Download Powerpoint:
(link is in your email)

bit.ly/leesonppt2015

Special thanks (& congratulations) to

Caitlin Ramsey
Gallaudet MAI '15
GURIEC Graduate Student Asst., '13-'15
CEU Processor Extraordinaire

Q & A
guriec@gallaudet.edu

Post-Assessment/Evaluation

__bit.ly/leesoneval__

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Intersectional Identity Matters: Constructing and Performing Identity in Interpreted Settings

Lorraine Leeson

Prof. Lorraine Leeson
Centre for Deaf Studies

20 April 2015

A letter to my newborn daughter from a new U.S. resident

As you are a part of a heavily accented and spicy-food-eating family, we will feed you what has made us happy and healthy, and you'll love it. How you speak and what you eat do not define how American you are. We still struggle as new Americans to define what American is. Amid diversity and dreamers, you will help us in answering this question. You won't get a blank stare for your big accent or your small vocabulary the way your parents do.

You won't have to lose sleep for trying to better invest in earlier integration. You won't have to ask for "brown" equity in a culture focused on black and white problems. We will not speak English at home so you will know your elders' culture and your community's history. This will expand your mind and open your future. (*Som Nath Subedi 20 March 2015, http://www.seattletimes.com/opinion/a-letter-to-my-newborn-daughter/*)

Goals

- Intersectionality

- Performance of Identity/identities

- (CO-)Construction of identity/identities

- How is this relevant to interpreter education?

- How is this relevant to the provision of interpreting services from a social justice perspective?

Taking a "Big Picture" Approach

- What contributes to the interpreting "gestalt" (Pochhacker 2004)

- Not just about the interpreter: All stakeholders are engaged in "identity construction/co-construction" and in the playing out of "intersectionality" via intersubjectivity (Wilcox and Shaffer 2005, Janzen and Shaffer 2008)

- Both the "big stories" and "small stories" (Bamberg and Georgakopolou 2008) or the 'master narratives/ dominant discourses' and the counter narratives (e.g. Banberg 2008) are of interest – in themselves – and in their negotiation via interpretation.

No Irish
No Blacks
No Dogs.

Remember This?

VOTE NO

3 P's

- **Parity of esteem**

- **Parity of access**

- **Parity of participation**

(Leeson 2014)

Interesectionality

Focusing on battering/sexual violence as experienced by black women

Crenshaw (1991: 1242) notes that for "African Americans, other people of color, and gays and lesbians, among others…. Identity-based politics has been a source of strength, community and intellectual development".

She also says that: "The embrace of identity politics, however, has been in tension with dominant conceptions of social justice." (ibid.)

Crenshaw lists three areas for consideration:

(i)   Structural Intersectionality

(ii)   Political Intersectionality

(iii)   Representational intersectionality

(i) Structural Intersectionality

Justice: Barriers to serving on juries ("disability"/ Non-English speaker status ["Other"];

Maternity care/ Counseling for Survivors of Abuse: Barriers to interpreting provision ("disability"/Non-English speaker status ["Other"], "gender") – often an assumption that Deaf organisations will provide solutions - & class?)

"Congregated Settings" – elderly deaf people living communally v Health Service Executive (HSE) policy that seeks to segregate them into 'mainstream' settings ("age"/ "disability"/ Non-English speaker status ["Other"]

Interpreters: Presence or absence of statutory registers of interpreters/ position of Deaf Interpreters/ credentials & community ["Other" [non-English speakers/"disability"]; gender/age/race/class {and education}/'dis[ability]'/ sexual orientation of interpreter]

(ii) Political Intersectionality:

What/ whose political agendas? Macro Level (national/international political scene) v Micro Level (national/regional/local Deaf community)

- e.g. Language Rights – linguistic/national identity vs disability rights vs Deaf community as a national minority with an indigenous language; also – more generally, T&Is in conflict zones (e.g. Baker 2006, 2010; Inghelleri 2010, Inghelleri and Harding 2010)

- e.g. Educational Policy - Sign bilingualism seen an inherent part of deaf citizenship and social justice (Emery, 2007 – also evidenced in the UNCRPD 2006) but in Western countries, mainstreaming seems to be the new 'norm' (Marshark and Spencer 2009).

- BUT - fewer than 3% of deaf children globally have been educated bilingually (Allen, 2013). (age [deaf children as minors]/ 'disability'/ & sometimes 'gender' &/or 'religion'*]

Zoom Focus 2014: Double Discrimination

(iii) Representational intersectionality

The narrative of 'otherness'

Baker (2010: 198) writes that in violent conflict, two essential and interacting public narratives prevail, including between translators/ interpreters and their employers, compatriots, the media, government agents and other members of the societies in which they operate:

(i)   Narrative of Difference

(ii)   Narrative of Homogeneity

Construction of Identity

Justisigns (2013-16)
European Commission Funded – Leonardo da Vinci

- Partners:

- Interesource Group Ireland

- Centre for Deaf Studies, TCD (Ireland)

- Heriot Watt University (Scotland)

- KU Leuven (Belgium)

- HfH (Switzerland)

- EFSLI

- EULITA

- www.justisigns.com

- Follow us on Twitter!

