

**The Conjure Woman's Storybook:
Source Outline**

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THE NIA STATEMENT OF PURPOSE PROJECT
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The Function of Inspiration:
Creative Education as an Alternative to Violence and Genocide

Respectfully dedicated to my grandmothers, Mary Edmonds and Venella Byrd.

I challenge my students to always have a clear thesis and back it up with sources. Here is my "point" and "evidence" for the educational philosophy of "Functional Inspiration" advanced in my 3-D NIA Statement.

General Thesis: Black women's educational and intellectual legacy offers an effective model of "functional inspiration." I argue for reclaiming a "*functional* history of education." Black women's legacy can offer holistic education: a combination of scholarly excellence and social ethics. Black women's inspirational and creative models of empowerment can, as Katherine Dunham posited, offer "alternatives to violence and genocide." This historically-grounded empowerment model provides critical definitions of 'academic' and 'democratic' in educational philosophy. As evidenced in my own educational journey, a culturally-informed meaning making process, especially when in dialogue with "at-risk" youth or young adults, can impact practices and policies that enhance educational preparedness, higher education access, curricular representation and sustainable community engagement. My work as a "storyteller" combines history, education, and identity.

Historiographical Thesis: Black women's educational and intellectual history, especially from the Reconstruction/Jim Crow and Jazz Age eras, can *inspire* educators by providing context to social justice education, which too often is credited to Civil Rights and Black Power Movements. Though the 1950s and 1960s saw important collective gains, advancements that Black women made in the 'Nadir' period were essential to gaining a foothold for freedom and justice in all levels of society (individual, social, institutional, and international). History of this foothold can have a positive impact on policy-makers, administrators, educators, and students who seek viable models to overcome social oppression and address challenges of marginalization in higher education.

Core Philosophy: CONJURE WOMAN'S STORYBOOK-- THE FUNCTION OF INSPIRATION

Outline of Main Points

What? Functional History of Education: History can solve social problems
Problem: Powerlessness = lack of educational voice (access, preparedness, curriculum) [**Carter V. Good; Charles Green**]

- Carter V. Good. (1939). "[Functional History of Education](#)" (Editorial). *The Journal of Educational Research*, Vol. 33, No. 2 (October), pp. 136-138.
- Charles Green. (2001). [Manufacturing Powerlessness in the Black Diaspora: Inner City Youth and the New Global Frontier](#). AltaMira.

So What? Holistic teaching & learning: Holistic education can give voice
Balance excellence & ethics

- **Excellence:** Provide structure for rigorous education (ecology, questions, competence) [**Ellen Swallow Richards, Benjamin Bloom, Frederick Evers, et. al**]
 - [Ellen Swallow Richards](#), Euthenics, Oekology (Ecology), and Home Economics movement: connection of science, environment, and human interaction
 - Benjamin Bloom. (1956). [Taxonomy of Question Types and Learning Objectives](#).
 - Frderick Evers, et. al. (1998). *The Bases of Competence: Skills for Lifelong Learning and Employability*. Jossey-Bass.
- **Ethics:** explore aspects of social justice education (humanization, socialization, professionalization)[**Katherine Dunham**]
 - Katherine Dunham. (1970). "Performing Arts Training Center as a Focal Point for a New and Unique College or School." In [Kaiso! Writings by and about Katherine Dunham](#). (2006). Edited by VèVè Clark and Sarah Johnson. U of Wisconsin Press.

Key concept: Creative education is an "alternative to violence and genocide."

Now What? Manufacturing Empowerment Inspirational models of empowerment
Black women's legacy provides example of gaining voice for self and others; (Self-possession, resilience, community empowerment, & mobility) [**Anna Julia Cooper, Mary McLeod Bethune, and Stephanie Evans**]

- Black women's educational and intellectual history gives example of gaining personal, social, institutional, and international voice and "manufacturing empowerment"
 - Stephanie Y. Evans. (2007). [Black Women in the Ivory Tower, 1850-1954: An Intellectual History](#). U Press of Florida.