



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Doctorado Interinstitucional en Educación

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FACULTAD DE CIENCIAS Y
EDUCACIÓN

DOCTORADO INTERINSTITUCIONAL
EN EDUCACIÓN

SYLLABUS

NOMBRE DEL SEMINARIO:

Identity and Subjectivity in ELT

Periodo académico:

2021-1

Número de créditos:

5

ESPACIO ACADÉMICO (*Marque con una X*):

- EFE Espacio De Formación En Énfasis.
- EFEP Espacio De Formación En Educación Y Pedagogía.
- EFI Espacio De Formación En Investigación.

Línea de investigación: ELT Identity, power and inequality

Grupo de investigación: Aprendizaje y Sociedad de la Información

PROFESOR(ES):

Dr Harold Castañeda-Peña (2 credits)
Dr Pilar Méndez Rivera (2 credits)

PROFESOR (A) INVITADO (A):

Dr Sarah Amsler (1 credit)

Filiación institucional del invitado:

University of Nottingham

RESUMEN:

The increasing interest in the relations and distinctions between subjectivity and identity is reflected in the growth of research works on the subject matter in ELT education. Although identity is a key term in ELT Education, when it comes to explain English Language Teacher/student identities is not easy to understand which traditions or theories are supporting researchers' main concerns. The panorama is still much more complex when identity and subjectivity are used interchangeably and readers are not familiarized with this debate. In this sense, in this seminar we will try to unpack the historical, philosophical and disciplinary roots of this debate as well as discussing the convenience of some approaches for the ELT field. This is pivotal for understanding identity components such as gender, sexual orientation, race, ethnicity, religion, language, social class, and bodily difference (identity-struggles, cultural identity, diaspora identities theory, politics identity, language teacher identity, among others).

DESCRIPCIÓN GENERAL DEL CURSO:

This seminar is tailored to help students to be knowledgeable of the potentiality of identity and subjectivity as conceptual and empirical tools to cast light to identity struggles. In this seminar, we will attempt to discuss identity-subjectivity relations and distinctions through readings, discussions and self-reflection. Through these reflections, we will become better prepared to work with these concepts in our research works and academic discourses.

JUSTIFICACIÓN:

Identity struggles as part of individual' work of the self, represent a rich terrain to understand power-knowledge relation practices in which some strategies are implemented by individual to resist historical and cultural fixed identities. Subjectivity plays an important role in the definition of personal identities opposing historical and cultural ones. The understanding of these experiential struggles in the light of theories and traditions would contribute to a better comprehension of identity struggles for the ELT field.

OBJETIVOS

General: To familiarize with the main theories and traditions that support the identity-subjectivity debate.

Específicos:

To analyze the dynamics of identity struggles, adaptation, public perception, change, and challenge.

To describe some identity struggles and the way the ELT field has portrayed the work on identity or subjectivity.

CONTENIDOS:

Contemporary approaches to identity research
 Contemporary approaches to subjectivity research
 Identity-subjectivity key concepts
 Teacher Identity construction
 Language Teacher identity

HORARIO:

Indique la hora de inicio y finalización de la sesión, en los días que ofertará el seminario. Marque con X la franja (am o pm).

Día	Hora de inicio	Hora finalización	a.m.	p.m.
Lunes	8:00	12:00	x	
Martes				
Miércoles				
Jueves				
Viernes				

5. Cronograma

Semana	Fecha	REFERENTE CONCEPTUAL Y LECTURAS BÁSICAS	ACTIVIDAD
1	Feb. 15	Chapter 3. On the emergence of modernity and the birth of the subject by COUZE VENN In: OCCIDENTALISM. Modernity and Subjectivity SAGE Publications. London (2000).	Reading, discussion & workshop
2	Feb. 22	Touraine, A. (1995). Critique of Modernity. Part. III: The birth of the subject. P. 201-230.	Reading, discussion & workshop
3	Mar. 1	Decolonizing Post-Colonial Studies and Paradigms of Political Economy:	Reading, discussion & workshop

