Scholars and Scholarship: Production of Doctoral Knowledge on Women and Islamic Cultures

General Editor
Suad Joseph

Compiled by:
Tony Beukers, Eva Brown, Rhyen Coombs, Megan Fowler, Monica Garcia, Beth Lansom, Fatima Malik, Andrea McNees, Marya Osucha, Emily Rostel, Michelle Sandhoff, Cristeta Shope, Paulina Telderer, Nancy Wan

Originally Published in EWIC Volume III: Family, Body, Sexuality and Health 2006

BRILL
Scholars and Scholarship on Women and Islamic Cultures

List of Ph.D. Dissertations

Compiled by

Tony Beukers, Eva Brown, Rhyen Coombs, Megan Fowler, Monica Garcia, Beth Lansom, Fatima Malik, Andrea McNees, Marya Osucha, Emily Rostel, Michelle Sandhoff, Cristeta Shope, Paulina Telderer, Nancy Wan
Scholars and Scholarship: Production of Doctoral Knowledge on Women and Islamic Cultures

**Introduction**

Globally, Muslims number over 1.3 billion people. Though a staggering number, this statistic does not reflect the extensive social and cultural impact Islam has had historically. Muslims account for 18 percent of the world’s population, fewer than 20 percent of whom reside in the Middle East. Over half of the world’s Muslims live in South Asia – India, Pakistan, Bangladesh, Afghanistan, Sri Lanka, Nepal (India houses the second largest Muslim population in the world, almost as many as the country with the largest Muslim population, Indonesia). In Africa, Islam claims more faithful than any other major world religion – including the rapidly growing Christian sects – dominating North Africa and boasting sizable populations in Djibouti, Mali, Nigeria, Senegal, and Somalia. Immigrants from Muslim majority countries (such as Turkey, Algeria, Morocco, Tunisia, Pakistan, and Indonesia) and some Muslim minority countries (such as India and Malaysia) have come to comprise significant populations in European countries, including France, Germany, and the United Kingdom. In the United States of America, the Muslim population has grown exponentially in recent years, through migration and conversion, resulting in an estimated six million believers.

The world’s fastest growing religion, Islam has attracted a surge in scholarship in the past several decades. The contemporary expansion of Islam and the rise in world interest in Islamic cultures coincided with the scholarly production associated with the second wave of feminism to trigger research on women and Islamic cultures. This article chronicles the scholarly production of research on women and Islamic cultures from 1960 to 2002, with a focus on doctoral dissertations written on topics relevant to EWIC. While Islam has been the subject of doctoral dissertations for over a century, it was not until the second wave of the feminist movement in the 1970s that research on women and Islamic cultures made a significant appearance. The mid-1980s witnessed a rapid rise in doctoral dissertations on women and Islamic cultures, peaking in the 1990s. Women around the globe were increasingly enrolling in universities, becoming engaged in analyzing the gendered conditions they experienced firsthand, and formulating their own feminist theories in a variety of fields.

As many of the entries in Volume I of EWIC richly document, scholarly and political production are intimately linked. In 1975, the United Nations formally declared the first Decade of the Woman and by 1979 had approved the Convention on the Elimination of All Forms of Discrimination Against Women. International and national feminist and non-feminist movements generated several decades of publically marketed country reports on the status of women, intense itineraries of international conferences, and a mandate to collect or contest information or held beliefs. International organizations focused attention and research on the status of women worldwide. The resulting market for young scholars with skills and expertise relevant to women, and, in some cases, women and Islamic cultures, contributed to the production of increasing numbers of doctoral dissertations on women and Islamic cultures, starting in the 1970s. With rapid advancements in computer technology and more global use of the Internet in the 1980s, students and universities increasingly submitted their dissertations and abstracts to collegiate databases, creating an accessible pool of information on doctoral research. Taking note of this increase in research and accessibility to new information flows, the authors of this article aim to document when, where, and how much doctoral research on women and Islamic cultures was produced since the 1960s.

The number of dissertations produced yearly far exceeds those that are published and the number of doctoral degrees awarded far exceeds candidates hired in academia. Finding dissertations so far beyond what is represented by faculty in academic departments, we wondered about the pathways and gateways for knowledge production. We were particularly interested in discovering which topics on women and Islamic cultures were most actively being researched. The range of topics covered in the dissertations was expansive – from women in early and later Islamic discourses, to women and reproduction, empowerment, social organizations, education, diasporas, revolutions, health, work, family, law, citizenship, social movements, sexuality, sports,
Scholars and Scholarship

2002 to 2005 to undertake the study we called

tional relations, gender, and other disciplines from

together their studies in anthropology, interna-

Islamic cultures, 14 undergraduate students pooled

process and invite others to build on this work.

Paying specific attention to university job opportu-
nities, we were curious to see if employment at
the university level is influenced by an author’s
research subject. Given that the constant increase
in doctoral production is not matched by academic
job vacancies, universities can control their cur-
icula through hiring strategies which then con-
trIBUTE TO MOLDING THE NEXT GENERATION OF Schol-
ars.

An examination of the production of doctoral
knowledge offers an alternative gauge of the
breadth of the field of women and Islamic studies,
in comparison to a review of publications. We built
a doctoral dissertation database dating from the
1960s to 2002. We compared the number of
women and men who undertook research on EWIC.

Database creation and expansion

The purpose of this study is to provide prospec-
tive researchers with a sense of the breadth of the
field of women and Islamic cultures drawn from
dissertation abstracts produced by doctoral stu-
dents over the past half century and a sense of the
scope of academic options. The data we gathered
offer more possibilities for analysis than we were
able to undertake. We consider this a project in
process and invite others to build on this work.

Methodology

Sharing a common interest in women and
Islamic cultures, 14 undergraduate students pooled
together their studies in anthropology, interna-
tional relations, gender, and other disciplines from
2002 to 2005 to undertake the study we called Scholars and Scholarship.

Database creation and expansion

In compiling a list of doctoral dissertations, we
initially relied on directories of academic associa-
tions. To locate these directories, we accessed each
University of California department’s web page,
which subsequently generated dissertations on
women and Islamic cultures, and pursued directo-
ries of professional associations. This yielded only
scattered information as the library of the Uni-
versity of California, Davis did not own many of
these directories. The search for databases led
us to access ProQuest Digital Dissertations, the
Digital Abstracts International/Digital Disserta-
tions, or DAI, database1. DAI includes disserta-
tions primarily from the United States but also from
Canadian and international institutions. While
some schools automatically send all their disserta-
tions to DAI, students have the opportunity to sub-
mit their work as well. We utilized this database as
the key source for the expansion of our database.
We developed a conglomerate list of disciplines
to be searched for each year, including but not
limited to:

- anthropology, art and archaeology, cultural studies,
demography, economics, folklore, geography, history,
history of science, Islamic archaeology, Islamic studies,
linguistics, literary studies, oral histories, Orientalism,
philosophy, political science, population and health
studies, sexualities, sociology, study of religions, and
women’s studies

The results ranged widely, as certain disciplines
such as art history appeared to produce no disserta-
tions, while others such as anthropology and
economics yielded over a thousand. Upon closer
examination, however, we found that a mere 20
dissertations in every 260 proved relevant. We
widened our search by expanding our list of key-
words by adding words and phrases pertaining to
the study of women and Islamic cultures, countries
of Muslim majority population, and words that
implied women and/or Islamic practice. Each of
these terms was then searched by year and the
resulting abstracts were reviewed for relevancy to
EWIC. We decided to include all doctoral disserta-
tions on women and Islamic cultures, whether
they were Ph.D.s or other forms of doctoral
work. However, we could not be sure that the
Internet databases from which we compiled
our database were themselves consistent in includ-
ing all doctoral dissertations. The dissertations
were entered into a template organized by author’s
name, gender, institutional affiliation, major advisor, contact information, professional status, dissertation title, and the year the dissertation was written.

INTERNATIONAL AND NON-US DATABASE EXPANSION

The DAI yielded few dissertations outside the United States and Canada. We consulted the Middle Eastern Studies Association (MESA) as well as Middle East study centers to locate contacts with knowledge of international databases. We contacted scholars and professionals in disciplines related to women and Islamic cultures who might have information regarding international dissertations databases. We composed a letter of introduction explaining our Scholars and Scholarships project and distributed the request for participation electronically to a variety of Internet sites. We also solicited the assistance of University of California, Davis librarians from subject areas including the social sciences, Asian American studies, African and African American studies, European studies, South and East Asian Studies, and others. These efforts yielded a list of websites for online databases, including: WorldCat,3 the British Library Public Catalogue,2 the Center for Research Libraries (CRL),4 Agence Bibliographique de l’Enseignement Supérieur,5 and Die Deutsche Bibliothek.6 We also utilized a CD-ROM (Hochschulschriften) available through the UC Davis Shields Library that yielded a few German dissertations; but most of their listings were repetitions of ones we had recorded from Die Deutsche Bibliothek. We expanded our Canadian dissertations by using the online resource Theses Canada Portal.7 Together these online resources and CD-ROM yielded the majority of our international and Canadian dissertations.

OBSERVATIONS AND LIMITATIONS: DATABASE CREATION AND EXPANSION

Despite this work, however, we made less headway than we hoped in locating either international databases or country by country databases, leaving our project sorely lacking in the global scope for which we had aimed. One Russian scholar who presented a paper in 2003 at the Middle East Studies Association on doctoral research on the Middle East in Russia reported that she had gone from university to university reading through index cards to compile her data. A Japanese scholar of the Middle East on the same MESA panel indicated that there were national databases in Japan, but we were unsuccessful in locating them. Efforts to access German, French, English, and other European university doctoral databases did not yield as much as we were sure had been produced. However, we were able to access EWIC’s Author and Potential Author Database to expand our own database. We integrated those we found in EWIC’s databases and through other searches with those from DAI to compose our database.

