

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester B 2022 / 23**

Part I Course Overview

Course Title: Translating Cultures

Course Code: LT5606

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5606 Culture in Translation

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to enhance students’ awareness of the differences as well as affinities among different cultures in translation works, especially the Chinese and the Western cultural traditions. It develops “cultural literacy” in different cultural contexts and prepares students to handle complex concepts as they occur in various social and cultural conditions and their working environments, thus promoting learners’ creative thinking in confronting cultural issues in translation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Account for main issues related to cultural difference in translation | | ✓ | ✓ | |
| 2. | Analyze cultural differences and similarities in translation works | | ✓ | ✓ | ✓ |
| 3. | Apply cultural knowledge to translation practice | | ✓ | ✓ | ✓ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|-----|-------------------------------------|----------|---|---|--|--|--|-------------------------------|
| | | 1 | 2 | 3 | | | | |
| 1 | Lecture | ✓ | ✓ | ✓ | | | | |
| 2 | Reading and class discussion | ✓ | ✓ | ✓ | | | | |
| 3 | Group Project | ✓ | ✓ | ✓ | | | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|--|----------|---|---|--|--|--|-----------|---|
| | 1 | 2 | 3 | | | | | |
| Continuous Assessment: 60% | | | | | | | | |
| Group Project | ✓ | ✓ | ✓ | | | | 40% | Students will be required to give a small-group presentation in the second part of the course, drawing on the learning experience as well as applying the knowledge gained from the teacher-facilitated discussion conducted in the first part of the course. They will be asked to analyse a translation and discuss culture-related translation issues. Based on their presentation, students are required to submit a group paper of at least 4000 words at the end of the semester. |
| Attendance and class participation | | ✓ | ✓ | | | | 20% | Students are expected to attend all lessons, make comments during discussions, and ask questions during when they find something unclear. |
| Examination: 40% (duration: 2 hours, if applicable) Short essay questions that will assess students' understanding and application of translation concepts in a cross-cultural setting. | | | | | | | | |
| | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|---------------------------------------|---|--------------------------|-----------------|-------------------------|-----------------------------------|
| 1. Group Project | 1.1 CAPACITY for SELF-DIRECTED and ACTIVE LEARNING in culture related issues in translation | High | Medium | Basic | Not even reaching marginal levels |
| | 1.2 ABILITY to clearly present thesis on the relationship between text in question and cross-cultural studies | | | | |
| | 1.3 ABILITY to utilize primary and secondary sources in translation and research | | | | |
| | 1.4 COMMAND of written academic English | | | | |
| 2. Attendance and class participation | Attendance and Participation | High | Medium | Basic | Not even reaching marginal levels |
| 3. Examination | 3.1 ABILITY to understand translation concepts | High | Medium | Basic | Not even reaching marginal levels |
| | 3.2 ABILITY to APPLY translation theories and techniques learned | | | | |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---------------------------------------|--|--------------------------|---------------------|---------------------|-----------------|-----------------------------------|
| 1. Group Project | 1.1 CAPACITY for SELF-DIRECTED and ACTIVE LEARNING in culture related issues in translation | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | 1.2 ABILITY to clearly present thesis on the relationship between text in question and cross-cultural studies | | | | | |
| | 1.3 ABILITY to utilize primary and secondary sources in translation and research | | | | | |
| | 1.4 COMMAND of written academic English | | | | | |
| 2. Attendance and class participation | Attendance and Participation | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 3. Examination | 3.1 ABILITY to understand translation concepts 3.2 ABILITY to APPLY translation theories and techniques learned | High | Significant | Moderate | Basic | Not even reaching marginal levels |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Cultures East and West; cross-cultural understanding; cultural stereotypes and cultural dichotomies; globalization and modernity; image of China in the West; language and translation as cultural interactions; cultural turn in translation studies; cultural studies; cultural translation; culture-specific items.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

| | |
|----|-----|
| 1. | Nil |
|----|-----|

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1 | Chan, L. T. (Ed.). (2003). <i>One into Many: Translation and the Dissemination of Classical Chinese Literature</i> . Amsterdam/New York: Rodopi. |
| 2 | Bellos, David (2012) <i>Is That a Fish in Your Ear?: Translation and the Meaning of Everything</i> . New York: Faber & Faber |
| 3 | Deutscher, Guy (2011) <i>Through the Language Glass: Why the World Looks Different in Other Languages</i> . London : Arrow. |
| 4 | Fox, Kate. (2004) <i>Watching the English : The Hidden Rules of English Behaviour</i> . London: Hodder and Stoughton. |
| 5 | Katan, D. (1999/2004). <i>Translating Cultures. An Introduction for Translators, Interpreters and Mediators</i> . Manchester: St.Jerome/ Shanghai: Shanghai Foreign Language Education Press. |
| 6 | Lu, F. (2009). Translation, manipulation and the transfer of negative cultural images: A. C. Safford's typical women of China. <i>The Translator</i> , 15(2), 327-349. |
| 7 | ØVERÅS, L. (1998). In search of the third code: An investigation of norms in literary translation. <i>Meta</i> , 43(4), 557-570. |
| 8 | Rüdiger, P., & Gross, K. (2009). <i>Translation of Cultures</i> . Amsterdam/New York: Rodopi. |

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| 9 | Şerban, A. (2004). Presuppositions in literary translation: A Corpus-based approach. <i>Meta</i> , 49(2), 327–342. |
| 10 | Sturge, K. (2009). Cultural translation. In M. Baker, & G. Saldanha (Eds.), <i>Routledge encyclopedia of translation studies</i> (2 nd ed) (pp.67-70). London/New York: Routledge. |
| 11 | G. E. R. Lloyd, <i>Ancient Worlds, Modern Reflections: Philosophical Perspectives on Greek and Chinese Science and Culture</i> (Oxford UP, 2004). |
| 12 | Wang, B. (2006). <i>Translation as Hermeneutics</i> . Shanghai: Shanghai Foreign Language Education Press. |
| 13 | Wang, N. (2006). 文化翻譯與經典闡釋 [Wenhua fanyi yu jingdian chanshi]. Beijing: Zhonghua Book Company. |
| 14 | Wang, N. (2009). 翻譯研究的文化轉向 [Fanyi yanjiu de wenhua zhuanxiang]. Beijing: Qinghua University Press. |