		Transmodernity, Decolonial Thinking, and Global Coloniality by RAMÓN GROSGOUEL	
4	Mar. 8	Chapter 1. The Topic of Subjectivity Within Cultural–Historical Approach: Where It Has Advanced from and Where It Is Advancing to by FERNANDO GONZÁLEZ REY, ALBERTINA MITJÁNS MARTÍNEZ AND DANIEL MAGALHÃES GOULART.	Reading, discussion & workshop
5	Mar. 15	The History of Sexuality, Volume 1: An Introduction by MICHAEL FOUCAULT (New York: Pantheon Books, 1978 [1976]), 75-160	Reading, discussion & workshop
6	Mar. 22	Judith Butler and Subjectivity. The possibilities and Limits of the Human. CHAPTER 3. The Ethics and Politics of Subjectivity by SHAMS (2020).	Reading, discussion & workshop
7	Apr. 05	Teacher Identity Discourses: Negotiating Personal and Professional Spaces by JANET ALSUP	Reading, discussion & workshop
8	Apr. 12	Chapter 1 Introduction: Englishization and the New Asian Subjectivity, by KWOK-KAN TAM. In The Englishized Subject Postcolonial Writings in Hong Kong, Singapore and Malaysia, p. 1-12.	Reading, discussion & workshop
9	Apr. 19	Language Teacher Identity Research: An Introduction by Gary Barkhuizen p. 1-12. In Reflections on Language Teacher Identity Research. Routledge.	Reading, discussion & workshop
10	Apr. 26	Teacher identity as dialogic response: a Bakhtinian Perspective p. 3-16. In Advances and Current Trends in Language Teacher Identity Research. Routledge.	Reading, discussion & workshop
11	May 3	Language teacher educator identity and language teacher identity: Towards a social justice perspective. p. 43-48. In Reflections on Language Teacher Identity Research. Routledge.	Reading, discussion & workshop
12	May 10	Teacher identity in ELT/TESOL: a research review by YI LING CHEUNG. P. 175-185. In Advances and Current Trends in Language Teacher Identity Research. Routledge	Reading, discussion & workshop
13	TBA: May 24	Sarah Amsler selected readings	Reading, discussion & workshop
14	TBA: May 25	Sarah Amsler selected readings	Reading, discussion & workshop
15	TBA: May 26	Sarah Amsler selected readings	Reading, discussion & workshop

METODOLOGÍA:

This seminar will be delivered as a four-hour weekly seminar and one intensive full-week (3 sessions) for the guest professor (Sarah Amsler). Although classes will be based on lectures, students will prepare presentations and structured discussion in which elaborations from readings are introduced in students' own reflections regarding their research works. Having into account that participating actively in sessions activities and structured discussions is extremely important, students are expected to keep up with all assigned. Schoology platform will be useful to respond to teachers' specific assignments.

FORMAS DE EVALUACIÓN:

At the end of the seminar, students will write a paper including a documented reflection of their learnings about identity and subjectivity, showing points of concerns and points of understanding. Some workshops and class-respond activities will be held in some sessions.

BIBLIOGRAFÍA, HEMEROGRAFÍA, CIBERGRAFÍA GENERAL Y/O ESPECÍFICA

Chapter 3. On the emergence of modernity and the birth of the subject by COUZE VENN In: OCCIDENTALISM. Modernity and Subjectivity. SAGE Publications. London (2000).

Touraine, A. (1995). Critique of Modernity. Part. III: The birth of the subject. P. 201-230.

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Teacher identity in ELT/TESOL: a research review by YI LING CHEUNG. P. 175-185. In Advances and Current Trends in Language Teacher Identity Research. Routledge

Datos del profesor responsable

Nombre: Pilar Méndez and Harold Castañeda-Peña

Postgrado: DIE, ELT Education

**Correo Electrónico: pmendez@udistrital.edu.co,
hacastanedap@udistrital.edu.co**