

CALL FOR PAPERS

Ethics and the Curriculum: Critical Perspectives

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Contributions are invited for a special issue of ITT dedicated to the role and treatment of ethics in the training of translators and interpreters.

A small number of translation scholars and educators have recently begun to argue that the training of translators and interpreters should include preparation not only for the market but also for society - for the concrete ethical dilemmas that face translators and interpreters in real life. Scholars and educators alike, however, have yet to engage fully with issues such as how ethics may be defined, both broadly and in the specific context of translator and interpreter training; how students might be alerted to potential ethical dilemmas and encouraged to reflect on them as part of their training;; how educators themselves might reflect on the ethics of teaching; and whether it is possible to elaborate an ethics that is specific to teaching translators and interpreters. With rare exceptions, mostly in the area of literary translation, translator and interpreter education has typically sidestepped these questions, and the issue of ethics in general. At most, students are made aware of existing professional codes of practice (often misleadingly referred to as codes of ethics). These tend to focus on the rights of the fee-paying client and stress the need for impartiality and fidelity, notwithstanding growing public concerns and debate over the rampant consumerism that has accompanied globalization in recent years.

Our intent for this special issue is to provide a forum for reflection on questions of ethics in the context of translator and interpreter education. We are seeking well-informed, researched-based contributions.

Discussion should be supported where relevant by concrete examples of real life ethical dilemmas and must not assume that the task of the educator is to prescribe abstract standards of ethical behaviour for students. Priority will be given to contributions that report on research already carried out, although reports on work in progress are also welcome.

Themes to be addressed by contributors in the context of training may include but are not restricted to the following:

- Issues of methodology, including ways to encourage reflection on broad questions of ethics and to simulate specific ethical dilemmas in the classroom
- The implications of incorporating sustained reflection on ethical issues, possibly in a separate module, for the design and delivery of other components of the curriculum
- Ethical issues relating to specific work environments, such as aggressive business settings, civil society initiatives, intelligence bureaus, pharmaceutical companies, humanitarian work, military institutions, war contexts
- Questions of latitude in exercising ethical judgement (staff vs. freelance translators, translators vs. interpreters, conference vs. community interpreting, war vs. peace contexts)
- Ethical implications of the use of new technology, both in the classroom and professional life
- Ethics of teaching: Is there an ethics of teaching? If so, is such an ethics discipline-specific; in other words, is there an ethics of teaching specific to translation and interpreting studies?
- The extent to which current interest in ethics is related to ethos.

Articles should be between 6 000 and 10 000 words on average. Abstracts of no more than 500 words should be sent to mona.baker@manchester.ac.uk and cmaier@neo.rr.com.

20 October 2009:	Deadline for submission of abstracts
20 November 2009:	Selected contributors notified of acceptance of abstracts
1 March 2010:	Deadline for submission of articles
15 May 2010:	Confirmation of acceptance of papers
1 July 2010:	Deadline for submission of final versions of papers
March 2011:	Publication date