

His-story or Her-story?

Introduction

When we studied history in Junior Cycle, we couldn't help but notice one thing; we were constantly hearing all about these great men, but it seemed we hardly ever learnt about great women.

We wondered if this was always the case and if our textbooks have changed as we became more inclusive.

Aims

- To see what percent of the people we study are women/men.
- To find out if we are studying a higher proportion of women now than in the past.
- To find out if students noted the ratio of males vs females that they studied.
- We wanted to investigate if our hypothesis that "We study more males than females" was true or false.

Methods

We used our history book junior cycle "Artefact 2018", and an older history book "focus on the past 1994" We picked 5 chapters that were in both books: Ancient Rome, Exploration, Medieval Times, The Plantations, and The Renaissance. We physically counted 3 main categories in each:

1. The amount of pictures that contain men vs women
2. The amount of named men vs women
3. The amount of those named that were studied in detail.

The chapters we picked covered from 753 BC to 1700 AD. We also conducted a survey on 20 TY's and fifth years asking them to name historical figures that they remember from junior cycle, and fir their opinion on which gender they felt they studied the most.

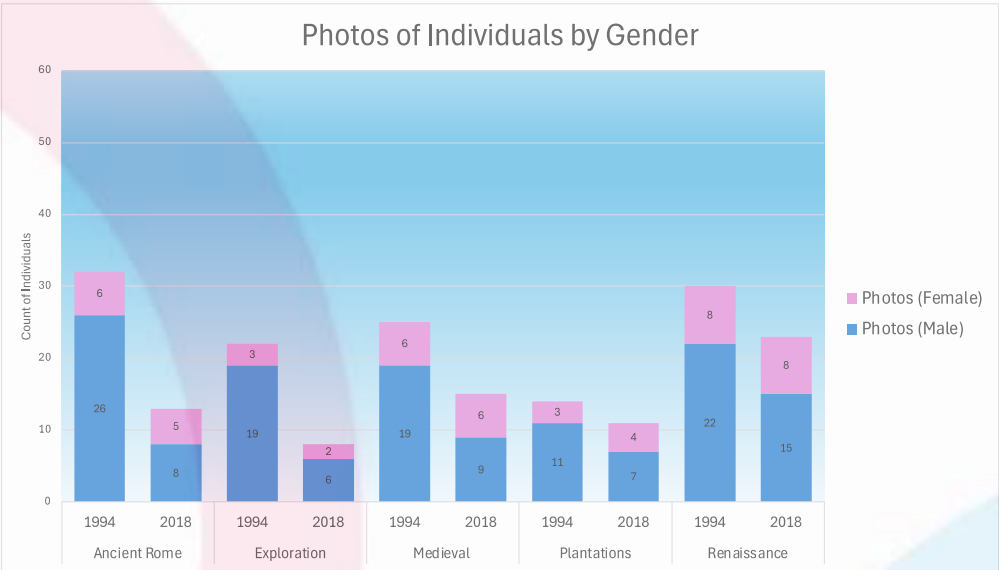
Queen Elizabeth I, one of the few females studied in detail in both books.



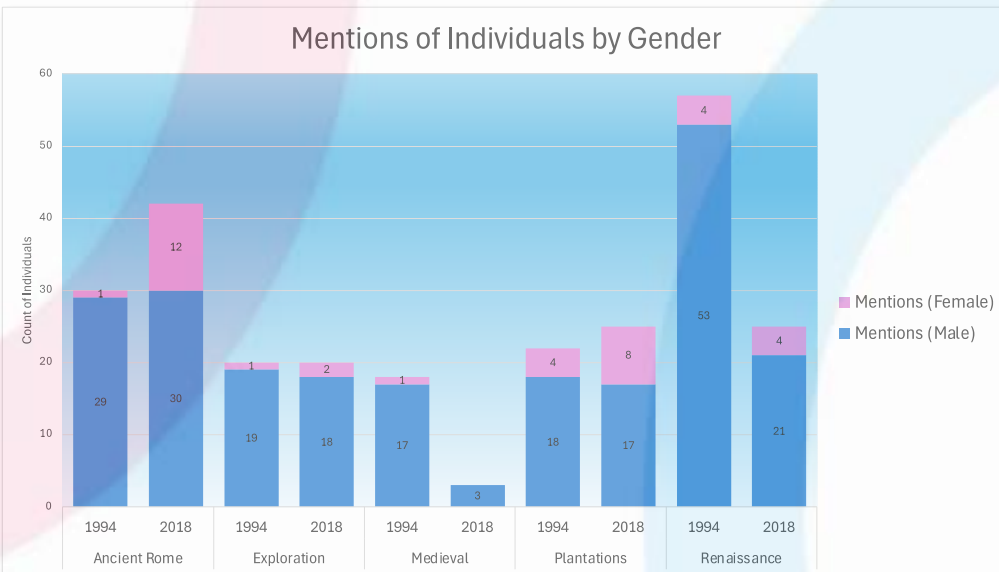
Micheal Collins, one of the many males students named in the survey.