The DAI database is extensive, but not exhaustive. While many schools automatically submit all completed doctoral dissertations to DAI, others do not. Additionally, limitations of funding, reliance upon DAI, language barriers, and the project parameters we set constrained the outcome of our search for doctoral dissertations. Many databases – such as MECAS, World of Learning, and DocTheses – seemed promising, but required paid subscription. Many international academic research databases, while valuable for articles, journals, and books on the topic of women and Islamic cultures, did not contain dissertation listings. Databases on various websites often duplicated the dissertations we had collected from DAI.

Our international search was hindered by our inability to pay for translation. While we used some online translation tools, our ability to explore many websites was limited by language. Some databases, such as the Database of African Theses and Dissertations, an online database hosted by the Association of African Universities featuring several theses relating to women and Islamic cultures, did not contain dissertation listings. Databases on various websites often duplicated the dissertations we had collected from DAI.

After finding over 1,500 (later refined to 1,030) dissertation titles and/or abstracts, we analyzed each abstract’s content, highlighting all words and phrases in the titles or abstracts relevant to EWIC topics. In devising these categories, we noticed terminological changes describing certain subject matters. For example, what was referred to as “acculturation” in the 1970s became “biculturalism” in the 1980s and “multiculturalism” in the 1990s. We created a comprehensive list of these words and grouped them into larger subject categories to create the “Keyword Categorization...
List" (see Appendix). We tried, for efficiency of coding, to reduce the original 70 categories to 32, but found that critical differences were lost. For example, the category “reproduction,” which included pregnancy, maternity, and family planning, was now grouped under “health,” along with psychological development and physical activity – glossing the variety of research. We reorganized the list again, with 65 categories (see Appendix).

**Coding**

Keywords were often coded under multiple categories if it seemed appropriate. For example, “Maghrib” was coded under both Africa and the Middle East, and Turkey was coded as Middle East and Europe. A dissertation abstract which mentioned Moroccan women’s oppression in the workplace was coded under the categories of “Africa,” “gender and power,” “Middle East,” “women’s roles,” and “work, labor, wages.” Since we had the abstracts and not the dissertations available to us, we decided it would be appropriate to be more inclusive than exclusive in the coding. Dissertations for which we had titles but not abstracts were not included in the keywords analysis.

To minimize error in coding each abstract was examined by two coders. The two coding lists were compared and, in the case of discrepancies, the abstracts were reviewed again. For example, if one coder listed the keyword category “class” and the other did not, the abstract was re-examined, at times with a third coder’s input. The coding results were entered into the coding template, an Excel grid which consisted of dissertation titles on the Y-axis and the 65 keyword categories on the X-axis. To signify the presence of a specific keyword category, a “1” was entered into the corresponding cell, and an “0” to represent absence. From these grids, we generated an array of tables and charts, only a limited number of which are reproduced here.

**Obstacles and Limitations:**

**Coding and Final Database**

From the over 1,500 doctoral dissertations we initially identified we decided to eliminate 470. Since we were working only from the dissertation abstracts, it was at times difficult to determine whether a specific dissertation, especially about women in Muslim minority countries, was relevant to EWIC. For example, EWIC associate editors reviewing the dissertation database found the database included dissertations on Nigerian women which were not relevant to women and Islamic cultures. To control for such possible errors, we decided to apply rather strict criteria for inclusion in the database. All doctoral dissertations addressing women in Muslim majority societies were retained. This included the entire Middle East (Algeria, Bahrain, Egypt, Iran, Iraq, Israel/Palestine, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, and Yemen). For countries outside the Middle East, all dissertations relevant to women were included if the country had an 85 percent or above Muslim population (Afghanistan, Azerbaijan, Bangladesh, Chan, Comoros, Djibouti, Guinea, Indonesia, Maldives, Mali, Niger, Pakistan, Senegal, Somalia, Tajikistan, Turkmenistan, Uzbekistan, and West Sahara). This set a very high bar for inclusion in the database, eliminating many dissertations which had been in the original 1,500. In retrospect, it might have been productive to lessen the criteria somewhat.

For Muslim minority countries, the dissertation abstracts were scrutinized for relevance to women and Islamic cultures. That is, we looked for explicit references in the abstracts for topics addressing women and Islamic cultures. As a result, some dissertations were eliminated which might have been included had the whole dissertation been available for evaluation. The initial database of 1,500 was further reduced when we decided not to code those entries containing dissertation titles but not abstracts for content (keyword) analysis. Since titles rarely reflect the scope of a volume, they are a misleading basis for coding content. While the dissertations without abstracts were retained for the tracking of authors part of the project, this left 782 dissertations for the content analysis on keywords in the abstracts. Finally, the database was reduced when we eliminated dissertations written between the years 1950 and 1959. Very few dissertations were written within that period and the few that were written lacked abstracts; thus they added little to the analysis. Through these decisions, the database was reduced from the original 1,500 to the 1,030 represented this study.

**Author Tracking**

Our goal in researching the current employment of the authors was to determine whether scholars who completed doctoral dissertations on women and Islamic cultures continued in academic or moved to non-academic careers. We searched for each author in our database in the EWIC Contributors Database and in the Middle East Studies Association online member directory. We focused the remainder of our efforts to track authors through Internet search tools. Most of the authors
we located by using Google and/or Dogpile search engines. If copying a name verbatim did not produce results, we would attempt one of the following: replacing a name with an initial (e.g. Leila Jamil Hanna to Leila J. Hanna), focusing solely on the first and last names including keywords such as “professor” and “university,” or inserting terms extracted from the author’s doctoral dissertation, such as the country of specialty or keywords from the title. If these avenues failed, we logged “no info found” on the master spreadsheet. For the authors we did locate, we documented the scholars’ publications, current employment, previous positions, the websites on which the information was found, the date the website was last updated, and the date the website was last accessed. We assigned gender to the authors based on the following: pictures, gendered pronouns (he or she), or commonly known names (such as “Sarah” or “Ahmed”). We also relied on an Internet website which assigns gender to Muslim names. If we were unable to determine an author’s gender, we recorded “U” in the master spreadsheet, for “gender unknown.” The analysis that followed tracked correlations between authors, their genders, their career choices, and their research focuses. The correlations and analyses that could be done with the data are extensive and beyond the scope of this study at this time.

Obstacles and limits: author tracking

One obstacle in tracking authors was that of common names. Names such as Sarah or Ahmed produced too many results, at times making it impossible to be certain whether the person located was the same as the one in our database. Common Muslim male names yielded such large quantities of news articles, FBI postings, and “terrorist” listings that it occurred to us we might have been more successful with our search had this project been conducted prior to 11 September 2001. Another problem was that the CRL database supplies only the first initial and last name of its authors, making it difficult to confirm a match. Name changes posed a problem for some female authors who might have changed their names after marriage. Internet searches were disproportionally more successful yielding results for those who had pursued academic versus non-academic careers. We assumed that we could not find some authors or their current employment because some of them had died or for various other reasons did not have Internet access or presence. With non-English international dissertations and websites we utilized the Google translation tool, although many international academic institutions offered English versions of their site. This was less the case with Arabic, Korean, and Indonesian websites. For such sites, we made note of the website and its language in the master spreadsheet. The tracking authors project, therefore was constrained by these obstacles and limitations.

Editing of compiled dissertation listings

The process of editing and finalizing the master list of the database consisted of three main parts: editing for errors, selecting for relevance, and organizing the information in an easily accessible manner. We rechecked the master list for the names of the authors, the institution granting the doctoral degree, the year of the degree, and the title of the dissertations against hard copies of the abstracts. We followed a consistent style for entering titles, even if it meant changing the style used by the database from which we obtained the titles. Winnowing the 1,500 database list down to 1,030 was accomplished through several steps, including the assistance of advanced graduate students with expertise on Islamic cultures. At Brill’s suggestion, we organized the master list on the basis of the country focus of the research (rather than the chronological order of dissertation completion, the form which we had followed) and presented the master list in bibliographic form. Dissertations which did not refer to a specific country in the abstract (literary works, for example) were organized topically.

Data analysis

Coding analysis

The Scholars and Scholarship database comprises 1,030 dissertation titles from 263 academic institutions. This includes all the dissertations gleaned from the DAI and other Internet databases we could access on women in the Middle East, on women in Muslim majority countries (defined as having a population of 85 percent or more Muslims), and dissertations on women from other areas of the world when the abstract or title specifically referred to women and Islamic cultures in some manner. While most of the dissertation listings contained abstracts, there was a marked increase in the compilation of abstracts in the Internet databases after 1984. The content analysis of the keywords in the abstracts, limited to the 782 dissertations with abstracts from 1984 to 2002, focused on the specific research topics, gender of authors, and institutions. As this database is not an exhaustive compilation of all dissertations on
SCHOLARS AND SCHOLARSHIP

women and Islamic cultures internationally for this period, the findings represent a preliminary picture of the field. It is also preliminary in that not all our findings are summarized and not all analyses that could be performed on the collected data were performed.

