

# Cicely B. Hunter

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## EDUCATION

### Saint Louis University

- PhD in American Studies
- Master of Arts in American Studies

St. Louis, MO

Expected 2022

May 2016

### Marquette University

- Bachelor of Arts in History and Political Science (major) and Africana Studies (minor)

Milwaukee, WI

May 2014

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## PROFESSIONAL EXPERIENCE

### Carthage College

Fall 2020-Present

#### Assistant Director of Equity and Inclusion

- My strong academic background in American Studies and our racial history helps impact Carthage's anti-racism education efforts. I am passionate about serving historically marginalized and disadvantaged groups. I create and facilitate signature programs, history month programs, anti-racism, LGBTQIA+, and diverse-ability trainings for students, faculty, staff, alumni, and community members. I am Intercultural Development Inventory (IDI) certified, assists with bias incident reports, and an Equity Warrior.

### Saint Louis University

Fall 2014-Present

#### Graduate Research Assistant

- The Slavery, History, Memory, and Reconciliation Project began in 2016 as a joint initiative of the Jesuits USA Central and Southern Province and Saint Louis University. I researched the life experiences of enslaved people whom the Jesuits owned, in order to know, and to share, a more complete history of Jesuit involvement in the institution of slavery. I performed these tasks by conducting extensive historical and genealogical research on enslaved people and their descendants.

#### Graduate Assistant

- Research assistant in the humanities, assisted in administrative task, implemented strategies and techniques for student success and created assessments: I performed research duties for the American Studies Department faculty, identified and resolved payment request forms, explained financial aid to undergraduate students. I informed and advised students, individually and collectively, about the American Studies, major and minor. I designed and taught 35 students how to apply interdisciplinary methods to analyze primary and secondary sources in my course, "American Places: Sites of Race Riots and Rebellions." This class challenged students to engage in the complex and difficult realities of violence through the prism of race, class, and gender. I taught this course for multiple semesters as a cross-listed course in Political Science and African American Studies. I planned off-campus events to the Missouri History Museum and Missouri Historical Society. I frequently updated student records online through the school database, Banner. I work a total of 20 hours a week.

#### Teaching Assistant-Urban Crisis

- Facilitated seminar sections, attendance recording, one-on-one sessions with students, attend weekly meetings with the department faculty: I led several seminars for my segment of students. I attended weekly meetings to forge partnerships with the faculty and my colleagues. In these sessions, I learned about FERPA regulations. I also helped to organize off-campus events in Old North St. Louis, Missouri. Lastly, I was responsible for students understanding of conceptual material and completion of skill-based objectives. I worked a total of 20 hours a week for 36 weeks.

#### American Studies Visual Culture Graduate Student Conference

- I was the Vice President of the graduate student conference "Reflections in the Funhouse Mirror." I planned monthly sessions with the graduate student committee, organized the structure of the event, responded to inquires electronically about the conference, and coordinated each panel. I also reserved locations for the graduate conference, maintained communications with the keynote speakers and local artist. I assisted conference attendees with lodging plans, assisted with reimbursements for the keynote speaker and the local artist. I corresponded with graduate student presenters once they arrived in Saint Louis. As the Vice President, I was responsible for projecting and upholding a positive image of Saint Louis University and the American Studies Department. I performed tasks as the Vice President at least 5-8 hours a week for 52 weeks.

### Seminar — The History of Blackface

- I delivered a speech about “Blackface” to 35 residential students in St. Louis University’s Grand Hall dormitory during the month of Black History. I concluded the presentation with a question and answer segment that allowed students to participate in an open forum. I fielded approximately 50 questions for over 45 minutes.

### **Raymond John Stephen Lloyd, LLC**

**Fall 2014-Present**

#### Administrative Advisor Coordinator

- I delegated workers to perform patient care plans, updated patient files using Windows Office Suite, and communicate with state officials. I operated computer programming for patient records, assisted with hiring and fire staffing, and analyzed data entries in the Medical and Audit Review Sections (MARS) personal care plans. I checked patient receivables, monitored medication prescription and refills, and updated medication and building codes. I performed general office duties such as filing patient records according to last name, answering phone calls, and handling routine correspondences with perspective clients and patient doctors. I work a total of 10 hours a week.

