facilitated the access of pro-regime students to postgraduate studies. Universities also lost their autonomy to design and prepare their curricula. The Committee on Promotion of Human Sciences Textbooks was established to “purify” university textbooks. Many observers interpreted these efforts as a second Cultural Revolution, which has eroded the quality of higher education in Iran.

Conclusion
Controlling and Islamizing universities has been one of the primary concerns of the Islamic republic since its inception. This has culminated in two Cultural Revolutions that occurred in the 1980s and 2000s respectively. These policies paved the way for a massive brain drain and undermined the quality of education, notably in the humanities and social sciences. Despite these efforts, the state was not successful in creating an Islamic university. The expansion of universities and student numbers, the growth of information technologies, and the fragmentation and deideologization of part of the political elites are among the reasons why the project of islamization of Iranian universities has been a relative failure.

DOI: http://dx.doi.org/10.6017/ihe.2017.90.9930

NEW PUBLICATIONS

(Editor’s note: IHE is no longer publishing short book summaries, but rather is providing a more comprehensive listing of new books that will be of interest to a higher education audience. We welcome suggestions from readers for books on higher education published especially outside of the United States and United Kingdom. This list was compiled by Edward Choi, graduate assistant at the Center.)


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Associate Editors
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Publications Editor
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Editorial Assistants
Salina Kopellas
Lisa Unangst

Editorial Office
Center for International Higher Education
Campion Hall
Boston College
Chestnut Hill, MA 02467- USA
Tel: (617) 552-4236
Fax: (617) 552-8422
E-mail: highered@bc.edu
http://www.bc.edu/cihe

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ISSN: 1084-0613 (print)
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