Homeless man jailed for pushing man to his death under bus

Edward Connors (30), who is deaf and cannot speak, gets seven year sentence

Gardaí on the scene of the incident on Dawson Street in Dublin on December 6th, 2012.

Topics: News Crime & Law Circuit Court Edward Connors
Eoghan Dudley Patrick Mccartan Director of Public Prosecutions

Mon, Feb 23, 2015, 13:55 ▾   f Recommend 22   🐦 Tweet 17   g+1   ⌣   🖨 🔊

A homeless heroin addict has been sentenced to seven years in prison for killing an acquaintance by knocking him under a bus in Dublin on December 2012.

TROLLS

"Again, more concerns expressed for criminals instead of victims & their families. This criminal is described as having a primitive mindset, given his background & the relative non engagement of the travelling community with educational services then we end up in this sorry state of affairs.

His violent nature will stem from a direct inability to make himself & his needs understood so frustration will lead to violence which may shed some light on his other crimes ie using syringes in muggings. To be honest I pity the prison staff who will have to handle him."

 (Matt Donovon, Feb. 25th, 2015)

Eg. Inghelleri & Harding (2010)

"Interpreters & translators experience violent conflict through the interplay of a number of intersecting realities – historical, cultural, personal and political – all of which contribute to the scope of their participation. Working in conflict situations requires interpreters and translators, professional and non-professional alike, to confront their personal, political and professional beliefs" (2010:166).

At the same time, in postcolonial settings, translators are reported as "highly visible and publicly engaged in the creation and assertion of cultural resistance to oppression" Tymoczko (2007: 199), a point built on by Rozanes (in press).

How fluid are our identities?

"…yet translators and interpreters, like other members of society, soon find out that there is no place in war for fluid, shifting identities, for split or even strained loyalties, nor for negotiated narratives of any kind."

And

"in war situations, and particularly for those experiencing the war firsthand, one's identity is almost completely constructed and enforced by other actors, and once constructed to suit the exigencies of war, it becomes set in stone, independent of one's actions or beliefs, with little or no room for negotiation." (Baker 2010: 200).

Locating Identity in Language

Linguistic resources associated with locating identity in language include: labels, implicatures, stances, styles and entire languages and varieties.