Table 1: Dissertation Totals and Gender Analysis (1960–2002)

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
<th>Gender Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1962</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1964</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1966</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1968</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1969</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1970</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1971</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1972</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1973</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1974</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1975</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1976</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1977</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1978</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1979</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1980</td>
<td>10</td>
<td>13</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>1981</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>1982</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>1983</td>
<td>10</td>
<td>11</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>1984</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>1985</td>
<td>19</td>
<td>6</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>1986</td>
<td>25</td>
<td>10</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>1987</td>
<td>26</td>
<td>21</td>
<td>4</td>
<td>51</td>
</tr>
<tr>
<td>1988</td>
<td>20</td>
<td>13</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>1989</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>1990</td>
<td>24</td>
<td>19</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>1991</td>
<td>31</td>
<td>23</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>1992</td>
<td>34</td>
<td>21</td>
<td>7</td>
<td>62</td>
</tr>
<tr>
<td>1993</td>
<td>38</td>
<td>14</td>
<td>7</td>
<td>59</td>
</tr>
<tr>
<td>1994</td>
<td>22</td>
<td>7</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>1995</td>
<td>27</td>
<td>15</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>1996</td>
<td>48</td>
<td>33</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>1997</td>
<td>34</td>
<td>0</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>1998</td>
<td>40</td>
<td>11</td>
<td>8</td>
<td>59</td>
</tr>
<tr>
<td>1999</td>
<td>31</td>
<td>10</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>2000</td>
<td>28</td>
<td>13</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>2001</td>
<td>44</td>
<td>17</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td>2002</td>
<td>35</td>
<td>6</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>620</td>
<td>303</td>
<td>107</td>
<td>1,030</td>
</tr>
</tbody>
</table>
Table 1 displays the total number of dissertations, both those with and without abstracts, produced between 1960 and 2002. In addition to presenting the increase in the number of dissertations produced, this table also indicates the gender distribution of the authors. We determined the gender of 923 authors in our 1,030 database, or approximately 90 percent. Over 60 percent of authors were women, and 29 percent were men. In the early 1960s through the 1980s the genders were nearly equal and at times men even dominated the field. However, in the mid-1980s women began to make large gains, perhaps reflecting the results of second wave feminism. Thus, by the early to mid-1990s our data show women dominated the field of doctoral dissertations produced on women and Islamic cultures.

From 1960 to 1979, we located few dissertations written on the subject of women and Islamic cultures—on average, only 2.6 dissertations were produced per year. However, this may reflect the lack of Internet databases for earlier periods. Until 1980, the highest yielding years from our databases were 1977 and 1979 with 6 each. In 1980, 25 dissertations were completed. In the period between 1980 and 1985 an average of 23.5 dissertations were produced annually. A peak year in 1987 saw 51 dissertations, followed by a decline to 22 in 1989 and a rise to 47 titles in 1990. In the 1991–3 period completed doctoral dissertations leveled off at an average of 60 per year. Another decline occurred in 1994 followed by another increase, peaking at a high for the 1960–2002 period of 89 in 1996. The period between 1997 and 2002 is marked by almost yearly reversals in the direction of the trend, suggesting the volatility of this field of study.

Attempting to link the rise and fall of doctoral dissertations with current events is rather problematic given the time lag to degree and the non-linear relationship between world events and knowledge production. It is probably safe to say, however, that the initial increase in the early 1980s is related to the rise of academic feminism. One might look to the 1979 Islamic Revolution in Iran and the American hostage crisis, and the United Nations passage of the Convention on the Elimination of All Forms of Discrimination Against Women in relation to the increase in dissertations between 1985 and 1987. The 1996 spike may be related to the emergence of political Islam, the increased politicization of gender issues in connection with political Islam, the impact of the Palestinian Intifada, the end of the Cold War, and the Gulf War of 1990–1. The repercussions from the 2001 attacks in the United States and the subsequent military interventions in Afghanistan and Iraq may be linked at some point to the production of doctoral dissertations, but such linkage is never linear or direct.

Analysis of research topics in dissertation abstracts

The databases we used yielded 782 dissertation entries with abstracts on research topics relevant to women and Islamic cultures. Each dissertation abstract yielded between 4 and 15 categories of research topics (see Appendix for keyword and categories list). Table 2 shows the aggregate topic distribution of the abstracts as well as the distribution of authors’ gender for each category of research. The 65 coding categories are listed under “subject.”

The category “values and beliefs” was relevant to the abstracts of 443 dissertations—the highest yield for any of the 65 categories. A number of research categories were found to be relevant to 250 or more dissertation abstracts: social organization, women’s roles, Middle East, education, gender and power, Islam, family-kinship, femininities-masculinities, sexualities, and work-wages. Despite the low number of male authors in our database, it is interesting to note that they wrote about many of the same topics as women. Housing, law-legal reform, and science-technology were distributed evenly among female and male authors. However, women made up an overwhelming majority of authors writing on Africa, ethnicity, identities-gender-general, and women’s roles. There were no topics on which men wrote more often than women.

Since the absolute number of dissertations produced yearly varied widely, we compared percentages produced in each category of research. The category “values and beliefs” was consistently popular and always among the top five most frequently researched categories annually. Social organization and women’s roles were also among the top five almost every year. Family-kinship, Middle East, marriage, and development-socio-economic experienced a steady decline from 1960 to 2002. Education also experienced a decline, most pronounced after 1996. Similarly, the percentage of dissertation abstracts on cities decreased after 1991 and writing on work-wages decreased after 1987. Other categories show an increase, including identities and gender-general after 1989. The category of ethnicity is found more frequently after 1992.
Table 2: Dissertations with Abstracts, Subject Totals (1984–2002)

<table>
<thead>
<tr>
<th>N = 782</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td><strong>Women</strong></td>
<td><strong>Men</strong></td>
<td><strong>Gender Unknown</strong></td>
</tr>
<tr>
<td>Africa</td>
<td>130</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>Americas</td>
<td>47</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Arts &amp; Performing Arts</td>
<td>28</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Body, Adornment</td>
<td>33</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Capitalism, Market Economies</td>
<td>15</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Central Asia</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Children &amp; Youth</td>
<td>76</td>
<td>57</td>
<td>21</td>
</tr>
<tr>
<td>Christianity</td>
<td>17</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Cities</td>
<td>67</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>Class</td>
<td>90</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>Colonialism</td>
<td>48</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Crime</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Demography</td>
<td>47</td>
<td>37</td>
<td>19</td>
</tr>
<tr>
<td>Development, Socioeconomic</td>
<td>109</td>
<td>69</td>
<td>27</td>
</tr>
<tr>
<td>East Asia &amp; Southeast Asia</td>
<td>54</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Economic Factors, General</td>
<td>138</td>
<td>69</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td>178</td>
<td>124</td>
<td>32</td>
</tr>
<tr>
<td>Environment</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>124</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td>Europe</td>
<td>42</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Family Law</td>
<td>15</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Family, Kinship</td>
<td>161</td>
<td>78</td>
<td>28</td>
</tr>
<tr>
<td>Femininities, Masculinities, Sexualities</td>
<td>172</td>
<td>73</td>
<td>22</td>
</tr>
<tr>
<td>Gender and Power</td>
<td>221</td>
<td>78</td>
<td>24</td>
</tr>
<tr>
<td>Globalization</td>
<td>84</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>Health</td>
<td>98</td>
<td>43</td>
<td>22</td>
</tr>
<tr>
<td>History, 1850 to present</td>
<td>57</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>History, 7th C. to 1850</td>
<td>13</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>History, Pre-Islamic</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Housing</td>
<td>13</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Human Rights</td>
<td>14</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Identities, Gender, General</td>
<td>110</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Ideologies</td>
<td>123</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Islam</td>
<td>194</td>
<td>69</td>
<td>24</td>
</tr>
<tr>
<td>Judaism</td>
<td>8</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Language(s)</td>
<td>54</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Law, Legal Reform</td>
<td>15</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Literature</td>
<td>61</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Marriage, Marital Relations</td>
<td>96</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>Media, Pop Culture</td>
<td>35</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Middle East</td>
<td>224</td>
<td>136</td>
<td>30</td>
</tr>
<tr>
<td>Migration</td>
<td>53</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Nation, Nationalism</td>
<td>56</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Parenting</td>
<td>59</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Pastoral, Nomadism</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Politics</td>
<td>120</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>Professions</td>
<td>27</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Psychology, Self</td>
<td>89</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Public, Private Space</td>
<td>59</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Racism</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Coding regional analysis

The regional focus of the 782 dissertations with abstracts in our Internet-constructed database occurred in the following order: Middle East (390), Africa (174), South Asia (130), Southeast Asia and East Asia (91), Americas (76), Europe (67), Central Asia (8). There is some overlap in this distribution as several dissertations cover more than one region. The vast majority of the abstracts in the database concentrated on the Middle East. However, the percentage of authors writing on the Middle East declined over time. This may reflect a shift in attention to globalization and Islam.

Coding international analysis

The 1,030 dissertations in our database were written at 265 academic institutions globally. Clearly there are far more completed dissertations than the Internet databases which we used yielded or that our strict criteria permitted (women in Middle Eastern countries, 85 percent Muslim majority countries, and explicit reference to women and Islamic cultures in some manner in the abstracts). The distribution of the 265 academic institutions which produced these 1,030 doctoral dissertations is, nevertheless, revealing. Table 3 lists the academic institutions that produced the dissertations in our database. The total number we collected from any institution is listed next to the name. North American institutions produced 868 of the dissertations of which 59 were from Canada and 809 from the United States. A further 162 dissertations came from academic institutions outside the United States and Canada.

Table 4 lists all academic institutions that produced ten or more doctoral dissertations. Nearly every one of these institutions had more female than male authors. However, more men than women produced dissertations at Southern Illinois University at Carbondale and Florida State University. The following institutions had equal or nearly equal numbers of men and women producing dissertations on women and Islamic cultures: Ohio State University, University of Southern California, University of Utah, University of Michigan, and University of Alberta. Princeton University, University of California, Berkeley, Boston University, and Brown University had fewer or no women producing dissertations on women and Islamic cultures. Again, we stress that these yields are as represented in the Internet databases and as filtered through our selection criteria.

