ABSTRACT

This thesis covers the topic of decolonizing anti-authoritarian educational spaces in North America. It outlines historical perspectives on anarchist and anti-authoritarian alternative educational movements that are non-coercive and opposed to hierarchy including the free skool, modern school, unschooling, and the free university. Further, it examines indigenous educational spaces that originate in decolonizing social justice struggles such as the survival schools, intercultural bilingual education, and educación autonoma. The analysis focuses around discursive practices by free skools in producing a vision of freedom and liberation, and enacting a decolonization agenda. The thesis draws on theory by indigenous women, most centrally Sandy Grande and Linda Tuhiwai Smith, as a way of engaging anti-authoritarian education for decolonization with a critical indigenous lens.

The first section of analysis consists of content analysis of web-based free skool mission statements. I code for discursive units that refer to forms of freedom and liberation, defined as overcoming oppressions presented by Iris Marion Young in *Five Faces of Oppression.* The results of this quantitative analysis demonstrate that free skools, in mission statements, have a tendency to prefer addressing labor/consumer exploitation and powerlessness as sites of oppression significantly more frequently than cultural imperialism, the site of oppression where colonialism is enacted. This demonstrates that free skools place a value in their mission statements of discursively engaging a limited vision of freedom and liberation that disproportionately excludes decolonization in envisioning liberation.

The second section of analysis focuses on documents such as curriculum, readings, and personal narratives produced for and by decolonizing anti-authoritarian educational projects such as Unsettling Minnesota, the Purple Thistle Institute, and POOR Magazine's PeopleSkool. My engagement with these documents has determined that in many ways these projects find affinity with the work of Sandy Grande and Linda Tuhiwai Smith. In this way, the documents are useful in understanding a theoretically supported anti-authoritarian education for decolonization and in the formulation of future work that can build upon this base.

BIOGRAPHICAL NOTES
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Academic Studies: B. A. Integrative Mental Health, University of California - Berkeley, 2003

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GRADUATE STUDIES

Field of Study: Society, Culture, and Politics in Education

SELECTED PUBLICATIONS

Movement Toward Revolution: An examination of the US Social Forum and the state of the education revolution. Education Revolution, 62, p. 14. Fall 2010.

Allegiance. Radical Art in Nature, 5, p. 17. Spring 2012.

SELECTED PRESENTATIONS

Emancipatory Education: A Vehicle for Social Transformation. We Ate the G8 University Summit. Vancouver, British Columbia, May 2010.

People's Movement Assembly: Education for Emancipation and Transformation (member of coordinating team). United States Social Forum. Detroit, Michigan, June 2010

Educational Projects for Decolonization: Anarchist Allyship and Resistance Education in the Americas. North American Anarchist Studies Network Conference. Toronto, Ontario, January 2011

Un-Occupy & Unsettle: Movement Education for Decolonization in the 99%. Intersections: Occupations Conference, Toronto, Ontario. April 2012

Educational Projects for Decolonization: Anarchist Allyship and Resistance Education in the Americas Edu-factory: The University is Ours Conference. Toronto, Ontario, April 2012

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DEPARTMENT OF EDUCATIONAL STUDIES

PROGRAMME

The Final Oral Examination
For the Degree of

MASTER OF ARTS
Society, Culture, and Politics in Education

ANTHONY MEZA-WILSON

B. A. Integrative Mental Health, University of California - Berkeley, 2003

Wednesday, June 6th, 2012, 10:00 am, Ponderosa Annex H-115

"EDUCATIONAL PROJECTS FOR DECOLONIZATION: ANTI-AUTHORITARIAN ALLYSHIP AND RESISTANCE EDUCATION IN THE AMERICAS"

EXAMINING COMMITTEE

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