– "Because these tools are put to use in interaction, the process of identity construction does not reside within the individual but in intersubjective relations of sameness and difference, realness and fakeness, power and disempowerment" (Bucholtz and Hall 2010: 27).
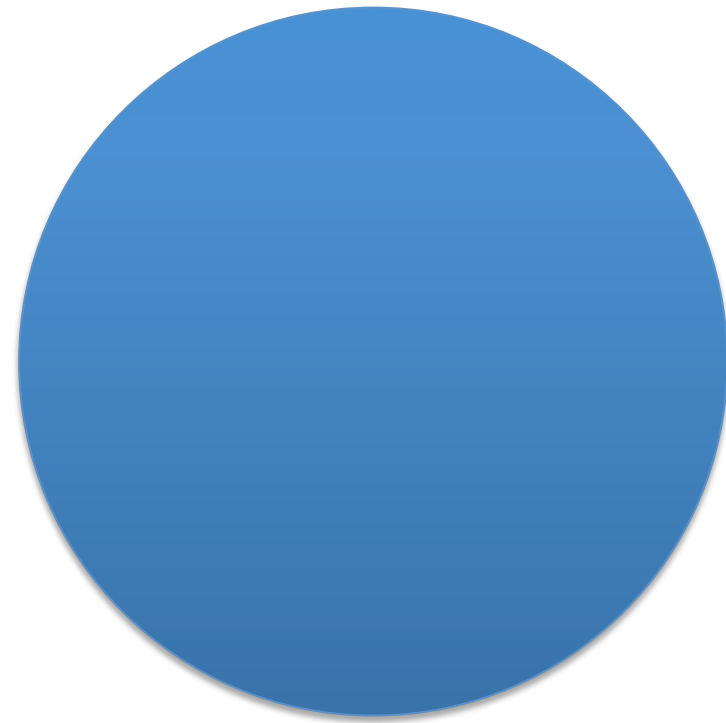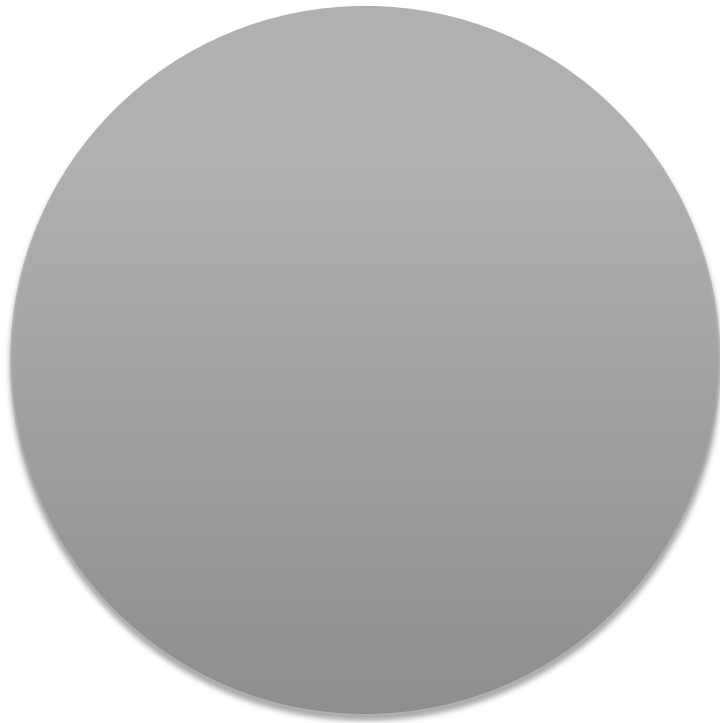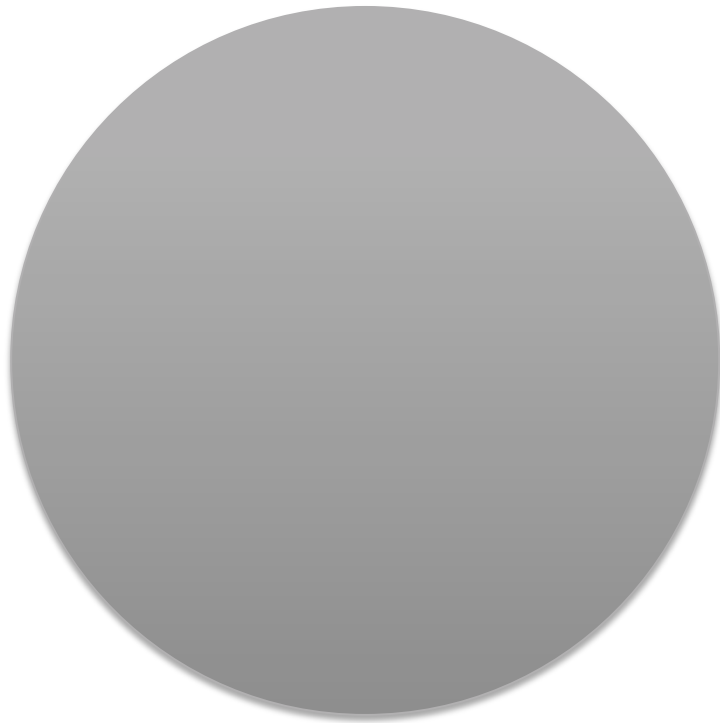
Performing Identity: Interpreting Irishness