### **Marquette University-Upward Bound Program**

**Summer: 2018 and 2019**

#### Teacher – Course: English and Residential Coordinator

- I taught pre-college students at Marquette University, a Jesuit university. I strengthened students’ educational skills, planned each lesson, and graded student assignments and assessments. I was responsible for teaching 45 pre-high school student freshman in the Upward Bound Program on how to research, refine writing skills, enhance their reading comprehension and presentation skills. I taught them how to construct research posters and build presentation skills. Also, I supervised 10 counselors, maintained communication with 65 residential students. I aided conflict resolution sessions as a Residential Hall Coordinator in 10 sessions that prevented bullying, fighting, and resulted in the dismissal of 3 students from campus dormitories. I worked a total of 40 hours per week between June and July 2018 and 2019.

#### Teaching Assistant – Course: Sociology and Residential Coordinator

- I was a teaching assistant for 30 freshman college students in an Introduction to Sociology course. I taught them key terminology and concepts. I also assisted students with scholarship forms and other financial documentations. I work a total of 40 hours per week during the summer.

### Seminar – Leadership

- I held a leadership conference call on Skype for the Sande Robinson Emerging Leaders at Marquette University in 2018. I discussed leadership skills, proper planning, and life post-undergraduate studies. I addressed the benefits and challenges associated with leadership and fielded 20 questions over the course of one hour.

### **Marquette EOP Program**

**Spring: 2011-2014**

#### Assistant Tutorial Coordinator and Instructional Support

- I was responsible for entering tutorial data, assigning tutors, monitoring the computer lab, and assisting students with their technological needs. I was responsible for helping students in the technical laboratory, assigning tutorial sessions, assisting the staff at meetings, and serving as an ambassador to improve student and staff relationships. I worked a total of 20 hours per week during the school year between 2011-2014.

## **ACHIEVEMENTS**

### **Awards**

- 2019-2020, Research Assistant for Slavery, History, Memory, and Reconciliation Project
- 2019, Divided City Initiative from Washington University
- 2019, American Studies Travel Grant from Saint Louis University
- 2018, Morgan Book Award from St. Louis University
- 2017, American Studies Travel Grant from Saint Louis University
- 2017, Brennan Exam Preparation from St. Louis University
- Fall 2014-Spring 2019, Graduate Assistantship from Saint Louis University

### **Volunteer Opportunities**

- I volunteered at the Ferguson, Missouri, Back-To-School Drive, 2016 and 2017. This event targeted the Ferguson, Normandy, and Dellwood communities in Missouri. I was a committee member for the Back-To-School Drive. As a member of the committee, I was responsible for coordinating the program. I also helped assemble 500 backpacks with pens, pencils,

notebooks, erasers, and paper. The day of the event, I registered 500 participants and informed them of the services offered in their area. Participants had the option to attend a cultural program and a career fair. I participated in the event for forty hours during the summers of 2016 and 2017.

- I volunteered at the Convoy of Hope, 2017. This event targeted the entire East St. Louis community, a population of 26,662 people in 2017. I helped to assemble and pre-package 3,000 bags of food that included, canned vegetables, pasta, soup, and bread for residents. I passed out hot dogs, backpacks, and fitted residents for brand new shoes. Residents participated in a variety of services and activities like medical and dental screening, prayer, lunch, haircuts, veteran services, live music, a kids' carnival, shoes for children and adults, and career services. I participated in the event for ten hours.

### **Community Forward Inc., Ferguson, MO, 2016**

#### Internship Opportunities

- I researched the history of Ferguson and Dellwood for federal grants over the summer called Resiliency in Communities After Stress and Trauma (ReCAST) Program and Substance Abuse and Mental Health Services Administration (SAMHSA). The research topics included housing, education, infrastructure, police reform, mental health, trauma and substance abuse.
- For three weeks, I assisted the Ferguson Police Department Administrative Assistant, Mary Simmons, with administrative tasks such as answering phone calls, researching police grants, answering emails, and assisting with other office duties for the Chief of Police, Delrish Moss in Ferguson, Missouri.
- I assisted the Ferguson Media Department for two weeks. I worked closely with the Director, Johnny Little, and eLittle Communications Group. I helped conduct interviews with local businesses and wrote briefings for the Ferguson community. I also designed media posts for the social media accounts like Facebook and Twitter.
- I worked at the municipal building in Dellwood, Missouri, for Mayor Reggie Jones. I performed administrative tasks, such as making copies, scheduling appointments for Mayor Jones, and assisting local residents with resources in the Dellwood area.
- The internship for Community Forward, Inc. was forty hours a week during the summer of 2016.

