

IDEA 33 THUG LIFE Pedagogy: Engaging disaffected urban students

According to educator Paulo Freire's *Pedagogy of Indignation* (2004), teachers who want to engage the more seriously disengaged urban students must develop pedagogy which balances the anger their students have due to the inequitable conditions they must face daily with the critical hope that academic work they want these student to perform will change these unjust conditions.

This means preparing students to analyze their world critically by putting the skills and tools of critical thinking, research, and intellectual production in their hands so through their own self-determination they can enable social justice for their neighborhood—all while acquiring the academic skills for career, college, and citizenship.

This is what Prof. Duncan-Andrade calls THUG LIFE pedagogy. Duncan-Andrade borrows the term THUG LIFE from Tupac Shakur. Although there are those critical of the fact that some of the messages delivered by Tupac were highly problematic, critically conscious urban educators should be aware that even after his death in 1996, Tupac remains wildly popular among young oppressed peoples in the US and around the globe.

<http://vorcreatex.com/wp-content/uploads/2016/03/THUG-LIFE-Pedagogy-Engaging-disaffected-urban-students.pdf>