

	<p style="text-align: center;">UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</p> <p style="text-align: center;">FACULTAD DE CIENCIAS Y EDUCACIÓN</p> <p style="text-align: center;">DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN</p> <p style="text-align: center;">DIE-UD</p>
SYLLABUS	
<p>ELT EDUCATION DOCTORAL MAJOR SEMINAR: IDENTITIES AND SUBJECTIVITIES IN ELT 2</p>	
Academic Period: 2021-3	Course credits: 5
<p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> EFE Emphasis <input type="checkbox"/> EFEP Education and Pedagogy <input type="checkbox"/> EFI Research</p> <p>Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education</p> <p>Research Group: Aprendizaje y Sociedad de la Información</p>	
<p>SEMINAR CONVENORS: Pilar Méndez Rivera pmendez@udistrital.edu.co Harold Castañeda-Peña hacastanedap@udistrital.edu.co</p>	<p>GUEST LECTURER: INSTITUTION <i>(Optional):</i> Dr Wilmer Villa Universidad Andina Simón Bolívar</p>
<p>ABSTRACT</p> <p>This seminar is pivotal for understanding identity and subjectivity uses in research proposals and already finished doctoral dissertations. The analytical component of this course will enable us to examine key texts to understand the kind of problematization made out of these categories (e.g., identity and subjectivity) by researchers within pos-structuralist traditions. Hands on activities will help students to put into practice their own understandings, struggles and tensions in their own proposals. In this aspiration, the following question gains importance: How do decolonial/critical enunciations influence ethnographic writing when addressing ELT educational issues?</p>	
<p>SEMINAR DESCRIPTION</p> <p>The previous seminar (Identities and Subjectivities in ELT) was devoted to theorizing identity and subjectivity aimed at locating their roots in philosophical comprehensions in modernity and postmodernity. This second part entails a more practical component in which students will be pushed to put into practice the potentiality of identity/subjectivity for illuminating their own doctoral proposals.</p>	
<p>JUSTIFICATION</p>	

The factual distinctions, complementarities or overlapping relations between identity and subjectivity are a matter of concern for novice researchers in need of understanding their practical uses for research purposes. This seminar will help students to constantly problematize essentialist views into practical contexts.

SEMINAR OBJECTIVES

General

Identify and elaborate key concepts, themes and debates in post-structuralist views of identity/subjectivity

Specific

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

To pose questions of identity/subjectivity and power in relation to tensions between free will and determinism.

SEMINAR CONTENTS

Contemporary approaches to identity research

Contemporary approaches to subjectivity research

Identity-subjectivity key concepts

Teacher Identity construction

Language Teacher identity

SCHEDULE: Mondays 8:00 am – 12:00 m

ROOM (Emergency Remote Teaching – Meet links will be sent in advance)

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1 August 23 HC-P	Introduction to seminar, expectations, comments, assessment procedures Theoretical overview on frameworks used to research about Identities and ELT	Reading 01 Golzar, J. (2020) Teacher identity formation through classroom practices in the post-method era: A systematic review, <i>Cogent Education</i> , 7:1, 1853304, DOI: 10.1080/2331186X.2020.1853304	Reading and discussion Text commentary: Oscar Abella Peña Andrea Gallo
Week 2 August 30 HC-P	Critical perspectives on language teachers' identities	Reading 02 Widodo, H., Fang, F. & Elyas, T. (2020) The construction of language teacher professional identity in the Global Englishes territory: 'we are legitimate language teachers', <i>Asian Englishes</i> , 22:3, 309-316, DOI: 10.1080/13488678.2020.1732683	Reading and discussion Text commentary: Jeisson Méndez Lara
Week 3 Sept 06 HC-P	Poststructuralist intersectionality perspectives on language teachers' identities	Reading 03 Luke Lawrence & Yuzuko Nagashima (2019): The Intersectionality of Gender, Sexuality, Race, and Native-speakerness: Investigating ELT Teacher Identity through	Reading and discussion Text commentary: Catherine Benavides-Buitrago Sebastián Figueroa

		Duoethnography, <i>Journal of Language, Identity & Education</i> , DOI: 10.1080/15348458.2019.1672173	
Week 4 Sept 13 HC-P	Decolonial perspectives on language teachers' identities	Reading 04 Michael Domínguez, M. (2019). Decolonial innovation in teacher development: praxis beyond the colonial zero-point, <i>Journal of Education for Teaching</i> , 45:1, 47-62, DOI: 10.1080/02607476.2019.1550605	Reading and discussion Text commentary: Ma Eugenia López Alejandro Munar
Week 5 Sept 20 PMR	Subjectivity and discursive resistance	Reading 05 Méndez, P. (2017). Sujeto maestro en Colombia. Usta Ediciones. Reading 06 Méndez, P. Garzón, E. and Noriega, R. (2019). English Teachers' Subjectivities: Contesting and Resisting Must-be Discourses. <i>English Language Teaching</i> , 12(3)	Reading, discussion workshop https://hybridpedagogy.org/embracing-subjectivity/
Week 6 Sept 27 PMR	Learning and teaching subjectivities	Reading 07 Scoz, Beatriz Judith Lima. (2008). Subjetividade de professoras/es: sentidos do aprender e do ensinar. <i>Psicologia da Educação</i> , (26), 05-27.	Reading, discussion & presentation Oscar Abella and Sebastian Figueroa's individual presentation
Week 7 Oct 04 PMR	Teachers' and language learners' subjectivities	Reading 08 M. J. Vick & Carissa Martinez. (2011). Teachers and Teaching: Subjectivity, Performativity and the Body. <i>Educational Philosophy and Theory</i> , 43(2): 178-192 Reading 09 Yanging, Ge. (2016). Study on the subjectivity of students in English teaching. <i>Open Access Library Journal</i> , (3)6.	Reading, discussion & presentation Yeisson Méndez and Catherine Benavides-Buitrago's individual presentation
Week 8 Oct 11 PMR	Subjectivity, agency and discourse	Reading 010 Fortes and Ferraras. (2021). Agency and subjectivity in pandemic (neoliberal) times: A Duoethnographic study. <i>Revista Brasileira de Lingüística Aplicada</i> . Reading 011 Juan de Dios Oyarzun. (2018). Education and Subjectivity. Discourses and Subjectivities in Education Policies in Chile: A Study in Rural Context.	Reading, discussion & presentation Alejandro Munar, Ma Eugenia López and, Andrea Gallo's individual presentation
Week 9 Oct 25			TBA by Dr Villa

