

Translation Theory

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Lit 102 Translation Theory

Camilo Gómez-Rivas

Class Hours: MW 9am-12:30pm

Zoom Virtual Classroom: <https://ucsc.zoom.us/j/99272580465?pwd=OU1JZTJxOWw4YTUwd2lWcXZ3aVloUT09> (<https://ucsc.zoom.us/j/99272580465?pwd=OU1JZTJxOWw4YTUwd2lWcXZ3aVloUT09>) (pass word: translatio)

Recorded Sessions: <https://media.ucsc.edu/V/PlayList?node=4662587&a=703773206&autoplay=1> (<https://media.ucsc.edu/V/PlayList?node=4662587&a=703773206&autoplay=1>) (<https://media.ucsc.edu/V/PlayList?node=4662589&a=7789255&autoplay=1>)

Office Hours: Wednesday 1pm-2pm (<https://ucsc.zoom.us/j/91538383490> (<https://ucsc.zoom.us/j/91538383490>)) or by appointment (TAs available for office hours by appointment)

email: cgomezri@ucsc.edu

Teaching Assistant: Radhika Prasad (rprasad4@ucsc.edu (<mailto:rprasad4@ucsc.edu>)), Jose Antonio Villaran (jvillara@ucsc.edu) (<mailto:jvillara@ucsc.edu>)

Course Description

This course introduces you to a series of questions and conversations around the process and act of translation from language to language and culture to culture. Translation Studies, or Translation Theory, consists of these conversations and questions, in which certain approaches and perspectives on translation, conceived as a broad cultural process, have become salient giving shape to the field. It is not a theory in the sense of a single interpretive model applied across diverse situations or texts, but rather a field around which interest and debate has concentrated, focused, and become structured. What is translation and how has it informed our culture, our literature, and how we see the world? How does meaning move between languages, cultures, and communities? And how does meaning itself change in the process?

This course will provide you with a full introduction to the field of translation studies as well as

introduce you to a series of writings about translation across history, with the aim of understanding and illustrating how translation has been and remains central to the roots and history of our written and spoken culture. Simply put, our cultures, our religions, our sciences, are all the product of translation, a continuous and ever evolving process. Mapping the movement of this process sheds a brilliant light on the make-up of our cultures and minds. This course will, lastly, invite you to practice your own translations and write about them, reflecting critically on the process.

Prerequisite(s): one year of college-level, non-English language study or the equivalent reading ability in a non-English language.

Textbook

Our main textbook is: Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, 4th Edition. Routledge, 2016. It is available here:

https://ucsc.verbacompare.com/comparison?id=SSI20_LIT_102_01

(https://ucsc.verbacompare.com/comparison?id=SSI20_LIT_102_01)

The other readings will be made available through Canvas (links available below). Most come from the following anthology:

Venuti, Lawrence, ed. *The Translation Studies Reader*, 3rd edition. London: Routledge, 2012.

Assessment

Two response papers to the week's readings (40%)

Two very brief translations of two different kinds of texts or writing (e.g poetry, fiction, philosophy, science, historiography, theology, law, drama...), annotated and with a short critical reflection on your process. (40%)

One oral presentation introducing one of the readings, with a partner, and proposing 2-3 questions for the class to consider and reflect on the reading ([sign-up sheet](#)) (20%)

Community Guidelines

This class is being taught remotely, using a medium that presents a series of challenges for students and teachers alike. It impacts us practically and physically and psychologically. We (students, teaching assistants, and teaching faculty) have been reflecting on the challenges posed by this

process. There are many things we don't like but there are some things which we do, or we find we can learn from them and will be able to bring them into our in-person pedagogy, when we return to it.

The main point, however, is that remote teaching and learning is difficult. While it eliminates the difficulties posed by moving physically, it also eliminates all of the emotional and physical benefits of moving and getting together and getting inspired. The idea presented here, of community guidelines, is to talk about and agree on a set of practices that we strive for, together, in order to create a fruitful learning community (while being aware that all of us are facing major practical challenges, like terrible wifi or conflicting work schedules or not having space away from family and housemates who are doing their own things).

