

CURRICULUM VITAE
CLARA SOTELO
1908 NE 15 Terr.
Gainesville, FL. 32609

CAREER OBJECTIVE

To put to the service of higher education my skills as instructor and scholar of Spanish language and literature, and of Latin American studies.

I. EDUCATION

Ph.D. in Romance Languages and Literature— Summer 1996

University of Florida: Major: Spanish; Minor: Anthropology

Dissertation: "*Literatura testimonial y participación de la mujer en el cambio social en Nicaragua*"

M.A in Latin American Studies— Fall 1988

University of Florida, Latin American Studies Center

Master's Thesis: *Testimonio y recuperación histórica en 'Hasta no verte Jesús mío' de Elena Poniatowska*

B.A in Education—Spring 1979

Foreign Languages and Literatures, Universidad Pedagógica Nacional de Bogotá, Colombia

II. PROFESSIONAL EXPERIENCE

✚ University of Florida—Department of Spanish and Portuguese Studies (former Romance Languages and Literatures). Fall 2003 to fall 2016

Fall 2003 to Fall 2005—Guest Lecturer

Fall 2005 to Spring 2014—Spanish Lecturer

Fall 2015 to Fall 2017—Senior Lecturer

Major Responsibilities

❖ *Coordinator Intermediate Language Program. Fall 2009 to present*

- In charge of supervising and working with instructors of SPN2200 and SPN2201 for the Lower Division Program
- Development of course templates online and overseeing their effective use by instructors and students
- Regular monthly meeting for program assessment and for teaching material preparation
- Evaluation material creation as to include: Oral and written exams, compositions' directives, and in-class oral reports
- Annual instructor evaluation including class visitation and written reports

❖ ***Director Study Abroad of Programs to Mexico, Spain and the D. R.***

- A. Guanajuato, México—2005 to 2007 Summer Program
- B. Santander, Spain—2009, 2012 and 2013 Summer Program.
- C. Dominican Republic—2015 A Service Learning Program
- D. Valencia, Spain—2018: Currently in progress

Basic Responsibilities:

- Promotion of the programs through different means: The web and email, class visitation, information sessions for interested parties, direct invitation to student organizations
- Orientation sessions for participants
- Syllabus creation for courses taught by me and the Spanish instructor at the local university (Universidad de Guanajuato, Méjico; and Universidad Intenacional Menendez y Pelayo, Spain)
- Teaching of courses abroad
- Guidance and support to accompanying instructor

❖ ***Teaching***

SPN4314—Advanced Oral/Aural Communication

SPW4393—Seminario de Cine Contemporáneo: Latinoamérica en el cine y el cine en Latinoamérica

SPN 4420—Advanced Composition and Syntax

SPN 3300—Spanish Grammar and Composition I--Honors

SPN 3301—Spanish Grammar and Composition II

SPN 3440—Commercial Spanish with emphasis in Latin America

SPW 3030—Intro to Hispanic American Literature I: Discovery to Independence

SPW 3031—Intro to Hispanic American Literature II: Independence to present

SPN 2200—Intermediate Spanish I. A course with a strong component of Latin American Language and Culture

SPN 2201—Intermediate Spanish 2. A course with a strong component of Latin American Language and Culture

SPN 1180—Elementary Spanish for Building Construction

❖ ***Committee Work***

Study Abroad Committee

Member for a year, time during which I contributed with gathering data, interviewing knowledgeable parties (e. g. Director of European Studies), and ideas at meetings about the future of Study Abroad in the DSPPS and on best ways to go about making this a permanent endeavor that yields concrete results for the students in today's world

Undergraduate Studies Curriculum

A committee in charge of studying the current curriculum offered within the Lower Division Program to offer valid revision and/or additions in accordance with the changes in the world and needs of students to face them.

Language Coordinator Search Committee

A committee in charge of recruiting, interviewing and selecting a new language coordinator for our department

Merit Pay Committee (2012-2013)

A committee in charge of helping determine the ranking of faculty to be assigned a Merit Pay according to their work and endeavors within the department.

❖ ***Services Rendered to the Department, the College, and the University***

- University of Florida Faculty Advisor for Gators for Equal Opportunity.
- University of Florida Minority Mentor Program. I became a mentor for student, Jesslyn Wade from Colombia. We met often in the semester, and have attended several receptions and other events in town.
- Marshall for the 2013 Spring Commencement Ceremony
- Organizer of and presenter for the “*Entre nos*” Lecture Series, 2012-16
- Adviser to Gamma Eta--a Student Organization that foster excellency among its members (2010-2011)
- Director and Organizer of Teaching Workshops for Instructors within the Lower Division of the Spanish Program (2010-2011)
- Adviser to the Colombian Students Organization (2004-08)
- In charge of the Spanish Table, weekly informal meetings that allowed students to practice their Spanish outside the classroom (2004-2009)

❖ ***Service for the Profession, including service to schools***

- As part of my work with the Latino Women’s League in preparing the activities I direct—The Bilingual Storytelling, I have been in touch and working closely with a Spanish teachers and her students at GHS. I visited her classroom on several occasions and rehearsed with the students for their performance. We plan to extend the program by inviting for our next round other teachers and their Spanish classes.
- I have worked with GOE—Gators for Equal Opportunity, where I served as a tutor for children of immigrant workers in the Town of Alachua.



