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Review

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The 6th e-Expert Seminar organised by the University of Córdoba, Spain, and University College London, United Kingdom, was held on 11th May 2022 with the title *Translation and Language Teaching - Feminism and Gender Awareness in Modern Foreign Languages and Translation*. The e-book under review is edited by Mazal Oaknín and Alejandro Bolaños García-Escribano from University College London, United Kingdom, and constitutes a compilation of the papers, in video format, which were presented and recorded during the said seminar. Each chapter includes the relevant abstract and biodata of the speakers in written form. The e-book encompasses contributions by some of the most prominent experts in the field of gender studies applied to language and translation teaching and therefore provides a unique overview of the state-of-the-art research and teaching practice as well as language-related professional practice.

In her introduction to the volume, titled “Translation, feminisms and intersectionality”, Mazal Oaknín establishes the general framework of the e-book, by reflecting on the opportunities the translation classroom provides for social activism and the advocacy of a more inclusive, gender-aware education.

Intersectional feminism and translation are thus combined and applied to modern language and literary translation teaching, among other fields.

Chapter 1 by Şebnem Susam-Saraeva (University of Edinburgh, United Kingdom) is entitled “Translation and interpreting in maternal healthcare: Implications for training”. The author first discusses issues arising from linguistic and cultural incongruences in perinatal care, together with possible solutions including a stronger presence of interpreting in maternity healthcare. Secondly, the use of role-play in interpreter training is emphasised, and the author explains how important it is for students to be made aware of ethical issues at stake in maternal healthcare interpreting.

In Chapter 3, José Santaemilia (University of Valencia, Spain) presents “One strong knot that binds: Translation, gender/sexuality and (eco)feminism at work in the classroom”. This paper provides a review of the author’s publications on gender, sexuality and translation, specifically focusing on issues such as dealing with sex-related swearwords and explicit sexual language while translating. The general purpose of the contribution is to advocate a critical alliance between translation, feminism and sexuality and the related pedagogy in the language and translation classroom. The author first discusses the constructed and negotiated gender/sexuality in texts, the destabilising power of sexuality, the transgressive and ethical nature of translation, the ecology of translation and its importance, including an ecofeminist transnational approach, and the need for a pedagogy of translation that counteracts discrimination and prejudice.

Soledad Díaz Alarcón (University of Córdoba, Spain) devotes Chapter 4 to gender asymmetry and sociocultural representation of roles with a case study on Franco-Maghrebi Literature. Díaz Alarcón conceives gender asymmetry as a superiority of the male over the female community in private and public settings, which results in women interiorising a false conscience of voluntary submission. Therefore, she focuses on the social constructs that lead to stereotypes associated with women (and what is expected of/from them), while considering the practices and behaviours associated with masculinity which perpetuate role unbalances. Furthermore, a case study in the literary translation classroom is described, with the purpose of raising awareness among students of the need to eradicate gender-biased messages and attitudes in society which are considered cultural fundamentals.

In Chapter 5, Olga Castro (University of Warwick, United Kingdom) describes the feminist translation of transgressive women writers with an emphasis on an undergraduate teaching experience. Feminist translation studies have

consolidated in recent years, thus providing productive reflections on said dilemmas. Castro applies these theories to the course ‘Gender and Translation in the Hispanic World: Translating Women Writers’ (BA in Hispanic Studies), combining theory and practice lessons on feminist intervention in translation on publishing and (para)textual levels. Translating transgressive feminist literature poses challenges to experienced translators, so these lessons aim to help translation trainees by exposing students to a vast array of literary products. Transgressive poetry, LGTBI+ essays, popular science books on sexual health and erotic narrative by Caribbean, African, Spanish and Latin American authors are some of the texts students work on in this course.

Gora Zaragoza-Ninet (University of Valencia, Spain) reviews in Chapter 6 the incorporation of gender perspective in translation teaching: projects, activities and results. Both research and teaching innovation projects in specialised, literary and general translation are considered, at undergraduate and postgraduate levels. The results of these best practices suggest that applying a gender perspective to translation teaching contributes to developing critical thinking and better-trained translation professionals.

María Laura Spoturno (National University of La Plata, Argentina) is the author of Chapter 7 on feminisms and gender awareness: the translation and foreign language classroom as a transformative space. She reports on a number of theoretical elements that allow for teaching translation and foreign languages from a critical and situated gender perspective. She discusses the current regulations in Argentina regarding gender and education policies and then fleshes out the presence of intersectionality and decolonisation at the heart of counter-hegemonic feminisms. Finally, some possible interventions are presented in order to approach feminisms and gender awareness in the university classroom of translation and foreign languages.

The round table on embedding feminism and gender-related topics in language and translation curricula is the subject of Chapter 8 by Mazal Oaknín, Amy Xiaofan Li, Haydn Kirnon (University College London, United Kingdom), Martha Gaustad (University of Córdoba, Spain) and Antonio Jesús Tinedo Rodríguez (UNED, Spain). The increasing policies on equality, diversity and inclusion (EDI) at universities have brought new research and teaching trends to Translation Studies and Modern Language Education, with feminist translation as a tool to foster social and gender equality, as well as to empower minorities. The intersectional perspectives of the authors in this panel examine

the role of gender in translational invisibility and decolonisation, as well as the impact on the design of bilingual programmes for higher education.

The book is concluded with a reflective chapter produced by Alejandro Bolaños García-Escribano, who takes stock of the most salient points on feminism and gender awareness in the translation and language classroom that are showcased in this book. Of particular interest are the real-life scenarios and classroom examples analysed by the contributors to the seminar, as well as the measures taken to lead to change.

The e-Expert Seminar Series organised jointly by University College London and the University of Córdoba has consolidated as an exchange framework for the dissemination of cutting-edge research with the aid of the most renowned scholars and professionals working in modern languages and translation and interpreting studies. The present e-book is a further sample of the insightful and comprehensive perspectives provided by the seminar series and will no doubt surpass all expectations of academics, professionals, and students with an interest in gender, translation and modern language studies. We very much look forward to the next volume.