These are the practices that, after two quarters of teaching remotely, I believe may optimize our experience:

- Raise your hand using the "raise hand" option, or write your question in the chat; both of these will be regularly monitored.
- Attending lectures and viewing synchronously is beneficial for you and for the group's interaction. Try to be present as much as possible, when you can.
- Show your face on live video. It's helpful when several members of the class are visible. Have a profile picture to use when you need, but try to be visible some of the time. It is disconcerting for those presenting to see no one and have no sense of reaction from a listening audience.
- You are being asked to participate in two concrete ways during the five weeks of the course: 1.) give one informal brief presentation on a reading (this is a real-world skill) 2.) Have brief conversations with some of your classmates about the readings and the questions proposed by your peers. We recognize that you will face challenges that sometimes will make it difficult to be present or visible. We believe, however, that your participation will benefit you and the group to create the sense and effect of learning community. Talking through (i.e., performing) the material is crucial for learning (for all of us). We'll try and strike a balance.

Class Schedule

Week 1

Wed June 24

Readings: *Introducing Translation Studies*: Chapter 1: Main Issues in Translation Studies

[Translation Studies Ch 1.pdf](#) 

Week 2

Mon June 29

Readings: *Introducing Translation Studies*, Chapters 2: Translation Theory before the Twentieth Century

[Jerome](#) , [Dryden](#) 

[Translation Studies Ch. 2.pdf](#) 

Wed July 1

Readings: *Introducing Translation Studies*, Chapter 3: Equivalence and Equivalent Effect

[Schleiermacher](#) , [Goethe & Nietzsche](#) 

*** First response due * 7/2**

Week 3

Mon July 6

Readings: *Introducing Translation Studies*, Chapters 4&5: Studying Translation Product and Process & Functional Theories of Translation

[Benjamin](#) , [Borges](#) 

Wed July 8

Readings: *Introducing Translation Studies*, Chapter 6: Discourse and Register Analysis Approaches

[Nabokov](#) , [Jakobson](#) 

*** First translation due * 7/9**

Week 4

Mon July 13

Readings: *Introducing Translation Studies*, Chapters 7&8: Systems Theories & Cultural and Ideological Turns

[Steiner](#) , [Even-Zohar](#) 

Wed July 15

Readings: *Introducing Translation Studies*, Chapter 9: The Role of the Translator

[Brisset](#) , [Damrosch](#) 

*** Second response due * 7/16**

Week 5

Mon July 20

Readings: *Introducing Translation Studies*, Chapters 10&11: Philosophical Approaches to Translation & New Directions from the New Media

[Chamberlain](#) , [Spivak](#) , [Simon](#) 

Wed July 22

Readings: *Introducing Translation Studies*, Chapter 12: Research and Commentary Projects

[Derrida](#) , [Mason](#) , [Cronin](#) 

*** second translation due * 7/23**

Daily Meeting Program:

9-10:10	Lecture
Break	

10:15-10:45	Presentations
10:45-11:05	Breakout rooms
Break	
11:10-11:30	Discussion sections
11:30-12:30	Concluding remarks

Other Useful Information

Academic Integrity

All work submitted for this course must be your own. If you do not understand fully the standards of academic integrity enforced at UC Santa Cruz, inform yourself by consulting *The Navigator* reg.ucsc.edu/navigator (<http://reg.ucsc.edu/navigator>) Section 1, Academic Integrity. Breaches in Academic Integrity will result in failure of this course and may incur suspension or dismissal from the university.

Accessibility Accommodation

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from Disability Resource Center (DRC) and submit it to me in person outside class (e.g. during office hours) within the first two weeks of the quarter. Contact the DRC at 459-2089 (voice), drc@ucsc.edu (<mailto:drc@ucsc.edu>), or drc.ucsc.edu (<http://drc.ucsc.edu>) for more information about the requirements and/or process for qualifying for classroom accommodation.

Title IX & CARE Statement

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or

not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Course Summary:

Date	Details	
Thu Jul 2, 2020	 First response paper (https://canvas.ucsc.edu/courses/34748/assignments/152627)	due by 11:59pm
Thu Jul 9, 2020	 First Translation (https://canvas.ucsc.edu/courses/34748/assignments/152628)	due by 11:59pm
Thu Jul 16, 2020	 Second Response (https://canvas.ucsc.edu/courses/34748/assignments/152630)	due by 11:59pm
Thu Jul 23, 2020	 Second Translation (https://canvas.ucsc.edu/courses/34748/assignments/152629)	due by 11:59pm
	 Oral presentations (https://canvas.ucsc.edu/courses/34748/assignments/152208)	