Negotiating the Distance of Difference
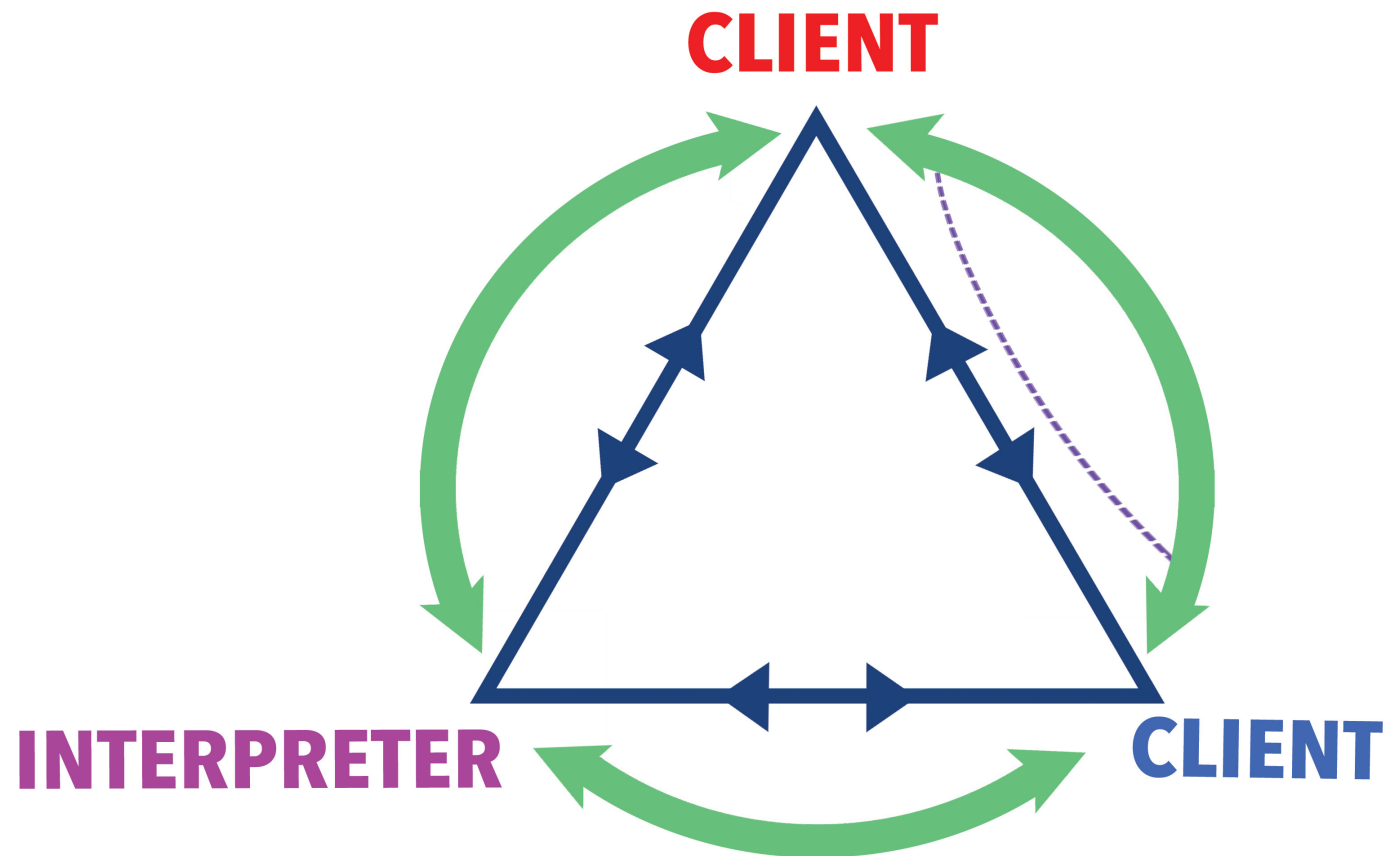
Negotiating the distance of difference?

But maybe we can aim for this…

When it goes wrong…

Bontempo et al. (2014, in prep)

Countries (N=7)	Number of participants (n=14)
Australia	2
Belgium, Flanders	2
Ireland	2
German Switzerland	2
The Netherlands	2
UK	2
US	2

EFFORT MODEL OF ENGAGEMENT

$$E = C\,O\,I\,Z \,\{FOI + CON + A/C\}^{IC}$$

E	=	EFFORT
COIZ	=	CONSTRUCTION OF IDENTITY ZONE
IC	=	INTERPRETER CAPACITY
CON	=	CONTEXT
A/C	=	AUTONOMY
		CONSTRAINT
FOI	=	FUND OF INFORMATION

Summing Up

Negotiating the Distance of Difference
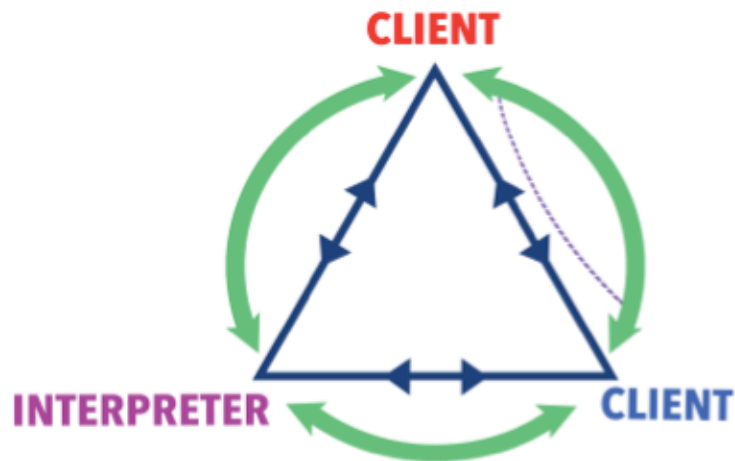
Intersectional Identities

– Master Narratives

– Co-constructed identities

– Performance of identity

– Intersubjectivity

– Conflation of Interpreter/Stakeholder Identities

– Third party identities

Effort Model of Engagement

– Construction of Identity

– Autonomy/Constraint

– Asymmetrical effort

– Comfort Zoning (Rozanes)

Acknowledgements

Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Thank You