

Texas Education Review

Introduction to the Special Issue: Neoliberalism in Education

Texas Education Review Board
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Texas Education Review is honored to have amassed works from a number of leading scholars in the field of education for our Fall 2015 Special Issue. At *Texas Education Review*, we are committed to providing an open access forum for scholars and leaders in the field of education to present both empirical and editorial work, with the explicit goal of generating dialogue and encouraging cross-discipline idea sharing. In service of that mission, we publish only high quality, peer reviewed work from across the ideological spectrum. Previously, this appeared in the format of a set number of critical issues or modules coming out per issue, each unique and self-enclosed. Editors on the journal's board cultivated these critical issues, preparing a historical literature review of the topic and inviting scholars to submit related research and opinion pieces that spoke to multiple sides of the chosen topic. In an effort to provide a more focused publication, we have worked arduously to solicit several conceptual papers and editorials from distinguished scholars that critique neoliberalism's impact on education and American society. Each invited author brings his or her perspective and expertise to this issue, while the through line of neoliberalism allows readers to engage deeply with this one concept.

In the pages that follow you will find a foreword written by Peter McLaren, setting the stage for the rest of the issue and making a strong argument for the need to take a solemn and critical look at the impacts of neoliberal ideology and practice. Henry Giroux then explores the relationship between neoliberalism and the function of higher education in *The Death of Higher Education*, leaving us with a note of optimism and calling for a new era of civic engagement, social responsibility, and agency to challenge the neoliberal state. Next, Angelo Letizia delves into the history of neoliberalism and the role of dialectical individualism in dismantling neoliberal influences in, *Teachers as the Gravediggers of Neoliberalism: Promoting Dialectical Individualism from the Ruins of the Neoliberal State*. Curry Malott, in *Right-to-Work and Lenin's Communist Pedagogy: An Introduction*, describes the current context of unions, labor, and capital in the neoliberal state, calling for a collective consciousness among workers and a renewed fight for socialism. The issue then shifts to a more marked focus on education. In *Contradictions of Freedom*, Noah De Lissovoy untangles different conceptions of freedom and their attendant connections to neoliberal ideology, closing with a call for critical pedagogy as a means to change how we define and experience freedom. Placing the education reform movement within the neoliberal context, Arturo Rodriguez and Kevin Magill examine the experience of students in the classroom and as part of the larger school system. Finally, Rich Gibson recapitulates the previous discussions in his essay, "*Neo-Liberalism?*" *Bullshit! Revolutionary Thought and Action Against Capital and Empire*. Here, Gibson critiques the permanence of neoliberalism within education, social movements, labor and professional unions, the military, and politics while decidedly offering a radical vision for resistance and action.

It is with great pleasure that we present Volume 3, Issue 2 of the *Texas Education Review* to you. A special thanks to Kevin Magill, the editor and board member responsible for coordinating the submissions, authors, and direction of this issue. Without your vision, dedication, and ability to cultivate relationships with scholars across the nation, this issue would not have come to fruition.