Lavery	1959– 1989	Urban History; Local Government; External Studies.	Pioneered municipal history (Brisbane 1859-1959); External Studies leader; co-founder of MA in Local History.
POST-WWII 2 GENERATION 2	Clayton B. Bredt	1961– 1994	East Asian History; Military History.	Pioneered Chinese military history (Sinkiang); taught Chinese; high-volume Asian history courses during 1960s boom.
POST-WWII 2 GENERATION 2	Donald K. Dignan	1961– 1990	Modern European ; East Asian Diplomacy; Regional Studies.	Pioneered European diplomatic and regional Burnett history; bridged Asian and European historiographies.
POST-WWII 2 GENERATION 2	Damodar P. Singhal	1962– 1988	Indian; South Asian History; Civilisational Studies.	Built UQ into national centre for South Asian studies; first Doctor of Letters awarded by UQ.
POST-WWII 2 GENERATION 2	Mrs Devahuti Singhal	1964– 1975	Ancient Indian History & Culture.	Established early high-enrolment courses in ancient Indian civilisation, expanding beyond Eurocentrism.
POST-WWII 2 GENERATION 2	Paul Crook	1962– 1999	Intellectual History; Social Darwinism & War.	Pioneered American; European intellectual history, Social Darwinism; edited Questioning the Past (1972).

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GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION 2	John Anthony Moses (Head of Dept 1987–89)	1965–1994	German Historiography; Trade Unionism; Church History.	Introduced Fischer controversy to Australia; German labour; trade union studies; HOD during Dawkins reforms.
POST-WWII 2 GENERATION 2	Denis Joseph Murphy	1966–1983	Labor History; Political Biography; Queensland Politics.	Pioneered Queensland working-class biography (TJ Ryan); trade union leader; State ALP President; elected MLA.
POST-WWII 2 GENERATION 2	June Stoodley	1963–1989	Social History; Queensland Gold Mining.	Early female staff member; pioneering studies of nineteenth-century gold-miners and class relations.
POST-WWII 2 GENERATION 2	Charles Grimshaw	1960–1990	International Relations; American Diplomacy.	Foundation editor of World Review (1961); Australian-American diplomacy; core teacher of honours theory.
POST-WWII 2 GENERATION 2	C.L.M. Penders	1967–1988	Indonesian; Southeast Asian History.	Substantial research into Indonesian colonial history,
POST-WWII 2 GENERATION 3	W. Ross Johnston (Head of Dept 1994–96)	1969–2001	Imperial Law; Queensland Local/ “The Great Synthesiser”.	Bridged imperial law, Pacific, Environmental/Applied History and Queensland histories; co-founder MA Local History.

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GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION 3	George Shaw	1969– 1994	Ecclesiastical History; Australian Studies.	Pioneered Australian religious history (Bishop Broughton); established Australian Studies Centre (ASC).
POST-WWII 2 GENERATION 3	Rodney Munro Fisher	1972– 2000	Tudor-Stuart Britain; Local Studies; Urban Heritage.	Co-founder of MA Local History & Applied History; built Brisbane History Group (BHG); cultural heritage leader.
POST-WWII 2 GENERATION 3	Jagdish Raj	1969– 1990	Modern Indian; South Asian History.	Maintained core Indian history offerings following D.P. Singhal's senior research appointment.
POST-WWII 2 GENERATION 3	Sarva Daman Singh	1974– 2000	Ancient Indian Culture, Law, and Society.	Maintained classical and ancient South Asian historical tradition across three decades of curriculum shifts.
POST-WWII 2 GENERATION 3	Malcolm I. Thomis (McCaughey Professor)	1978– 1995	British Social; Labour History; Author of UQ 75th Centenary History (1985); first HOD after Greenwood (1978–86).	University Institutional History; restored collegial governance.
POST-WWII 2 GENERATION 3	Raymond L. Evans	1970– 1996	Race Relations; Frontier War; Radical Social History.	Pioneered radical revisionist Australian history; exposed (Workers in Bondage); challenged gender bias in academy.

