

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Issues in the History of Translation

Course Code: LT4327

Course Duration: One Semester

Credit Units: 3

Level: B4

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English and Chinese (for topics on Chinese translation, literature, and culture)

Medium of Assessment: English

Prerequisites: *(Course Code and Title)* Nil

Precursors: *(Course Code and Title)* Nil

Equivalent Courses: *(Course Code and Title)* CTL4327 Issues in the History of Translation

Exclusive Courses: *(Course Code and Title)* Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to expose students to the history of translation around the world, and in so doing help them explore, understand and appreciate the important issues involved and changes in translation norms and the relationship between those norms and the larger forces of world history. Lessons will focus on Translation and the Ancient World, Translation and Religion, Translation and the Industrial Revolution, Translation and the Nation-state, Translation and the University, Translation and Colonialism, Translation and Globalization, and so forth; topics to be covered include the relationships between translation and economy, translation and systems of power (church, state, ideology, etc.), and translation and social change. The material covered in the course will emphasize, but not be limited to, the history of translation in Chinese.

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.	Demonstrate knowledge of the main developments in translation history		✓	✓	✓
2.	Reflect critically on the relationship between translation norms and various historical moments		✓	✓	✓
3.	Analyse how translation has impacted communication between cultures		✓	✓	
4.	Communicate effectively on these topics, both verbally and in writing		✓	✓	✓
		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			
1	Lecture: Presenting, explaining, and elaborating on issues and questions in the history of translation, including the relationship between translation and institutions, translation and ideology, translation and aesthetics, etc.	✓	✓	✓				
2	Reading and class discussion: Assigned readings will include scholarly articles by translation historians and theorists, as well as pertinent examples of translation from different stages in history; class discussion will focus on enabling students to come to their own understanding of the ways in which understanding the history of translation can be applied to translation today.	✓	✓	✓	✓			
3	Individual or group presentation: Depending on class size, students will make presentations either as individuals or in groups; presentations may cover any relevant aspect of the week's topic, with the aim of elucidating questions from translation history and the place of translation in world culture.				✓			
4	Written assignment: The student will prepare a final written assignment that should demonstrate expertise in the issues of the history of translation. See section on Assessment Tasks/Activities for further details.				✓			

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: 100 %								
Term Paper (5 – 10 pp.): Written paper critically discussing one aspect of the development of translation and its interaction with historical change in one or more cultures OR a translation in a style taken from one era in history, along with a critical introduction explaining methodology and the student’s solution of particular challenges.				✓			60%	
Presentation (20 mins): Students will make one individual or group presentation (depending on class size) per semester; an ideal presentation will cover background, encapsulation of the issue at hand, and analysis of the issue, generally along the lines of explaining the relationship between changing translation norms and historical change.	✓	✓	✓	✓			20%	
Attendance and class participation: Students are expected to attend all lessons, make comments during discussions, and ask questions during when they find something unclear.							20%	
Examination: % (duration: , if applicable)								
* The weightings should add up to 100%.							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 Paper	Content, research skill and theory application	A very insightful paper with rich content, good theories of translation and idiomatic writing.	A proper paper with good content, proper theories of translation and proper writing style.	A moderate paper with adequate content, proper theories of translation and acceptable writing style.	A marginally acceptable paper with basic content, some basic theories of translation and marginally acceptable writing style.	Not even reaching marginal levels
2. Presentation	Content of Presentation, Presentations Skills, Teamwork and Response to question	Very rich content in the presentation. Very coherent and highly eloquent presentation, Excellent teamwork. Perfect response to questions from the audience.	Rich content in the presentation. Coherent and eloquent presentation, Good teamwork. Good response to questions from the audience.	Adequate content in the presentation. Fair presentation, Fair teamwork. Adequate response to questions from the audience.	Marginally adequate content in the presentation. Below average presentation skills, Marginally adequate teamwork. Marginally adequate response to questions from the audience.	Inadequate content in the presentation. Sloppy presentation, Little teamwork. Poor response to questions from the audience.
3. Attendance and class participation	Attendance and Participation	High attendance and very enthusiastic participation in class discussion.	Significant attendance and active participation in class discussion.	Moderate attendance and some participation in class discussion.	Basic attendance and inadequate participation in class discussion	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.)

Translation; translation history; translation norms; translation as a product of historical development; translation as an impetus to historical development; translation and the ancient world; translation and religion; translation and the Industrial Revolution; translation and the nation-state; translation and colonialism; translation and 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	Bassnett, Susan, and André Lefevere, 1990. <i>Translation, History and Culture</i> . London: Pinter Publishers.
2	Cheung, Martha, ed. 2006. <i>An Anthology of Chinese Discourse on Translation</i> . Manchester: St. Jerome.
3	Cronin, Michael, 2002. <i>Translation and Globalization</i> . New York: Routledge.
4	Delisle, Jean, and Judith Woodsworth, eds. 1995. <i>Translators Through History</i> . Amsterdam: J. Benjamins.
5	Tymoczko, Maria, and Edwin Gentzler, eds., 2002. <i>Translation and Power</i> . Amherst: University of Massachusetts Press.
6	Venuti, Lawrence, 2008. <i>The Translator's Invisibility: A History of Translation</i> . New York: Routledge.
7	馬祖毅 1999 《中國翻譯史》 漢口：湖北教育出版社

2.2 Additional Readings

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

1	Barnstone, Willis, 1993. <i>The Poetics of Translation: History, Theory, Practice</i> . New Haven: Yale University Press.
2	Berman, Antoine, 1992. <i>The Experience of the Foreign: Culture and Translation in Romantic Germany</i> . S. Heyvaert, trans. Albany: SUNY Press.
3	Damrosch, David, 2003. <i>What is World Literature?</i> Princeton: Princeton University Press.
4	Gunn, Edward, 1991. <i>Rewriting Chinese: Style and Innovation in Twentieth-Century Chinese Prose</i> . Stanford: Stanford University Press
5	Liu, Lyida H., 1995. <i>Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900 – 1937</i> . Stanford: Stanford University Press.
6	Pym, Anthony, 2000. <i>Negotiating the Frontier: Translators and Intercultures in Hispanic History</i> . Manchester: St. Jerome.
7	Thornber, Karen Laur, 2009. <i>Empire of Texts in Motion: Chinese, Korea, and Taiwanese Transculturations of Japanese Literature</i> . Cambridge: Harvard University Press.
8	方华文 2005 《20 世纪中国翻译史》 西安市：西北大学出版社
9	藏仲伦 1991 《中国翻译史话》 山东教育出版社