### **Internship for Ella Jones, City Council Member, Ferguson, MO, 2015**

- I canvassed Ward 1 in Ferguson, Missouri, by knocking on residents' doors and discussed key issues for the election. I distributed flyers throughout the community, collected resident surveys at public forums, and documented the data entries in Microsoft Office Suite. I helped to organize events, public events and fundraisers for Ella Jones. She won the election and became the first Black woman to serve for as the City Council official for Ward 1 in Ferguson, Missouri.

### **Les Aspin Center for Government, Washington D.C., 2012-2014**

#### Internship Opportunities

- I interned at Congresswoman Tammy Baldwin's office in Washington D.C. during her 2012 election year. Tammy Baldwin was a Democratic of Wisconsin, for district 2, in the House of Representatives. She won the election during the fall when I interned on the Hill in 2012. I corresponded with Baldwin's constituents via telephone and email. I also attended meetings on the Hill and drafted briefings for the congressional staff. I led tours of the Capitol building for Baldwin's constituents. I worked a total of twenty hours a week and took classes with the Les Aspin Program during the fall semester of 2012.
- I studied abroad in Ghana, Africa, for 2 weeks. In juxtaposition to the United States government experience during my internship, I studied Ghanaian culture and government. I attended President John Mahama's presidential inauguration during January 2013. President Mahama served as a member of the National Democratic Congress in Ghana, Africa.

### **Sandy Robinson Emerging Leaders, Educational Opportunity Program (EOP), Milwaukee, WI, 2012-2014**

- I was selected among 350 students to serve as a leader for the undergraduate student population in the EOP Program, which is under the umbrella of TRIO Programs at Marquette University. I served as an ambassador to express the needs of my colleagues to the EOP staff.

### **Ronald E. McNair Scholars Program, Post-Baccalaureate Achievement Program, Milwaukee, WI, 2011-2014**

- Research Topic Title: "It's A Woman's World: Defining the Complexity of Amy Jacques Garvey." Abstract: This research project explores the way in which Amy Jacques Garvey, the second wife of Marcus Mosiah Garvey, influenced the Universal Negro Improvement Association (UNIA) to uplift the Negro race in the early twentieth century. Amy Jacques Garvey functioned as the helpmate to her husband. During Garvey's incarceration, she acted temporarily on his behalf. Unfortunately, she encountered conflicting interests by men who did not want her to represent the race because of her sex. Her strong role within the UNIA was questioned and considered abnormal in the early twentieth century, because of her versatility as a helpmate and a leader. Although her activism included both men and women, she emphasized that women should have the right to choose leadership roles if their qualifications meet the need of a position. Specifically, she created and edited a women's column in the *Negro World* called "Our Women and What They Think." Within this column, she and other Negro

women expressed their concerns about various issues. Historians have labeled Amy Jacques Garvey a black feminist because of her views on male and female roles, but this project explores how her social, political, and cultural activism enabled her to effectively engage in momentous change as a pragmatic feminist. Her work reveals the significance of precision and time in relation to the needs of the Negro race. Through her pragmatic approach to black activism, she adds a unique voice to the complexity of early twentieth-century feminist discourse.

- Research Topic Title: "Race and Identity: The Case of the Igbo People in the Americas." Abstract: This paper explores the way the Igbo people of the Bight of Biafra hinterland, West Africa, viewed race and constructed their identity in the eighteenth and nineteenth century Americas and the Caribbean, following their enslavement. The Europeans had an influence on the African people, so it is important to discuss how they viewed the Igbo and how the Igbo viewed themselves through identity and race. The Igbo people were brought to the United States and other parts of British Americas in large numbers through the Trans-Atlantic slave trade. Specially, this paper explored the issue of race and identity formation through a critical study of the lives of two Igbo people, Olaudah Equiano, the author of *The Interesting Narrative of the Life of Olaudah Equiano* and Archibald John Monteath, whose life as a slave and mission helper with the Monrovia mission in Jamaica has been told in a recent biography titled, *Archibald Monteath: Igbo, Jamaican, Monrovia*. Equiano and Monteath were both born free, but they were captured and forced into enslavement through the Trans-Atlantic slave trade. Their lives will account for the experiences of other Igbo people and how they thought about race and identity. Through a critical study of the lives of two Igbo ex-slaves—Olaudah Equiano and Archibald John Monteath, this paper reveals how enslaved Africans not only contributed to the discourse on race in the United States and other parts of the British Americas, but also were important in making their own identity.