**Bethune-Cookman College (Today: Bethune-Cookman University)
Fall 1996 to fall 2005**

Major Responsibilities

- ❖ *Spanish Instructor for the Gainesville Site.* Fall 2004 to fall 2005
- ❖ *Assistant Professor, Head, Modern Languages.* Fall 1996 to fall 2003

Academic Responsibilities

❖ **Teaching:**

Elementary Spanish I and I-Global (MLS 131, 132): foundational courses emphasizing the basic skills: listening, speaking, reading, and writing. These courses fulfilled the foreign language general education requirement in a special way for they were part of the Global Learning Communities, a program that emphasized interdisciplinary and cross-cultural practices.

Advanced Conversation and Composition I and II (MLS 331, 332): Third year of Spanish designed for students to reach advanced levels of proficiency in Spanish. Brief oral and written projects are required throughout the two semesters.

Culture and Civilization of Spain (MLS 336); Culture and Civilization of Hispanic America (MLS 337): Two courses recommended after the conversational level to acquaint students with the major cultural and historical traits of Spain and Hispanic America. Final paper and/or project required.

Introduction to Peninsular Literature (MLS 431); Introduction to Spanish American Literature (MLS 432):

A brief but intense voyage through some of the major writers and literary movements of Spain and Hispanic America.

Special Methods (for Spanish-Education majors--MLS 360): A review of the most recent theories of teaching, the most successful methods available for learning, and the most important achievements of the foreign language field.

❖ **Administrative Responsibilities:**

As Coordinator of the Modern Language Area:

Supervised area faculty. Managed area budget and expenditure. Directed curriculum and/or academic program revisions or updating. Visited and evaluated once a semester language classes at the various satellite branches of the institution in the state of Florida.

As Assistant Professor of the Humanities Division:

Chaired the Annual Humanities Advisory Council Seminar for 1999-2000. Co-chaired the Annual Humanities Advisory Council Seminar for 1998-99. Member of the “Jessie Ball duPont Endowment for the Humanities.”

As a faculty member of Bethune-Cookman College:

Member of the “General Education Council”, which works in the assessment of the general education and recommends changes in the curriculum. Member of the “Teacher Education Program:” Planning and providing a course of study designed to prepare students within the Division of Education to become teachers for Florida Schools.



- ❖ **University of Florida—Dept. of Romance Languages and Literatures
Graduate Teaching Assistant—1986-1996**
Courses taught: Independent Study "Introduction to Contemporary Spanish American Literature." Several major novels and short stories were assigned for reading, discussion and written analysis.

Intermediate Spanish I; Intermediate Spanish II (SPN 2200 and SPN 2201), a 3-hour second year sequence whose primary goal was to help students acquire language proficiency while reviewing and broadening their grammar foundations and getting exposed to cultural aspects of the language. Textbook: Levy-Konesky, Dagget Ceasarini. Fronteras

Beginning Spanish I; Beginning Spanish II (SPN 1130 and SPN 1131), a 10-hour elementary sequence. Implemented the natural method with enriched input.
- ❖ **Graduate Research Assistant—1990-1992**
Assistant to Graduate Research Professor Adolfo Prieto
In charge of organizing bibliographical material, fetching books from the Library, summarizing information after reading major entries (articles)

B. OTHER PROFESSIONAL EXPERIENCE

- **"Language Institute International Ltd." Bogotá, Colombia**
Instructor of Spanish as a Second Language--1981-1984
Instructor of beginning, intermediate and advanced Spanish for native speakers of English, French, Portuguese and Italian.
- **"Casa de la Mujer." Bogotá, Colombia—1982-1983**
Head of Creative Writing Workshops
Taught reading and writing skills to working women of marginal sectors.
- **"Universidad Nacional de Colombia" & "Instituto Colombiano de Ciencias," Bogotá, Colombia**
Research Assistant; Anthropology Department--1979-1981
Research Project: "El proceso de formación de la clase obrera de Bogotá. Aspectos ideológicos y culturales."
- **"Universidad La Gran Colombia"—Department of Foreign Languages and Literatures, Bogotá, Colombia**
Instructor of English as a Second Language --1978-1980
Taught: beginning and intermediate English for native speakers of Spanish.
- **Elementary School of the "Sindicato de Trabajadores de Avianca" Bogotá, Colombia**
Instructor of English and Spanish—1976-1977
Taught Spanish, and English as a second language at elementary level.