WV			
Week 10 Nov 08 WV			TBA by Dr Villa
Week 11 Nov 22 WV			TBA by Dr Villa

Mandatory Readings will be uploaded into Schoology

Supplementary References

Berger, P. & Luckman, Th. (2008). *La construcción social de la realidad*. Amorrortu.

Castañeda-Peña, H. (Ed.) (2021). *Gender/Género & ELT*. Editorial Universidad Distrital Francisco José de Caldas.

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*. Iss. 1, Article 8.

Foucault, M. (2002). *Archeology of Knowledge*. Routledge.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Penguin Psychology.

Grosfoguel, R. (2013). The Structure of Knowledge in Westernized Universities: Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16th Century, *Human Architecture: Journal of the Sociology of Self-Knowledge*, Vol. 11, Article 8

Hall, G. S. (1904). *Adolescence: its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion and education*. D. Appleton and Company.

Hall, S. (2011). Introduction: Who needs 'identity'? In S, Hall & P, du Gay (Eds.) *Questions of Cultural Identity*. Sage. Chapter DOI: <http://dx.doi.org/10.4135/9781446221907.n1>

Haraway, D. Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s, *Socialist Review*, 80: 65–108.

Lander, E. (Ed.) (2000). La colonialidad del saber: eurocentrismo y ciencias sociales. Perspectivas latinoamericanas. Consejo Latinoamericano de Ciencias Sociales CLACSO.

Maldonado-Torres, N. (2007). On the Coloniality of Being: Contributions to the Development of a Concept. *Cultural Studies*. 21(2-3): 240-270.

Marcos, S. (2014). Feminismos en camino descolonial, en M. Millàn (Coord.) *Más allá del feminismo: caminos por andar*, Red de Feminismos Descoloniales, pp. 15-34

Méndez, P. Garzón, E. and Noriega, R. (2019). English Teachers' Subjectivities: Contesting and Resisting Must-be Discourses. *English Language Teaching*, 12(3) 10.5539/elt.v12n3p65

Méndez, P. (2017). Sujeto maestro en Colombia. Usta Ediciones.

Pazargadi, L. M. (2019) Learning to Listen: The Power of Transnational Life Storytelling, *a/b: Auto/Biography Studies*, 34:1, 141-145, DOI: 10.1080/08989575.2019.1542834

Quijano, A. (2007). Colonialidad y clasificación social in S. Castro-Gómez & R. Grosfoguel (Eds.) *El giro decolonial. Reflexiones para una diversidad epistémica más allá del capitalismo global*. Siglo del Hombre Editores.

Taylor, Ch. (1992). *Sources of the Self: The Making of the Modern Identity*. Harvard University Press.

Walsh, C. (2007). Interculturalidad, colonialidad y educación. *Revista Educación y Pedagogía*, 19(48): 25-35.

METHODOLOGY

This seminar will be delivered as a four-hour weekly seminar and 3 sessions for the guest professor. Although classes will be lectures, students will prepare commentaries, presentations and structured discussions 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 readings and tasks. Schoology platform will be useful to respond to teachers' specific assignments.

ASSESSMENT

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.

Text commentary 15%

Individual presentation 15%

Final paper 70%

Sources

Biblioteca Virtual Miguel de Cervantes

En http://www.cervantesvirtual.com/controladores/busqueda_avanzada_form.php

Google académico

En <http://scholar.google.es/>

Google books

En <http://books.google.es/>

Infomine

En <http://infomine.ucr.edu/>

Bases de datos y recursos electrónicos libres

En <http://132.248.9.1:8991/F/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3SE2-01961?func=find-b-0>

Biblioteca digital hispánica

En <http://www.bne.es/es/Catalogos/BibliotecaDigitalHispanica/Inicio/>

Specialized Academic Journals

Identity: An International Journal of Theory and Research

Discourse Studies

Discourse and Society

Discourse and Communication

Assessment and evaluation in higher education

Assessment in education: Principles, policy and practice

Assessment update

Educational assessment, evaluation and accountability

Practical assessment, research and evaluation (PARE)

Language Teaching Research

Journal of language teaching and research

Language teaching

Language learning

TESOL Quarterly

Research in Language (RiL)

International Journal of Language Teaching and Research

International Journal of English Language Teaching (IJELT)

Folio – (From the Materials Development Association)

CALJ

IKALA

Forma y Función

Lenguaje

Profile

Folios

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Note: Some readings are subject to change.