Most universities focused on the research categories which were popular overall, such as values and beliefs and social organization. However there were interesting differences. For example, the most frequent research category for completed Boston University doctoral dissertations relevant to EWIC was economic factors-general. Rural-agriculture was the most frequently referenced at Brown University. Johns Hopkins University dissertations focused on health, while research categories of reproduction and children-youth were the next...
<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
<th>North American</th>
<th>State</th>
<th>Canada</th>
<th>International Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auburn University</td>
<td>1</td>
<td>Y</td>
<td>Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Alabama</td>
<td>1</td>
<td>Y</td>
<td>Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Alabama, Birmingham</td>
<td>1</td>
<td>Y</td>
<td>Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Arizona</td>
<td>9</td>
<td>Y</td>
<td>Arizona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliant International University</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Azusa Pacific University</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California School of Professional Psychology, Los Angeles</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuller Theological Seminary, School of World Mission</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden Gate University</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepperdine University</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, San Francisco</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of the Pacific</td>
<td>1</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California School of Professional Psychology, Berkeley/Alameda</td>
<td>2</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuller Theological Seminary, School of Psychology</td>
<td>2</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Calif., Berkeley with the Univ. of Calif., San Francisco</td>
<td>2</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Riverside</td>
<td>2</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California School of Professional Psychology, Fresno</td>
<td>3</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>3</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>3</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Santa Cruz</td>
<td>3</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wright Institute</td>
<td>3</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>4</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States International University (see also Alliant University)</td>
<td>5</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claremont Graduate School</td>
<td>6</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanford University</td>
<td>7</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Southern California</td>
<td>15</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>18</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>20</td>
<td>Y</td>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>2</td>
<td>Y</td>
<td>Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado State University</td>
<td>4</td>
<td>Y</td>
<td>Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Colorado, Boulder</td>
<td>5</td>
<td>Y</td>
<td>Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Denver</td>
<td>5</td>
<td>Y</td>
<td>Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>3</td>
<td>Y</td>
<td>Connecticut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yale University</td>
<td>6</td>
<td>Y</td>
<td>Connecticut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Delaware</td>
<td>1</td>
<td>Y</td>
<td>Delaware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>1</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>1</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>1</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Miami</td>
<td>2</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>4</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>11</td>
<td>Y</td>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>1</td>
<td>Y</td>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td>2</td>
<td>Y</td>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: (cont.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
<th>North American</th>
<th>State</th>
<th>Canada</th>
<th>International Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory University</td>
<td>3</td>
<td>Y</td>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Hawaii</td>
<td>9</td>
<td>Y</td>
<td>Hawaii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>1</td>
<td>Y</td>
<td>Idaho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Institute of Technology</td>
<td>1</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Illinois, Chicago, Health Sciences Center</td>
<td>2</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University</td>
<td>3</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td>8</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Illinois University at Carbondale</td>
<td>11</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Chicago</td>
<td>12</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>13</td>
<td>Y</td>
<td>Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>1</td>
<td>Y</td>
<td>Indiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td>4</td>
<td>Y</td>
<td>Indiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td>16</td>
<td>Y</td>
<td>Indiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td>7</td>
<td>Y</td>
<td>Iowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas State University</td>
<td>3</td>
<td>Y</td>
<td>Kansas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>2</td>
<td>Y</td>
<td>Kentucky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana State University and Agricultural and Mechanical Col.</td>
<td>1</td>
<td>Y</td>
<td>Louisiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulane University</td>
<td>2</td>
<td>Y</td>
<td>Louisiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland, Baltimore</td>
<td>2</td>
<td>Y</td>
<td>Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland College Park</td>
<td>3</td>
<td>Y</td>
<td>Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>26</td>
<td>Y</td>
<td>Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston College</td>
<td>1</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark University</td>
<td>1</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>1</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tufts University</td>
<td>1</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fletcher School of Law and Diplomacy (Tufts University)</td>
<td>2</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts Amherst</td>
<td>3</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts</td>
<td>4</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brandeis University</td>
<td>6</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>12</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvard University</td>
<td>17</td>
<td>Y</td>
<td>Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Michigan, School of Public Health</td>
<td>1</td>
<td>Y</td>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>1</td>
<td>Y</td>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne State University</td>
<td>7</td>
<td>Y</td>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td>26</td>
<td>Y</td>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Michigan</td>
<td>36</td>
<td>Y</td>
<td>Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>11</td>
<td>Y</td>
<td>Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>9</td>
<td>Y</td>
<td>Mississippi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Missouri, Saint Louis</td>
<td>1</td>
<td>Y</td>
<td>Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington University</td>
<td>1</td>
<td>Y</td>
<td>Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Missouri, Columbia</td>
<td>3</td>
<td>Y</td>
<td>Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Nebraska, Lincoln</td>
<td>5</td>
<td>Y</td>
<td>Nebraska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>1</td>
<td>Y</td>
<td>New Hampshire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutgers, the State University of New Jersey, New Brunswick</td>
<td>3</td>
<td>Y</td>
<td>New Jersey, New Brunswick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Total</td>
<td>North American</td>
<td>State</td>
<td>Canada</td>
<td>International Location</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Princeton University</td>
<td>10</td>
<td>Y</td>
<td>New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico State University</td>
<td>1</td>
<td>Y</td>
<td>New Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adelphi University, School of Social Work</td>
<td>1</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New School for Social Research</td>
<td>1</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State University of New York, Stony Brook</td>
<td>1</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Rochester</td>
<td>1</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Rochester School of Nursing</td>
<td>1</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City University of New York</td>
<td>2</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hofstra University</td>
<td>2</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia University Teachers College</td>
<td>4</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State University of New York, Albany</td>
<td>4</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State University of New York, Binghamton</td>
<td>5</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syracuse University</td>
<td>5</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State University of New York, Buffalo</td>
<td>6</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York University</td>
<td>8</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td>14</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>14</td>
<td>Y</td>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina, Greensboro</td>
<td>1</td>
<td>Y</td>
<td>North Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td>5</td>
<td>Y</td>
<td>North Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>8</td>
<td>Y</td>
<td>North Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Akron</td>
<td>1</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Toledo</td>
<td>1</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wright State University</td>
<td>1</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>2</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union Institute</td>
<td>2</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Western University</td>
<td>3</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kent State University</td>
<td>5</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>6</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State University</td>
<td>12</td>
<td>Y</td>
<td>Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>1</td>
<td>Y</td>
<td>Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>1</td>
<td>Y</td>
<td>Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon State University</td>
<td>1</td>
<td>Y</td>
<td>Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oregon</td>
<td>2</td>
<td>Y</td>
<td>Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portland State University</td>
<td>3</td>
<td>Y</td>
<td>Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehigh University</td>
<td>1</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University of Pennsylvania</td>
<td>2</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple University</td>
<td>14</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>16</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>27</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>29</td>
<td>Y</td>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown University</td>
<td>10</td>
<td>Y</td>
<td>Rhode Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>2</td>
<td>Y</td>
<td>South Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Dakota State University</td>
<td>1</td>
<td>Y</td>
<td>South Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>2</td>
<td>Y</td>
<td>Tennessee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: (cont.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
<th>North American</th>
<th>State</th>
<th>Canada</th>
<th>International Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody College for Teachers of Vanderbilt University</td>
<td>3</td>
<td>Y</td>
<td>Tennessee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>1</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>1</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Texas H.S.C., Houston</td>
<td>1</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice University</td>
<td>2</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Woman's University</td>
<td>2</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>3</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Texas</td>
<td>3</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>4</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>15</td>
<td>Y</td>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah State University</td>
<td>2</td>
<td>Y</td>
<td>Utah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>4</td>
<td>Y</td>
<td>Utah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Utah</td>
<td>11</td>
<td>Y</td>
<td>Utah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Virginia</td>
<td>3</td>
<td>Y</td>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Mason University</td>
<td>1</td>
<td>Y</td>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>1</td>
<td>Y</td>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington State University</td>
<td>2</td>
<td>Y</td>
<td>Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Washington</td>
<td>7</td>
<td>Y</td>
<td>Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle University</td>
<td>1</td>
<td>Y</td>
<td>Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howard University</td>
<td>2</td>
<td>Y</td>
<td>Washington DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic University of America</td>
<td>3</td>
<td>Y</td>
<td>Washington DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgetown University</td>
<td>6</td>
<td>Y</td>
<td>Washington DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American University</td>
<td>7</td>
<td>Y</td>
<td>Washington DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Washington University</td>
<td>9</td>
<td>Y</td>
<td>Washington DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin, Milwaukee</td>
<td>1</td>
<td>Y</td>
<td>Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marquette University</td>
<td>2</td>
<td>Y</td>
<td>Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin, Madison</td>
<td>22</td>
<td>Y</td>
<td>Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Université d’Alger</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Algeria</td>
</tr>
<tr>
<td>Monash University</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>University of Adelaide</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>Australian National University</td>
<td>6</td>
<td>N</td>
<td></td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>Universität Wien</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Austria</td>
</tr>
<tr>
<td>Université Catholique de Louvain</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Belgium</td>
</tr>
<tr>
<td>Université de Caen Basse-Normandie</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Dijon</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Droit, d’Économie et des Sciences Sociales, Aix-Marseille III</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Lausanne</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Paris-Nord</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Paris-Val-De-Marne</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Reims Champagne-Ardenne</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Michel de Montaigne</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Panthéon-Sorbonne</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Paris 7; Denis Diderot</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Victor Segalen</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
</tbody>
</table>
### Table 3: (cont.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
<th>North American</th>
<th>State</th>
<th>Canada</th>
<th>International Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Université Charles de Gaulle</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Nice Sophia Antipolis</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Toulouse, Le Mirail</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université du Droit et de la Santé</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de la Sorbonne</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de la Sorbonne Nouvelle</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Provence, Aix-Marseille</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Panthéon-Assas</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>L’Ecole des Hautes Études en Sciences Socialies, Paris</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université de Nanterre</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université René Descartes</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Université Saint-Denis</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Albert-Ludwigs-Universität Freiburg</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Philippus-Universität Marburg</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Ruhr-Universität Bochum</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Bamberg</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Bielefeld</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Dortmund</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Essen</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Hannover</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Leipzig</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Würzburg</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Humboldt Universität Berlin</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Bremen</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Göttingen</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Bonn</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Frankfurt</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Heidelberg</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Freie Universität Berlin</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Universität Hamburg</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td>Airlangga University</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Indonesia</td>
</tr>
<tr>
<td>University of Tehran</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Iran</td>
</tr>
<tr>
<td>University of South Africa</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>South Africa</td>
</tr>
<tr>
<td>Consejo Superior de Investigaciones, Científicas, Madrid</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Spain</td>
</tr>
<tr>
<td>Universität de Barcelona</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Spain</td>
</tr>
<tr>
<td>Stockholm University</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Sweden</td>
</tr>
<tr>
<td>Umea Universität</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Sweden</td>
</tr>
<tr>
<td>Uppsala University</td>
<td>4</td>
<td>N</td>
<td></td>
<td></td>
<td>Sweden</td>
</tr>
<tr>
<td>Universität Zürich</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Switzerland</td>
</tr>
<tr>
<td>Erasmus Universiteit Rotterdam</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Landbouwuniversiteit te Wageningen</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Rijksuniversiteit te Groningen</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Universiteit Utrecht</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Universiteit van Amsterdam</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Universiteit Leiden</td>
<td>2</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Wageningen Universiteit</td>
<td>3</td>
<td>N</td>
<td></td>
<td></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Université de Tunis</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Tunisia</td>
</tr>
<tr>
<td>Middle East Technical University</td>
<td>1</td>
<td>N</td>
<td></td>
<td></td>
<td>Turkey</td>
</tr>
<tr>
<td>Institution</td>
<td>Total</td>
<td>North American</td>
<td>State</td>
<td>Canada</td>
<td>International Location</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>----------------</td>
<td>-------</td>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Queen’s University of Belfast (Northern Ireland)</td>
<td>2</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glasgow Caledonian University</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lancaster University</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loughborough University</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Metropolitan University</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open University</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Sussex, Brighton</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Bath</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of East London</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Exeter</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Keele</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Newcastle upon Tyne</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of York</td>
<td>1</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Cambridge</td>
<td>2</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of London</td>
<td>3</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Essex</td>
<td>3</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Manchester</td>
<td>3</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Southampton</td>
<td>3</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Durham</td>
<td>4</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of London</td>
<td>4</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oxford</td>
<td>5</td>
<td>N</td>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McMaster University</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Université du Québec à Montréal</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Université Laval</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>York University</td>
<td>1</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen’s University at Kingston</td>
<td>2</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carleton University</td>
<td>3</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Calgary</td>
<td>3</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>3</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>3</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>3</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGill University</td>
<td>8</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>10</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Toronto</td>
<td>16</td>
<td>Y</td>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,030</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Institutions Granting 10 or More Doctoral Degrees