- **Universidad Nacional de Colombia—An Undergraduate Project**
Assistant Director to Literacy Campaign--1974-1975
Marginal Neighborhoods; Bogotá, Colombia. Taught reading/writing skills to migrant and urban workers of poor districts.

III. RESEARCH, PUBLICATIONS AND ACADEMIC PRESENTATIONS

❖ *Research Projects*

- Indoamérica. Webpage in progress. In charge of collecting data on the history of Native Americans in the Americas (2008-2009)
- “Género e Innovación: Entendiendo sus mutuos impactos e influencias.” (2008) Internacional Development Research Centre, Canada. Written for FUNCOL (Fundación Conocimiento Libre) Bogotá, Colombia.
- “*The Diaspora in Hispanic America: Bringing other African Perspectives into the Spanish Classroom at Bethune-Cookman College.*” 2002.
A research project funded by the **B-CC Research Foundation** to develop a teaching document that will be used as complementary material for elementary, intermediate and conversational Spanish courses.

❖ *Conference Presentations*

Invited to be the moderator for the panel “Approaches to the Baroque,” at the Eighth Interdisciplinary UF SPS Graduate Student Conference of February, 2014. I also participated as a member of the panel “*El desierto y su semilla*,” composed of lecturers and graduate students, where we read poems and an excerpt of short stories, and conversed with the audience about our experiences as writers.

“La importancia de la palabra hablada en la formación de la identidad grupal,” paper read at the Seventh Interdisciplinary Colloquium on Spanish, Portuguese, and Catalan Linguistics, Literatures, and Cultures. February 2012

Respect for the Word. Guest Speaker. 20th Annual Humanities Advisory Council Seminar of the Bethune-Cookman University, in Daytona Beach, Florida, 24th and 25th of March, 2010

“Las mujeres en la Revolución Sandinista (1979): O de cómo se convive en medio del caos.” El arte de (con)vivir—The art of (co)existence. Third Interdisciplinary Colloquium on Latin American Literatures, Linguistics, and Culture. October 11-13, Gainesville, Florida, 2007

“Mujeres de palabra: Feminismos y testimonios en Nicaragua (1979-1999).”

Back to the Past? Discourse and Violence in Memory, Displacement, and Identity. Second Colloquium on Latin American Literatures, Linguistics, and Culture. October 18-20, Gainesville, Florida 2006

“The Poetics and the Politics of Colombian Women Abroad: The Development of a Project.” Entre Nous, Department of Romance Languages and Literatures. University of Florida, November 30, 2005

“Power and Meaning in Latin America: A Feminist Perspective.” LASA, Washington, DC, Sept. 6-8, 2001

“*La estrategia del caracol o la astucia de la clase media colombiana*” Paper read at the International Symposium on Latin American Film, Richmond, Virginia. March 22-24, 2001.

“*Mujer y Testimonio en America Latina.*” Paper read at the Twentieth-Century Literature Conference.” University of Louisville, Louisville, Kentucky. February 24-26, 2000.

“El no espacio del testimonio latinoamericano.” Paper read at the 11th Annual Conference of Languages and Literatures: “The Poetics of Space.” State University of New York, at Binghamton. March 11-12, 2000.

“El papel del testimonio en el estudio de la Revolución Nicaraguense.” Paper read at the “Latin American Literatures and Cultures Conference.” University of Southern Colorado, Pueblo, Colorado. March 4-6, 1999.

"El testimonio: una manera alternativa de narrar y de hacer historia." Invited paper read at the conference "Estudios literarios: relecturas, imaginación y resistencia." Universidad de los Andes, Bogotá, Colombia. April 3, 1994.

"Del estructuralismo al posestructuralismo: ¿continuidad o rompimiento?" Graduate Student Forum, Universidad Nacional de Colombia, Bogotá, Colombia. June 8, 1993.

"The Condition of Women in Colombia" invited paper read at the Annual Meeting of the American Association for University Women. Washington, D.C, 1992.

❖ *Publications*

Mujer de palabra. Editorial Códice, Bogotá, Colombia (2009).

"El testimonio: una manera alternativa de narrar y de hacer historia." Texto y Contexto 28 (1995): 67-97.

“The African Diaspora in Hispanic-America: An Overview.” Bethune-Cookman College Research Journal 1 (2002):65-70.

Poesía. Estandarte.com No. 270. Online. Internet. 10-11 abril, 2003.