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POST-WWII 2 GENERATION 3	Kay Elizabeth Saunders	1975– 1996	Race, Gender; Labour History; Interdisciplinary Anthropology.	Groundbreaking work on indentured Melanesian labour colonial violence, racism, internment, and penal trauma.
POST-WWII 2 GENERATION 3	Marion Diamond	1970– 1994	Colonial Economic History; Biography; Gender Studies.	Pioneered Australian mercantile biography ; women's history; pushed against structural gender inequities.
POST-WWII 2 GENERATION 3	Noeline Hall	1970– 1979	European Social History; Early Modern Europe.	Early female lecturer; taught French & European history, nurturing first generation of female honours students.
POST-WWII 2 GENERATION 3	Joseph Marcus Siracusa	1973– 2003	American Diplomatic History; Cold War; Nuclear Politics.	Prolific international commentator on US nuclear diplomacy, the Cold War, and modern presidential power.
POST-WWII 2 GENERATION 3	Leo Launitz-Schurer	1973– 1993	American Social History; Constitutional History.	Pioneered North American colonial and revolutionary history, enriching comparative constitutional analysis.
POST-WWII 2 GENERATION 3	Martin Stuart-Fox	1979– 2000	Theory of History; Southeast Asian History (Laos).	Advanced evolutionary models of historiography; foremost Australian historian of Laos and modern Indochina.

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GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION 3	John Moorhead (McCaughey Professor)	1977–2010	Medieval History; Late Antiquity.	Built UQ into premier Australian centre for medieval and Papacy; Ostrogoths patristic scholarship; headed department in late 1990s.
POST-WWII 2 GENERATION 4	Clive Moore (McCaughey Professor)	1987–2015	Pacific History; Labour Trade; Gender; Institutional History.	Bridged Queensland and Pacific histories; Melanesian indentured labour; Head of HPRC School; Forgan Smith history.
POST-WWII 2 GENERATION 4	Geoffrey Bolton (Head of Dept 1989–93)	1989–1993	Australian Political; Social History; Biography.	Eminent national historian; HOD (1989–93); provided stature and transitional leadership during Dawkins era.
POST-WWII 2 GENERATION 4	Robert Cribb	1990–2002	Indonesian Modern History; Historical Geography.	Major scholarly contributions to twentieth-century Indonesian politics, mass violence, and cartography.
POST-WWII 2 GENERATION 4	Sarah Ferber	1995–2009	Early Modern European History; Bioethics; Medical History.	Innovative research in religious mentalities, demonic possession, and contemporary history of bioethics.
POST-WWII 2 GENERATION 4	Peter Spearritt	2000–2006	Urban History; Cultural Heritage; Advanced Australian urbanism, spatial heritage, and Public Policy.	Public history engagement across Queensland.

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GENERATION	Name	Years at UQ	Fields of Learning	To Note
POST-WWII 2 GENERATION 4	Geoff Ginn	2001– 2009+	Applied History; Museology; Victorian Social Reform; museum studies, and departmental archival heritage.	Succeeded Johnston and Fisher in directing applied history,
POST-WWII 2 GENERATION 4	Martin Crotty	2002– 2009+	Military History; ANZAC Myth; Australian Social History.	Prolific studies in masculinity, war, returned soldiers, and critical interrogation of Australian militarism.
POST-WWII 2 GENERATION 4	Helen Gregory and Helen Taylor	1970s– 1990s	Local, Urban; Administrative Heritage.	Produced foundational commissioned works on Brisbane, heritage conservation, and UQ medical/nursing history.
POST-WWII 2 GENERATION 4	Ross Donald Laurie	1986– 2010	Popular Culture; Masculinity; Labor Party; Queensland History.	Pioneered popular culture, masculinity, and labour history; built history at UQ Ipswich; co- authored Engine Room (2001).

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