<table>
<thead>
<tr>
<th>Institution</th>
<th>Women</th>
<th>Men</th>
<th>Gender unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston University</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Brown University</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Columbia University</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Cornell University</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Florida State University</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Harvard University</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Indiana University</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>14</td>
<td>9</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>14</td>
<td>12</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Princeton University</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Southern Illinois University at Carbondale</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Temple University</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>19</td>
<td>12</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>20</td>
<td>8</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>10</td>
<td>15</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>University of Utah</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>University of Wisconsin, Madison</td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>148</td>
<td>38</td>
<td>459</td>
</tr>
</tbody>
</table>

Tracking doctoral dissertation authors

The goal of author tracking was to examine the patterns of employment secured by authors who have written doctoral dissertations on women and Islamic cultures – particularly whether they entered into academic or non-academic jobs and whether they located positions in the United States (since it was the largest yielding producer of doctoral dissertations in the database) or outside the United States. For each of the 43 years, we organized our information chronologically (year written), alphabetically (name of employment), and numerically (frequency of employment type) to determine where scholars specializing in women and Islamic cultures were most frequently employed. We defined “academic” as employment in undergraduate and research universities (not including research organizations and pre-collegiate). The employers were sorted into either United States or non-United States categories (internationally-based establishments whose central headquarters are located in the continental United States were listed as United States). We compiled a list of all employers, regardless of professional field or location, and noted any repetitions found. If three scholars were placed with the World Bank, for example, in a particular year, we would input the number 3 next to the institution name.

Based on the data yielded through the Internet databases and filtered through our criteria, we found that the top ten employers of the 1,030 doctoral dissertation authors on women and Islamic cultures from 1960 to 2002 were:
The University of Michigan was the top employer and the highest producer of dissertations written on women and Islamic cultures in our database. Only three of the employers listed are among the universities generating the highest number of dissertations produced on women and Islamic cultures: University of Michigan, University of Pennsylvania, and Johns Hopkins University. One might assume that there would be a strong correlation between institutions producing a significant number of doctoral dissertations and those that hire their authors. This does not appear to be the case – many of the top-ranking employers are non-academic, such as UNICEF and the World Health Organization in Switzerland. Although the majority of dissertations in our database are produced in universities in the United States, employment is not limited to academia or to the United States. In fact, of the 567 located authors, 243 of them, or 43 percent, pursued post-doctoral work outside the United States.

Of the 1,030 dissertations, we located roughly 55 percent of the authors. Our success in locating dissertation authors was strongly correlated to the year in which a dissertation was completed. The more recent the dissertation, the more likely an author could be located via the Internet. As indicated in Table 5, authors writing in the 1960s, 1970s, and early 1980s were less likely to be found.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number found</th>
<th>% found</th>
<th>% not found</th>
<th>Number in Academia of those found</th>
<th>% in Academia</th>
<th>Number in Non-Academia of those found</th>
<th>% in Non-Academia</th>
<th>Number of U.S.</th>
<th>% of U.S.</th>
<th>Number outside U.S.</th>
<th>% outside U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>8</td>
<td>2</td>
<td>75.00</td>
<td>1</td>
<td>1</td>
<td>12.50</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>33</td>
<td>9</td>
<td>27.27</td>
<td>6</td>
<td>3</td>
<td>18.18</td>
<td>7</td>
<td>2</td>
<td>78</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>25</td>
<td>8</td>
<td>68.00</td>
<td>6</td>
<td>2</td>
<td>24.00</td>
<td>5</td>
<td>3</td>
<td>63</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>26</td>
<td>9</td>
<td>34.62</td>
<td>5</td>
<td>4</td>
<td>19.23</td>
<td>7</td>
<td>2</td>
<td>78</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>17</td>
<td>5</td>
<td>29.41</td>
<td>2</td>
<td>3</td>
<td>11.76</td>
<td>4</td>
<td>1</td>
<td>80</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>23</td>
<td>14</td>
<td>60.87</td>
<td>7</td>
<td>7</td>
<td>30.43</td>
<td>4</td>
<td>10</td>
<td>29</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>21</td>
<td>7</td>
<td>33.33</td>
<td>3</td>
<td>4</td>
<td>14.29</td>
<td>6</td>
<td>1</td>
<td>86</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>29</td>
<td>13</td>
<td>44.83</td>
<td>11</td>
<td>2</td>
<td>37.93</td>
<td>8</td>
<td>5</td>
<td>62</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>36</td>
<td>19</td>
<td>52.78</td>
<td>9</td>
<td>10</td>
<td>25.00</td>
<td>11</td>
<td>8</td>
<td>58</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>51</td>
<td>21</td>
<td>41.18</td>
<td>15</td>
<td>6</td>
<td>29.41</td>
<td>8</td>
<td>13</td>
<td>38</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>40</td>
<td>17</td>
<td>42.50</td>
<td>12</td>
<td>5</td>
<td>30.00</td>
<td>9</td>
<td>8</td>
<td>53</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>22</td>
<td>12</td>
<td>54.55</td>
<td>6</td>
<td>6</td>
<td>27.27</td>
<td>4</td>
<td>8</td>
<td>33</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>47</td>
<td>35</td>
<td>74.47</td>
<td>20</td>
<td>15</td>
<td>42.55</td>
<td>13</td>
<td>22</td>
<td>37</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>60</td>
<td>31</td>
<td>51.67</td>
<td>22</td>
<td>9</td>
<td>36.67</td>
<td>14</td>
<td>17</td>
<td>45</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>62</td>
<td>37</td>
<td>59.68</td>
<td>26</td>
<td>11</td>
<td>41.94</td>
<td>21</td>
<td>16</td>
<td>57</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>59</td>
<td>36</td>
<td>61.02</td>
<td>21</td>
<td>15</td>
<td>35.59</td>
<td>22</td>
<td>14</td>
<td>61</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>56</td>
<td>34</td>
<td>60.71</td>
<td>20</td>
<td>13</td>
<td>39.29</td>
<td>13</td>
<td>17</td>
<td>53</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>48</td>
<td>26</td>
<td>54.17</td>
<td>23</td>
<td>3</td>
<td>47.92</td>
<td>17</td>
<td>9</td>
<td>65</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>89</td>
<td>48</td>
<td>53.93</td>
<td>35</td>
<td>13</td>
<td>39.33</td>
<td>34</td>
<td>14</td>
<td>71</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>40</td>
<td>29</td>
<td>72.50</td>
<td>23</td>
<td>6</td>
<td>57.50</td>
<td>19</td>
<td>10</td>
<td>66</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>59</td>
<td>37</td>
<td>62.71</td>
<td>31</td>
<td>6</td>
<td>52.54</td>
<td>22</td>
<td>15</td>
<td>59</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>45</td>
<td>31</td>
<td>68.89</td>
<td>24</td>
<td>7</td>
<td>53.33</td>
<td>18</td>
<td>13</td>
<td>58</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>43</td>
<td>31</td>
<td>72.09</td>
<td>27</td>
<td>4</td>
<td>62.79</td>
<td>19</td>
<td>12</td>
<td>61</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>68</td>
<td>43</td>
<td>63.24</td>
<td>32</td>
<td>11</td>
<td>47.06</td>
<td>24</td>
<td>19</td>
<td>56</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>45</td>
<td>30</td>
<td>66.67</td>
<td>24</td>
<td>6</td>
<td>53.33</td>
<td>19</td>
<td>11</td>
<td>63</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,030</td>
<td>567</td>
<td>54.43</td>
<td>404</td>
<td>163</td>
<td>35.55</td>
<td>324</td>
<td>243</td>
<td>56.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Authors located between 1960 and 2002
than authors writing after 1985. The introduction of the Internet during the 1980s and the acceleration of the use of Internet databases no doubt contributed to the higher success rate of tracking authors who completed dissertations after 1985. For dissertations written 1960 through 1985, we located fewer than 50 percent of authors. For dissertations produced from 1985 to 2002, we located more than 50 percent of the authors.

