

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2018 / 19

Part I Course Overview

Course Title: Culture and Translation

Course Code: LT2321

Course Duration: 1 semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English (supplemented by Chinese)

Medium of Assessment: English (supplemented by Chinese)

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL2321 Comparative Cultural Studies

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to help students explore cross-cultural understanding of self and other, and China and the world with a view to developing their knowledge and understanding of the multifaceted issues involved in cultural translation. Through the study of pairs of source texts and target texts, the students will be able to compare and analyse similarities and differences between self and other. The course will also help students to develop critical awareness of cultural problems when translating texts between Chinese and English.

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.	Identify, describe and explain similarities and differences between the Chinese and English cultural traditions.		✓	✓	
2.	Apply such knowledge for translating Chinese and English texts in a cross-cultural context.		✓	✓	✓
3.	Analyze translated texts where the understanding depends on cultural literacy.		✓	✓	✓
4.	Demonstrate a good command of critical skills in discoursing on these cultural issues.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4			
Readings	Short pieces per week before each lecture. Readings may be monolingual or bilingual in Chinese and/or English	✓	✓	✓	✓			Regular participation
Lectures and Group Discussion	Theories, concepts, background knowledge, cultural contexts, synthesis of readings, classroom discussions	✓	✓	✓	✓			3 hours in total
Canvas	Out-of-class online comments, questions, responses, debates, discussions, reviews of lectures, tutorials and readings	✓	✓	✓	✓			Regular participation

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	4				
Continuous Assessment: 60%								
Home Assignment (in various forms to test students command of the subject matter)	✓	✓	✓	✓			20%	The home assignments provide formative assessment for the term test and final exam.
Term Test (essay questions and possibly in other forms)	✓	✓	✓	✓			20%	The term test provides formative assessment for the final exam.
Group discussion (on the readings and other assigned topics)	✓	✓	✓	✓			10%	The group discussions provide formative assessment for the term test and final exam.
Journals charting learning journey	✓	✓	✓	✓			10%	
Examination: 40% (duration: 2 hours CILOs: 1,2,3,4 , if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term Test	Command of subject matter	Excellent command of the course content.	Good command of the course content.	Fair command of the course content.	Marginal command of the subject matter.	Inadequate command of the course content.
2. Group discussion	Participation and attitude	Very active participation in group discussion and exceptional enthusiasm to the subject matter.	Active participation in group discussion and strong enthusiasm to the subject matter.	Acceptable participation in group discussion and some enthusiasm to the subject matter.	Marginally acceptable participation in group discussion and fair enthusiasm to the subject matter.	Inadequate participation in group discussion and little enthusiasm to the subject matter.
3. Home assignment	Command of subject matter and application of knowledge	Excellent command of the subject matter and creative application of the knowledge learned.	Good command of the subject matter and appropriate application of the knowledge learned.	Fair command of the subject matter and some application of the knowledge learned.	Marginal command of the subject matter and fair application of the knowledge learned.	Inadequate command of the subject matter and poor application of the knowledge learned.

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.)

cultural turn in translation studies; biculturalism; cultural translation; cultural anthropology; cultural diversities; culture-specific item (CSI); strategies in the manipulation of CSI; world literature, globalization

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	Delaney, Carol, Kaspin, Deborah. <i>Investigating Culture: An Experiential Introduction to Anthropology</i> . 3 rd ed. Oxford: Wiley-Blackwell. 2017.
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2.2 Additional Readings

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

1	Aixelá, Javier Franco. 'Culture-specific Items in Translation.' In Román Avarez and M Carmen-Farica Vidal eds. <i>Translation, Power, Subversion</i> . Clevedon: Multilingual Matters, 1996. 52-78.
2	Apter, Emily. <i>Against World Literature: On the Politics of Untranslatability</i> . London, New York: Verso. 2013.
3	Bellos, David. <i>Is That a Fish in Your Ear?: Translation and the Meaning of Everything</i> . New York: Faber & Faber, 2011.
4	Bulman, James. C. <i>The Oxford Handbook of Shakespeare and Performance</i> . Oxford: Oxford UP. 2017.
5	Carroll, Lewis. <i>Alice's Adventures in Wonderland</i> . London : Book Club Associates, 1981.
6	Cronin, Michael. <i>Across the Lines: Travel, Language and Translation</i> . Cork: Cork UP. 2000.
7	Deutscher, Guy. <i>Through the Language Glass: Why the World Looks Different in Other Languages</i> . London : Arrow, 2011.
8	Eagleton, Terry. <i>Culture</i> . New Haven: Yale UP. 2016.
9	Fox, Kate. <i>Watching the English : The Hidden Rules of English Behaviour</i> . London: Hodder and Stoughton, 2004.
10	Kelly, Nataly and Jost Zetsche. <i>Found in Translation : How Language Shapes our Lives and Transforms the World</i> . New York : Perigee, 2012.
11	Maitland, Sarah. <i>What is Cultural Translation?</i> London: Bloomsbury. 2017.
12	Pavis, Patrice. (ed.) <i>The Intercultural Performance Reader</i> . London: Routledge. 1996.