

Culturally Relevant Pedagogy and Assessment

To: Professor Trevor Kinlock, PhD, MDiv

Submitted by: Lydia Rogers, MA

Hi Dr. Kinlock, I misunderstood and emailed this assignment to you the first week and submitted in LookingGlass a summary of the first chapter of the textbook. I'm uploading what I emailed you here, so it's in the LookingGlass system.

Summary of Chapter One: Pedagogy of the Oppressed

Dehumanization harms both the oppressed and oppressor. When the oppressed work to right the wrong, they must be careful not to turn the tables, and themselves become the oppressors. To be successful, the oppressed need to change their perception from being locked in a cage with no key, to the view that they are currently caged and limited, that they can change the way things are.

The oppressed, as they assert themselves, are never the source of violence. That's not possible since violence has been a part of their lives from the beginning. Perhaps not surprisingly, the oppressors never see themselves as violent, but instead project that identity onto the people they suppress.

Those "former oppressors" who truly want to end the oppressed-oppressor system need to constantly check-in with themselves, improve old behaviors and have faith in what the oppressed are working for.

For the oppressed to be successful in creating a new world order, they need faith in themselves and an understanding that the oppressors are vulnerable, they are not all-knowing. Further, the oppressed need to know that they have been destroyed by manipulation and brainwashing.

In both cases, the oppressed and the oppressors who want to help the oppressed need to recognize the duality of identity that exists within each of them.