Poesía II. Estandarte.comNo. 322. Online. Internet. 19 abril, 2004

Poesía III Estandarte.com No. 377 Online. Internet. 15 junio, 2005

IV. PERFORMANCES

- Rendition of Miguel Hernández’ Poem: “*La nana de las cebollas*” and other poems at the Centenary of his Birth’s Celebration. DSPS, Main Library, UF
- Selection of poems. Poetry Reading: “Arroz con poesía” Wild Iris Books. Gainesville, November 15, 2005
- Selection of poems. Poetry Reading: “Arroz con poesía.” Wild Iris Books. Gainesville, April 29, 2007
- “Folklore and more” a performance of Latin American popular music for the residents of The Atrium, a nursing care facility for adults. (2005)

V. HONORS, AWARDS AND GRANTS

- ❖ **2006 Mujer de Excelencia (Woman of Excellence) Award**
Institute of Hispanic-Latino Culture. La casita.
Hispanic-Student Association and Colombian Student Association
March 30th, 2006
- ❖ **2005 Fall Academic Convocation—Mention for Greatly Influencing Students**
University of Florida. September 22, 2005
- ❖ **Professional Activities Award 2001-2002**
Bethune-Cookman College
- ❖ **Excellence in Teaching Award--1999-2000**
Bethune-Cookman College
- ❖ **College of Liberal Arts Dissertation Fellowship 1996**
Graduate School, University of Florida
- **Calvin A. VanderWerf Graduate Student Teaching Award 1996**
Graduate School, University of Florida
- ❖ **Certificate of Academic Excellence 1995-6**
Outstanding Academic Achievement; Office of International Studies and Programs and the College of Liberal Arts and Sciences, U. of Florida
- ❖ **American Association for University Women Grant 1991-92**

Washington D.C.

- **Tinker Research Travel Grant 1991**
Center for Latin American Studies, University of Florida
- **Ruth McQuown Award for Academic Excellence 1989**
University of Florida
- **Academic Excellence 1988.** Phi Kappa Phi Honor Society

VI. COMMUNITY SERVICE

- **Faculty Advisor for Gators for Equal Opportunity**
A UF Student Organization invited me to be their advisor to direct a program for tutors helping children of Hispanic descent who need to learn English.
- **Feminism, Social Work, and Literature**
Keynote Speaker. Institute of Hispanic-Latino Culture. La casita.
Hispanic-Student Association and Colombian Student Association
Café Cultural: Celebrating Latina Impact in Literature
March 30, 2006
- **Forum: “Pasión por Colombia”**
Keynote Speaker. Institute of Hispanic-Latino Culture La casita:
Organized by COLSA—Colombian Students Association. University of
Florida, Nov. 15, 2005
- ❖ **A Living History Project**
Musical performances aimed at entertaining elders and educating children:
The Gainesville Manor, June 15 and 31, 2004
Gainesville Public Library, July 14, 2004
- ❖ **Volunteers in the Schools**
“Discover Florida:” A musical performance for students of Newberry
Elementary School, Newberry, Florida. March, 2003
- ❖ **Co-founder and vice-president of “Camino Reales, Inc.”**
A non-profit organization out of Ormond Beach, which provides services to
the community and promotes peaceful relations with foreign people in the
area by means of educational and cultural events. 2003-2004
- ❖ **Caribbean American Children Foundation**
Vice-president of this nonprofit organization dedicated to promote and
develop a better understanding between young African-Americans and
young people from other racial and ethnic backgrounds in the Caribbean
region. 1999-2004

❖ **Service Learning/Diversity Pilot Project**

“Reaching out to the Foreign Community,” a project aiming at servicing foreign parents and their children as they come to this country with no knowledge of English. Daytona Beach, FL. 2000

VI. OTHER RELEVANT INFORMATION

❖ **Textbook review**

¡Anda! Español Intermedio 2nd ed. 2012

I reviewed three chapters for the publisher of this textbook, the one the DSPS is currently using

Parliamo Italiano!: A Communicative Approach, (Second Edition) by Suzanne Branciforte and Anna Grassi. Houghton Mifflin College Div. 2001.

➤ **Other Studies**

Intensive Italian language and civilization course through the Language Study Link, at the Torre di Babele School in Rome, Summer, 1998.

“Great Books Basic Leader Training Course.” Bethune-Cookman College, Daytona Beach, fall 2000.

❖ **Languages**

Spanish: Speaking, reading, writing and comprehension. Native.

English: Speaking, reading, writing and comprehension. Near-native.

French: Speaking, reading, writing and comprehension. Advanced.

Italian: Speaking, reading, writing and comprehension. Advanced.

Portuguese: Speaking, reading and comprehension. Advanced.