



International Conference on Translation & Literacy

11-12 October 2018

Throughout history, but particularly from the 1800s onwards, translation has played a pivotal, though often silent, role in the increasingly pressing goal of promoting literacy and the ideal of 'universal education'. In the 19th and early 20th centuries serialized translations in newspapers, as well as inexpensive collections of translated works were often used both as a means of educating the masses and of increasing sales. Thus, translation has been instrumental in both the rise in literacy and the growth of capitalism. Resorting to translation was often an ambiguous means, both progressive and conservative in nature, of enhancing literacy, on the one hand, and of producing and disseminating pulp literature among the uneducated masses on the other, thus actively seeking to preserve the status quo in the fast-changing world of industrialization.

It could be argued that translation and literacy have always shared a common goal: that of striving to acquaint with unfamiliarity and difference, with a surplus of meaning and information, of molding citizens out of subjects by providing them with the ability to make informed choices in religion, politics, and culture are concerned, and, thereby, to expand their worldview, making it broader and more inclusive.

Nowadays, both the concept and the everyday practice of citizenship in a global world require informed and literate subjects, who are able to decode and interpret a range of different discursive practices produced with the help of multiple technologies. Therefore, 'literacy' has come to be redefined, eschewing the traditional definition of 'classic' literacy and encompassing a series of mental and practical tasks. UNESCO, for instance, argues that '[I]terate societies are more than locales offering access to printed matter, written records, visual materials and advanced technologies; ideally, they enable the free exchange of text-based information and provide an array of opportunities for lifelong learning.' (Education for all. Global Monitoring Report, 2006, http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf). NGOs are keen to stress the role that literacy plays in the development of communities and countries. However, as the



report suggests, literacy is no longer just a goal to be achieved, but rather a process of continuous human development, a development based on information and on access to information. This, more often than not, implies that translation is understood as a process of negotiation with otherness and newness in highly mobile, ever-changing and, at times, volatile, modern-day communities. Nonetheless, translation has been conspicuously absent from debates about literacy.

This call invites researchers to reflect on the ways in which translation and literacy have impacted on each other, both in the past and in the present.

Possible topics include:

Translation, literacy and citizenship in a global age
Translation and universal education
Literacy and the challenges of multilingualism
Translation and migration(s)
Translation, literacy and visuality
Translatory literacy
Literacy and translation history
Pseudotranslation and the growth of literacy
Translation in anthologies, collections
Translation, literacy and media evolution

Keynote Speakers:

João **Almeida Flor** (Faculdade de Letras da Universidade de Lisboa)
José Luís **Cardoso** (Instituto de Ciências Sociais da Universidade de Lisboa)
Loredana **Polezzi** (Cardiff University)

The conference languages are English and Portuguese. Speakers should prepare for a 20-minute presentation followed by questions. Please send a 250-word abstract, as well as a brief biographical note (100 words) to translation&literacy@gmail.com by **February 15, 2018**.

Proposals should list the paper title, name, institutional affiliation, and contact details. Notification of abstract acceptance or rejection will take place by **March 30, 2018**.

Scientific Committee:

Ana Margarida **Abrantes** (Faculdade de Ciências Humanas – Universidade Católica Portuguesa / CECC)
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Organizing Committee:

Teresa Seruya
Maria Lin Moniz
Alexandra Lopes

Fees:

Early bird (by **May 30**):

Participants – 100€

Students (ID required) – 60€

After **May 30** and no later than **July 29**:

Participants – 120€

Students (ID required) – 80€

The registration fee includes coffee breaks and lunches on the two days of the conference, as well as all conference documentation.

Payment:

By bank transfer:

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By check made out to:

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a/c Elisabete Carvalho

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