For those authors currently employed by academic institutions, online faculty listings facilitated the task of tracking them. For some non-academic employment, web pages that advertise publications, reports, conferences, and personal information also assisted author tracking. Nevertheless, the Internet fails to track a significant portion of the dissertation authors in our database. Due to a variety of age-related factors such as retirement, death, inability or unwillingness to use the Internet, many authors were not found. Therefore, the analysis of employment is skewed to those who were found.

The success rate for author tracking revealed a few unpredicted findings. For example in 1983 we located an impressive 60.87 percent of the authors as compared to 1982 with 29.47 percent and 1984 with 33.33 percent. Similarly, in 1990 there was a 74.47 percent success rate, higher than a still noteworthy 54.55 percent in 1989 and 51.67 percent in 1991. These outliers may be a reflection of the job market cycle as much as particularities of our database. The success of tracking authors for these particular years could indicate the slight increase in the percentage of authors employed in university institutions. It is also useful to link the success rate in locating authors with the results presented in Table 1 of the Coding Analysis section. Table 1 reveals significant increases in dissertation production in the years preceding 1983 and 1990. Perhaps the academic job market opened in 1983 and 1990 or perhaps more of these authors were hired in response to the increase in dissertation productions a few years earlier. Again, it is important to remain cognizant of the fact that our database and the tracking of the authors in the database are both products of Internet searches. The results perhaps reveal as much about the Internet as a resource as they do about academic production. The fact that our work was carried out from the Spring of 2002 through the Spring of 2005 also shaped the resources available to the project.

The percentage of authors apparently employed in academia steadily increased over the 43 years studied. Whereas only 24 percent of authors were confirmed to be working within academic institutions in 1986, a staggering 62.79 percent were identified in year 2000. This increase occurred in four stages. The period of 1960 through the mid-1980s revealed relatively lower levels of academic employment – possibly a reflection of the limitations of the Internet database, as well as limited openings in academia. In 1986 there was a slight increase in academic employment, with an average of 27.92 percent until 1989. Between 1990 and 1996, academic employment reached another peak, averaging 40.33 percent. This surge in academic employment may have been linked by mounting international interest in Islam, following the Gulf War of 1990–1 and other high profile world events, all of which feminists discovered had gendered outcomes. Finally, from 1997 to 2002 we located an average of 54.43 percent of the authors within academia, the highest average percentage for a five-year cycle in the period 1960–2002. In general, the steady increase in our authors’ employment in academia suggests that universities have been becoming more interested in promoting studies on women and Islamic cultures. The data appear to indicate that women who do research on women and Islamic cultures are more likely to gain employment within academia than men with the exception of only two years – 1980 in which women and men enjoyed equal employment and 1983 in which men outnumbered women. While the ratio of women to men shifts from year to year, 1997 marks the steady increase of women’s employment relative to that of men within the academic field. However, it was also the case that more women completed doctoral dissertations in EWIC related subjects.

Geographically, at least 50 percent of our authors found work within the United States, with the exception of 5 out of the 43 years covered in this project. In some years the percentage of authors working within the United States was very high (for example 78 percent in 1981, 86 percent in 1984, and 71 percent in 1996). While this figure is surely a reflection of the database which over-represents dissertations completed in United States institutions, authors completing dissertations in academic institutions outside the United States were also more likely to find work outside the United States. Unlike the authors working in female-dominated United States academia, women and men seemed equally likely to land employment outside the United States, and often the ratio favored the men. In more recent years (1997, 1998, 1999, 2001, 2002), however, there has been a steady rise in female academic employment outside the United States for those who completed dissertations on women and Islamic cultures.
Conclusion

This project set out to compile, as globally as possible, a list of the doctoral dissertations completed on women and Islamic cultures from 1950 to 2002. The goal was to analyze the subjects of research, document where and when the dissertations were completed, and track the career trajectories of those who completed the dissertations. Using rather strict criteria for inclusion (dissertations on Middle Eastern women, women in countries which were 85 percent Muslim majority, dissertations for which the abstracts explicitly mentioned women and Islamic cultures), and relying on Internet databases, we located 1,030 dissertations from 265 universities, of which 782 had abstracts. The majority of the dissertations (868) were produced in the United States and Canada. So few dissertations were completed (as represented in the Internet databases) in the period 1950–9, that we dropped that period from our analysis. From an average of 1.6 dissertations per year in the period 1960 to 1979, the rate of production increased to a yearly average of 23.5 in 1980–4, then 60.33 per year in 1991–3. The highest producing year was 1996, with 89 doctoral dissertations yielded from the Internet databases.

We identified a number of patterns based on the number of dissertations produced each year. While women have contributed to the production of doctoral dissertations since the establishment of the field of women and Islamic cultures, it was not until the mid-1980s that the number of female-produced dissertations began its ascent, peaking in the 1990s. While the majority of doctoral dissertations were completed by women, men also contributed to the growth of this field. We found that the category “values and beliefs” was the most frequently relevant category for all dissertations, but other categories also exhibited a high frequency – social organization, women’s roles, Middle East, education, gender and power, Islam, family-kinship, femininities-masculinities-sexualities, and work-wages. Several of these categories became less relevant in the most recent decade – cities, work-wages, family-kinship, Middle East, marriage, development-socioeconomic. The number of dissertations which broadly cover gender-general increased, as did those in the category of ethnicity, in the last decade.

We found that the institutions which produced the most dissertations as well as those which hired the most authors were also the ones in which women dominated the field. However, the universities which produced the most doctoral dissertations were not always the ones which hired the most authors who wrote dissertations on women and Islamic cultures. Indeed, some of the top employers were outside academia – UNICEF and the World Health Organization – and often outside the United States. Indeed, 42.86 percent of the 567 authors who were tracked had found jobs outside the United States. Academic employment for those who completed dissertations on women and Islamic cultures appears to have increased over the years – from 24 percent in 1980 to 62.79 percent in 2000. We also found that there was indeed a pattern of research at certain universities, with some more likely to produce research on women and health (Johns Hopkins), others focusing on women and economic factors (Boston University), and others on rural-agricultural issues (Brown University). There were also regional specializations, with Brown, Indiana, Alberta, Toronto universities, and the University of California, Berkeley producing more dissertations on African women than on Middle Eastern women.

When the first researchers on this project began working, we had intended to focus on the period 1975–2000 and only to track the quantity of doctoral dissertations produced and where they were produced. As the project developed, we added researchers, expanded the time period, and increased the questions we asked of the data. Despite this, it has not been possible, in this document, to analyze or report all that could be plumbed from the massive database that has been accumulated. Limitations in how the Internet databases which we used were constructed, lack of abstracts in the databases for many dissertations, language barriers, time constraints, funding, and our use of very strict criteria for inclusion of dissertations in the database constrained the outcomes. We are well aware that there are far more than 1,030 dissertations completed on women and Islamic cultures globally from 1960 to 2002. This could not have been an exhaustive project, but rather a suggestive project. Clearly more needs to be done.

Islam is a subject of worldwide public interest. The political unrest in the Middle East, heightened awareness of Islamist movements around the world, the real or imagined international linkages between political Islam and the global war on terror all helped focus national, international, and Internet media and scholarly attention on Islam. During the period covered, news became internationalized and media sites consolidated – CNN was founded in 1980, many regional media sites such as Aljazeera were founded in the next decades, and Internet use increased exponentially. The public interest in Islam grew dramatically in these years as heated
clashes engulfed a number of Islamic nations, including, at times, the military intervention of world powers – the Arab–Israeli Wars (1967, 1973), the Lebanese Civil War (1975–90), the Iranian Revolution (1979), the Iran – Iraq 1980–8, the Gulf War 1990–1, the attack on the World Trade Center (2001), the war in Afghanistan (2002), and the attack on Iraq (2003), as well as numerous bombings, hijackings, massacres of or by peoples in Muslim countries around the world (from Algeria to Holland to Sudan to Indonesia) over this period of time. The end of the Cold War seemed to shift Western, but especially United States, radar to Islam which, to the degree its adherents were seen as resisting Westernization while controlling mass amounts of the world’s oil, quickly became defined as the new civilizational threat.