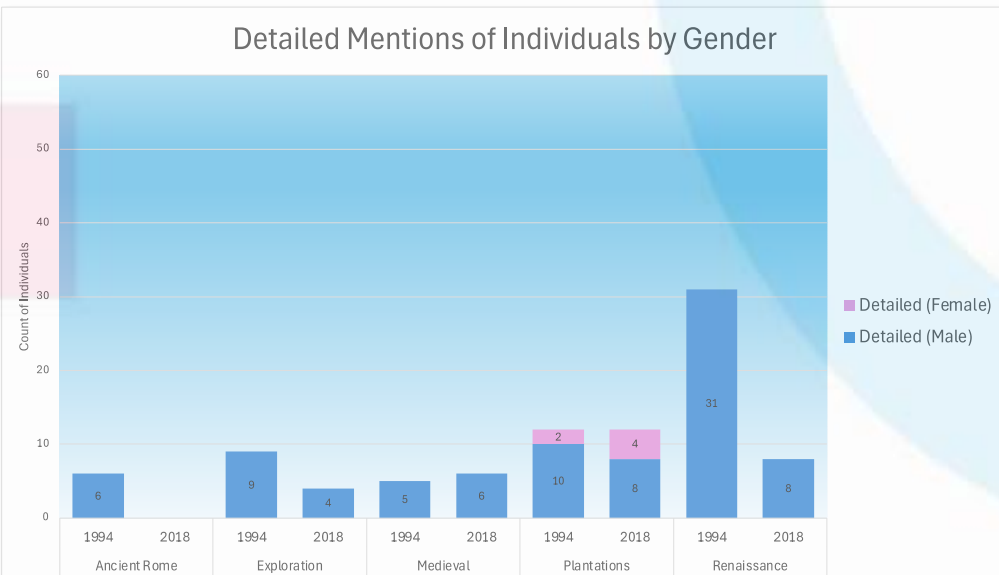
Results From Textbooks



We can see here that both books were predominantly full of pictures of males.



We noticed how even though there were pictures of females in the book, they were not mentioned in the text.

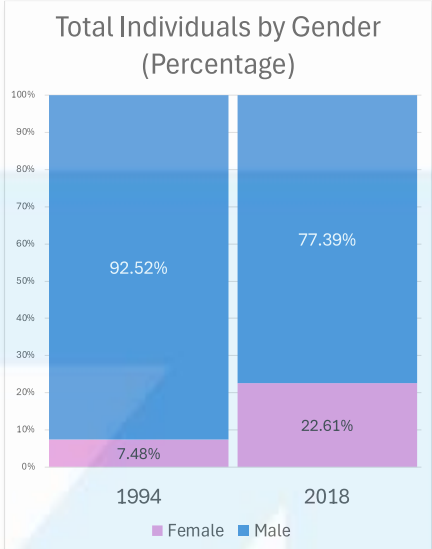


We can see here that of the females, many of them were simply named, but not studied in detail.

The modal number of females across all categories was zero

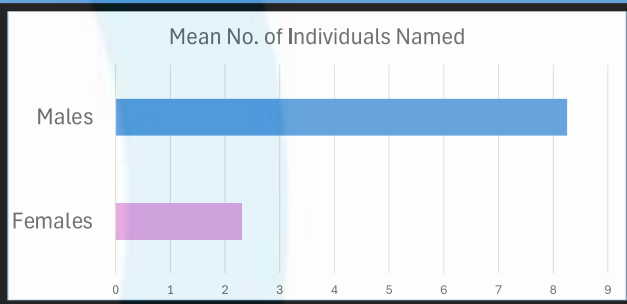
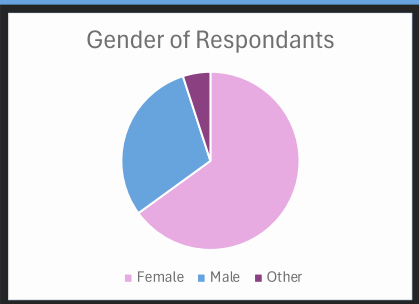
Based on our data from the textbooks, There was a difference of 9.49% from 1994 to 2018 in mentions of females, an increase of 221%.

If we continued at 9.49% added every 24 years, it would take 82.5 years to reach 50% .



Averages (Mean)		
	1994	2018
Males (named)	92.18%	82.69%
Females (named)	7.82%	17.31%

100% of respondents said that male was the gender they felt they studied most



Even though the majority of respondents were female, the average amount of females named was just 2.3

. The questions were asked separately; asking for males, then females respectively, to avoid bias towards males

Conclusion

There has been a small but notable increase in the percentage of females studied in junior cycle history, compared to the junior cert from 1994.

Students at our school were able to name far more males than females from history.

All the students who took our survey thought that they studied males far more than females

Based on our research we can conclude that our hypothesis was correct: We study more males than females.