Many feminists, perceiving a gendered aspect to these and related events, turned their work to subjects concerning women and Islamic cultures. This 43-year period was simultaneously the period of the second wave of feminism, the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (1979), and the United Nations decades on women (1975, 1985, 1995). The period was punctuated by international conferences, national reports, and the development of transnationalist feminist movements and scholarship. Eager to track the advancements of women abroad, feminists produced and consumed massive amounts of research on women and Islamic cultures, much of it in the form of doctoral dissertations. With such expansive amounts of information circulating in academic discourse worldwide, it became the goal of this project to begin the compilation of a database on doctoral dissertations on women and Islamic cultures, globally. While this project was not able to locate or access as many national and international databases as we had hoped, nevertheless we have made a beginning which others are invited to build on. Doctoral research encourages new and innovative thinking. Yet doctoral research is also channeled by institutional, financial, and intellectual constraints. It has not been the purpose of this project to specifically investigate the possibilities and limitations of doctoral research, but rather to provide the beginnings of data collection that will raise these questions for further scholarly inquiry. It is to be hoped that such inquiry will encourage universities to provide opportunities for new scholars to undertake research which they deem worthy.

There is an urgent need for scholarly work on women and Islamic cultures and there is an urgent need for the scholarly work which has been completed to be made accessible to the public. As global tensions soar, Islam has been increasingly projected onto the international stage as a “problem.” Sadly, Islam has been too frequently viewed through a lens that homogenizes and essentializes a highly diverse and complex array of cultures and histories and portrays them monolithically as backward and primitive. This view of Islam is often worked through similarly homogenized and monolithic depictions of Muslim women as “oppressed,” “backward,” even “anti-modern.” Clearly, there is no better time than now to encourage international understanding of the diversities, complexities, and cultural and historical specificities within Islam. This is the time to demystify and scientifically ground the scholarship and popular understandings of the complex relationships between women and Islamic cultures. This project is intended to lay a small brick in that high road.

**About the Authors**

Spanning three years and several phases of research, this project is a collaborative effort of 14 undergraduate students at the University of California, Davis – a number of whom continued to work well beyond their graduation (Tony Beukers, Eva Brown, Rhyen Coombs, Megan Fowler, Monica Garcia, Beth Lansom, Fatima Malik, Andrea McNees, Marya Osucha, Emily Rostel, Michelle Sandhoff, Cristeta Shope, Paulina Telderer, and Nancy Wan). Garcia and Wan pioneered *Scholars and Scholarship*, joined early on by Coombs and Malik to create the foundational database of doctoral dissertations. The database was further expanded by Beukers, Rostel, Sandhoff, and Shope. Malik and Coombs created the Keyword Categorization List, which was later converted into a Keyword Narrative by Lansom. The first trials of coding were conducted by Coombs, Malik, Osucha, Sandhoff, and Wan, whose findings were later revised and updated by Fowler, Lansom, McNees, Shope, and Telderer. Beukers, Lansom, Sandhoff, and Shope produced graphs and charts representing the trends we found in the data. Brown, Garcia, Osucha, Sandhoff, and Wan tracked dissertation authors to their current careers through Internet searches. Beukers, Brown, Lansom, Osucha, Sandhoff, Shope and Wan analyzed the data to capture the correlations between dissertation authors and their academic versus non-academic career outcomes. The bibliography, which records each of the dissertations represented in our study, was organized by Shope and Telderer and compiled and edited by Beukers, Lansom, and Shope. All team members contributed components to the end prod-
Acknowledgments

First, we would like to express our sincerest gratitude to Dr. Suad Joseph, Professor of Anthropology and Women and Gender Studies and Director of the Middle East/South Asia Program at the University of California, Davis. The idea for this project came from Dr. Joseph. Initially she planned this as background research for her Introduction to Volume I. She recruited the interns to work on this project, largely through her classes at UC, Davis. As the project grew, she offered us ownership of the research and authorship. She met with us weekly or biweekly for three years to guide and mentor us, every step of the way. She funded parts of the work that needed to be done, gave us access to the EWIC Author Database she had constructed, and access to her computer and other graduate research assistants. Her vision enabled us to undertake a project of a scope that few undergraduates experience. Her enthusiasm and extraordinary dedication to the project encouraged us to press on with the hard work. Under her direction, we have gained an invaluable experience. Our admiration and appreciation for Dr. Joseph surpasses our words. She is a mentor, a teacher, a friend, a leader, and an inspiration.

The culmination of our project resulted not only from the hard work of 14 interns but also from the support and assistance of a multitude of office workers, computer assistants, editors, research assistants, translators, librarians, mentors, friends, and family members who aided in the exploration, expansion, and completion of our research. We would like to thank the staff at the University of California, Davis Shields Library. The librarians, staff, and facilities greatly supported our endeavor. Linda Kennedy, head of Government Information and Maps Department at Shields Library helped discover sources for obtaining dissertation titles. Librarian Daniel Goldstein provided assistance in expanding our dissertation database with the inclusion of French authors. Ali Pezeshkpour, a UC, Davis undergraduate majoring in French, furthered this process as well. German dissertations became part of our database with the guidance of Barbara Hegenbart, head of Agricultural and Resource Economics Library, Shields Librarian Opritsa Popa, and UC, Davis sociology major Matthew Schellenberg. Computer assistance proved invaluable to our project and its team members.

We would also like to thank Brill and Brill’s staff and editors. Brill embraced a three-year long research project completed by undergraduate interns under the direction of Suad Joseph. They extended a helping hand by providing the interns with helpful suggestions, answering research questions, and providing access to Brill’s EWIC author database. EWIC Associate Editors Asfaneh Najambadi and Seteney Shami showed us how to create parameters for collecting relevant dissertations. Brill senior acquisitions editor Olaf Köndgen provided links and names of international databases, especially for French and German dissertations. Brill assistant editor Ingrid Heijckers provided a guideline for creating the bibliography for the 1,030 dissertation titles.

Additionally, Dr. Joseph’s graduate students, research assistants, and computer assistants were enormously helpful. Tracy Smith, a graduate student in cultural studies, aided in our initial database creation and organization. Razzan Zahra and Rim Zahra, graduate students in education, reviewed 1,500 dissertation titles and abstracts to eliminate those which did not fit our criteria for inclusion in the study. We cannot thank them enough for helping to carefully screen each dissertation to ensure it contained references to Muslim women or referred to Islam or an Islamic majority society. Fawn Scheer, graduate student in international agricultural development, Bettina Schneider, graduate student in Native American studies, and Suad Joseph’s computer assistants Raja Venkataramani, Andrey Dub, and Jerry Lee all deserve recognition for their efforts to provide troubleshooting and computer technology assistance.

The good cheer with which they received a continuous line of interns invading their office space was generous. Eddie Ng, UC, Davis Anthropology office staff member, helped with copies, registering internship units for students, as well as other general assistance to our project and its workers. Monique Salas, a recent graduate of UC, Davis, assisted in the project by coding abstracts for a brief time. Lysistrata Munson, another recent UC, Davis graduate, aided in assigning genders to dissertation authors with Muslim names. We must finally thank all our friends and families for tolerating our outbursts of frustration, our celebrations of success, and our frequently long work hours. To husbands, mothers, fathers, grandparents, children, and close friends we extend a hearty thank you for supporting us through the many months and years of our research. This project required from all the authors enormous sacrifice as we put families on hold, took incompleted in some courses, spent hours driving to and from group and individual meetings, searching and searching again for data and then working and
reworking the data, the analysis, the writing. We thank all those who contributed and made the Scholars and Scholarship project possible. While we take responsibility for its limitations, we encourage other researchers to tap this vast source of knowledge production on women and Islamic cultures and build on the data and findings offered here.

Notes
1 <http://wwwlib.umi.com/dissertations/>
2 <http://www.oclc.org/worldcat/default.htm>
3 <http://catalogue.bl.uk>
4 <http://www.wcri.uchicago.edu>
6 <http://www.ddb.de/>
7 <http://www.collectionscanada.ca/thesescanada/index-e.html>
8 <www.muslim-names.co.uk>
Appendix

The Keyword Categorization List is a descriptive list of the categories used to code the abstracts of the doctoral dissertations in the Scholars and Scholarship database. The categories include 63 headings grouped into series of closely related topics. The topics within each category are specific words used in the abstracts by their authors to describe the dissertation. Each abstract was coded by two of the Scholars and Scholarship researchers. Differences in coding were resolved through discussions. Given the limitations of using abstracts to code full dissertations, the coders preferred to err on the side of inclusiveness. Dissertation abstracts covered, and were coded under, multiple categories.

Keyword Categorization List
10. Class: relating to a class, caste, or other complex stratification systems. Examples: middle class of the United States, domestic elites, working class.
11. Colonialism: relating to colonization/dominion by another state, present or former. Examples: British rule, postcolonial, Western colonialism.
13. Demography: encompassing the study of human population, especially size, density, distribution, and vital statistics. Examples: population, population growth, population make-up.
14. Development, Socioeconomic: involving the connected social and economic development of a society or group. Examples: socioeconomic status, female access to resources, poor.
15. East Asia, South East Asia: countries and cities from China to the Asian island nations south of and east of China. Examples: Indonesia, Tokyo, Philippines, Malaysia.
16. Economic Factors, General: having to do with the system of producing, distributing, and consuming goods and services. Examples: commercial growth, business, resources, investments, industrialization, market sectors.
17. Education: encompassing teaching and learning, including elementary, secondary, and vocational teaching. Examples: adult education, reading, literacy, teachers, Islamic education.
20. Europe: nations located on the continent of Europe. Examples: Belgium, Turkey, Spain.
22. Family, Kinship: relating to cultural notions of kinship. Examples: family unit, daughter, patriarchy, polygamy.

24. Gender and Power: referring to differences between genders relating to access to resources, authority, decision-making. Examples: gender inequality, male domination, sexual discrimination, exploitation of women.


27. History, 1850–present: having to do with historical events occurring from 1850 until the present time. Examples: Second World War, Second Wave Feminism, Gulf War.


30. Housing: relating to shelter, lodgings, or dwellings. Examples: residence hall, designing homes, home ownership.


32. Identities, Gender and General: labels or definitions a society or person uses to describe him or herself. Examples: ethnic identity, cultural identity, Islamic identity, self identity.

33. Ideologies: relating to systematic world-views. Examples: modernism, Soviet ideology.

34. Islam: relating to the religion of Islam. Examples: contemporary Islam, Sufism, Qur’an, sunna, ’ulamā’.

35. Judaism: relating to the religion of Judaism. Examples: Jewish community, Judaic law, Orthodox practice, synagogue.

36. Languages: encompassing spoken and written language, as well as the learning of language. Examples: Arabic, grammar, pronunciation, French.


38. Literature: encompassing written literary work, including religious texts. Examples: Bible, classical Arabic literature, female authors, romance fiction.

39. Marriage, Marital Relations: having to do with either marriage ceremonies and traditions or familial relationships concerning marriage. Examples: arranged marriage, bride, dowry, exogamy, weddings.

40. Media, pop culture: including entertainment or news media, including film, television, newspapers, music, celebrities, fashion fads, etc. Examples: advertising, female imagery, mass communication.

41. Middle East: countries and cities from North Africa to West Asia. Examples: Algeria, Egypt, Iran, Saudi Arabia, Turkey.

42. Migration: involving the geographic movement of people. Examples: diaspora, emigration, expatriates, labor migration, refugee.


44. Parenting: having to do with child rearing or child care. Examples: adoption, breastfeeding, maternal values.

45. Pastoralism, Nomadism: relating to societies which depend on raising animals. Examples: tribalism, nomad.

46. Politics: relating to governance of a state. Examples: political agenda, party structure, political oppression.

47. Professions: pertaining to employment fields requiring specialized education. Examples: nursing, teachers, medical field.


49. Public, Private Space: referring to areas of public and private living. Examples: domestic sphere, gender segregation, women’s domain.

50. Racism: actions which privilege one group of people over another, based on assumptions of race. Examples: skin color, social inequality, social and racial barriers.


53. Rural, Agriculture: referring to societies in agrarian economies or countryside. Examples: farmers, gardens, rural community, village.

54. Science, Technology: research as well as the technical innovation. Examples: computer technology, biology, medical equipment.


57. The State: relating to the formal authority and structure of a state government. Examples: authoritarianism, democracy, imperialism, military regimes.

58. Theory, General: relating to an idea or philosophy. Examples: development theory, feminism, postmodern philosophy.

59. Travel, leisure: encompassing travel for pleasure and other recreational activities. Examples: leisure time, relaxation, golf, tourism.

60. Values, Beliefs: system of thoughts and feelings toward the world around. Examples: altruism, attitudes, modesty, social norms.

61. Violence against Women: relating to aggressive behavior against females. Examples: battered women, rape, domestic violence.

62. War, Resistance, Revolution: referring to violent or revolutionary movements to enact social or state change. Examples: freedom fighters, Iranian Revolution, military regimes.

63. Women’s Movements and Organizations: movements and/or organizations created by or for women. Examples: the Beijing Conference, emancipation, feminist movement, women’s groups.

64. Women’s Roles: relating to the expectations or behaviors of women. Examples: changing roles of women, domestic responsibility, housewives.

65. Work, Wages: encompassing the labor market, field of employment and compensation of workers. Examples: blue collar, career, higher income, wage determinants, job satisfaction.
Bibliography

BIBLIOGRAPHY KEY
The interns followed the 14th edition of the Chicago Manual of Style for listing dissertations and dissertations with abstracts.
Below are the three main databases (with examples from the bibliography) that provided us with abstracts:

1) Digital Abstracts International via Proquest
- the publication number is AAT 9811498
- DAI stands for Digital Abstracts International

2) Theses Canada Portal
- AMICUS number is the number assigned by Canada’s National Online Catalogue

3) Agence Bibliographique de l’enseignement supérieur
- numéro de notice is the notification number. There were two numbers that the website provided us: “numéro de notice” and “num. national de thèse.” We picked the numéro de notice.

If there was no abstract and no information about the title (i.e. publication number, etc.) then we listed only the author, title, institution, and year. However, if there was no abstract but it had a publication number, we added that in with the title.
Bibliography Titles

Afghanistan


Arab World (general)


Azerbaijan


Bahrain


Arab World (general)


Azerbaijan


Bahrain


Bangladesh


Choudhury, Nilufar. Gender, class and the environment in development (microform); State interventions and civil society responses in Bangladesh. Carleton University. 1996. Abstract in Theses Canada Portal, AMICUS nr. 1822135.


Clark, Samuel Drury, Jr. Child survival as a determinant of contraceptive continuation in two areas of rural Bangladesh (rural, health). Johns Hopkins University. 1996. Publ. nr. not available from UMI.


Karim, Lamia N. Development and its discontents: NGO’s, women and the politics of social mobilization in Bangladesh. Rice University. 2002.


**Cameroon**


**Canada**


China (including Xingjiang)


East Africa (general)


East Asia (general)


Egypt


Eritrea & Ethiopia


Ogbay, Sarah. "The social and linguistic construction and maintenance of girls’ and boys’ gender identity in two urban secondary schools in Eritrea." Lancaster University. 1999.

Europe (general)


Gambia


General; more than two countries, areas or subjects

Anthropology, sociology & demography


Economic Participation of Women


History


Law


Yücel, Turgay. La réparation du dommage moral en cas de rupture des fiançailles et en cas de divorce. Etude de droit français et de droit turc. 1968. Université de Lausanne.

Political Thought, Political Movements, and Feminism


Religion


Religious Observance and Other Rituals


Religious Movements, Religious Fundamentalism


Chun, Chaeok. An exploration of the community model for Muslim missionary outreach by Asian women. Fuller Theological Seminary, School of Psychology. 1977.


Status of Women, Civil and Human Rights


Khalidi, Muhammad Zuhar Ibrahim. The use of technology-based adult basic education in developing the social roles of Arab-Muslim women: Towards a policy prescription. Indiana University. 1977.


Germany


India


Indonesia


Schmidt, Marijanka Kathelina. The role of maternal nutrition in growth and health of Indonesian infants: A focus on vitamin A and iron. Wageningen Universiteit. 2001.


Tomagola, Tamrin Amal. The Indonesian women’s magazine as an ideological medium. University of Essex. 1990.


Wieringa, Saskia Eleonora. The politicization of gender relations in Indonesia: The Indonesian Women’s Movement and Gerwani until the new order state. Universiteit van Amsterdam. 1995.

Iran


Mahmoudian, Showleh. The role of decentralized family planning in response to the population changes caused by modernization in Iran. Claremont Graduate School. 1982.


Motamedi, Iran. Women administrators in higher and secondary education in Iran. Southern Illinois University at Carbondale. 1978.


Israel


Jordan


Kenya

Hirsch, Susan Fern. Gender and disputing: Insurgent voices in coastal Kenyan Muslim courts.


Kuwait


Libya


Ben-Khaled, Mohamed. La révolution culturelle en Libye. Université Michel de Montaigne. 1993. Abstract in Agence Bibliographique de l’enseignement supérieur, numéro de notice 01260481X.


Literature


Lunt, Lora G. Mosaique et mémoire: Paradigmes identitaires dans le roman féminin tunisien.


526

SCHOLARS AND SCHOLARSHIP


Yacoubi, Mohamed Taher. La littérature féminine tunisienne contemporaine. Université de Provence Aix-Marseille. 1993.


Mali


Malaysia


Mauritania


Morocco


Niger


Nigeria


Russell-Brown, Pauline Alison. The relative influence of husband’s contraceptive knowledge and beliefs on pregnancy planning behavior in rural Nigeria (rural families, family planning). University of North Carolina, Chapel Hill. 1996.


Oman


Ottoman & pre-Ottoman Turkey


Pakistan


Mattice, Vicki Malilla. I am, therefore, we are: A narrative inquiry into the stories of experience of three women teachers of Balochistan and the northern areas of Pakistan. University of Toronto. 2002. Abstract in Theses Canada Portal, AMICUS nr. 28065638.


Palestine


Philippines


Qatar


Russia


Saudi Arabia


Ajam, Abdullah Saad al-. Exploring the support Arab Muslim women in their career roles (Saudi Arabia). University of Pittsburgh. 2001.

Alyamani, Abdulrahman Abdullah. Women’s higher ed-


Alyamani, Abdulrahman Abdullah. Women’s higher edu-

Alyamani, Abdulrahman Abdullah. Women’s higher edu-


**Senegal**


Sierra Leone


South Africa


Sri Lanka


Sudan


Henin, R.A. Fertility differentials in the Sudan (with reference to the nomadic and settled populations. University of London. 1966.


Syria


Tajikistan


Tanzania


Tunisia


Turkey


Sündal, Farma. The logic of tesettür: Engendering everyday lives of educated Islamist women in Turkey. Middle East Technical University. 2002.

United Arab Emirates


United Kingdom


United States of America


Uzbekistan


West Africa (general)


Yemen


