

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2021/22**

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**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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Identify and summarise key debates in relation to cultural translation.		✓	✓	
2.	Apply such knowledge for translating Chinese and English texts in a cross-cultural context.		✓	✓	✓
3.	Discuss translation across a variety of cultures and media.		✓	✓	✓
4.	Demonstrate a good command of critical skills in discoursing on these cultural issues.		✓	✓	✓

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

100%

<sup>#</sup> 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	<b>Assigned home readings</b> facilitate the acquisition of complex notions and theories. Students are asked to read the journal article and/or translated texts linked to the theme of the lesson before class. Students are asked a number of questions about the readings during the sessions.	✓	✓	✓	✓			Regular participation
Lectures	<b>Lectures</b> outline development of cultural translation and provide an overview of its main debates.	✓	✓	✓	✓			2 hours
Tutorials	<b>Tutorial classwork</b> in the form of group and individual learning activities facilitate students' engagement with relevant theories of cultural translation and their applications.							2 hours
Canvas	<b>E-Learning</b> extends debates beyond the classroom in the shape of online fora and discussion topics.	✓	✓	✓	✓			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: 70%								
<b>Home assignments</b> Students will be assessed on their ability to summarise key debates in cultural translation, through analysis of translated texts and translation practice.	✓	✓	✓	✓			20%	The home assignments provide formative assessment for the DEC Group project and the final exam.
<b>Tutorial classwork</b> will be assigned to students to consolidate their learning through the assigned home readings, and concepts taught in the lectures.	✓	✓	✓	✓			20%	
The <b>DEC Group project</b> will be assigned to students for them to discover how questions of culture relate to their practice as translators.	✓	✓	✓	✓			30%	
An open book <b>examination</b> will be set to assess students' ability to think critically about issues of cultural translation in relation to practical examples : 30% (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. Home Assignments	Ability to summarise key points in debates and apply knowledge to analysis and production of translations	Demonstrated excellent ability to summarise key points in debates and very high level of analytical and translation skills.	Demonstrated good ability to summarise key points in debates and very high level of analytical and translation skills.	Demonstrated fair ability to summarise key points in debates and very high level of analytical and translation skills.	Demonstrated marginal ability to summarise key points in debates and very high level of analytical and translation skills.	Inadequate ability to handle the issues and translation works.
2. Classwork	Engagement with theories and associated learning activities via the assigned reading and the lectures	Evidence of very high level of engagement with theories and associated learning activities.	Evidence of high level of engagement with theories and associated learning activities.	Evidence of engagement with theories and associated learning activities.	Evidence of some level of engagement with theories and associated learning activities.	Little or no evidence of engagement with theories and associated learning activities.
3. DEC Group project	Creative application of knowledge and evidence of critical skills	Excellent command of the subject matter and very critical and creative application of the knowledge learned.	Good command of the subject matter and appropriately critical and creative application of the knowledge learned.	Fair command of the subject matter and some critical and creative 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.
4. Examination	Critical and analytical skills in discussion of subject	Very well-organised and articulate responses to questions with significant evidence of critical appraisal.	Well-organised and articulate responses to questions with evidence of critical appraisal.	Organised responses to questions with evidence of critical appraisal.	Responses to questions show some understanding of question and limited evidence of critical appraisal.	Shows little evidence of understanding of question or field.

### 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.	Aixelá J. F.(1996). ‘Culture-specific Items in Translation.’ In R. Alvarez and M. C-Á. Vidal (eds). <i>Translation, Power, Subversion</i> . Clevedon: Multilingual Matters, pp.52-78.
2.	Mok, O. (2002) Translating appellations in martial-arts fiction, <i>Perspectives: Studies in Translatology</i> , 10:4, 273-281, DOI: 10.1080/0907676X.2002.9961451
3.	Min, F. (2007). Cultural Issues in Chinese Idioms Translation. <i>Perspectives</i> 15(4), 215-229. DOI: <a href="https://doi.org/10.1080/13670050802401445">https://doi.org/10.1080/13670050802401445</a>
4.	Mao, S. (2009). Translating the Other: Discursive Contradictions and New Orientalism in Contemporary Advertising in China. <i>The Translator</i> , 15(2), 261-282. <a href="https://doi.org/10.1080/13556509.2009.10799281">https://doi.org/10.1080/13556509.2009.10799281</a>
5.	Li, S.H. (2019). A corpus-based multimodal approach to the translation of restaurant menus. <i>Perspectives</i> . 27(1), 1-19, <a href="https://doi.org/10.1080/0907676X.2018.1483408">https://doi.org/10.1080/0907676X.2018.1483408</a>

##### 2.2 Additional Readings

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

1	Apter, E. (2013) <i>Against World Literature: On the Politics of Untranslatability</i> . London, New York: Verso.
2	Bellos, D. (2011) <i>Is That a Fish in Your Ear?: Translation and the Meaning of Everything</i> . New York: Faber & Faber.
3	Cronin, M. (2000) <i>Across the Lines: Travel, Language and Translation</i> . Cork: Cork UP.
4	Deutscher, Guy. (2011) <i>Through the Language Glass: Why the World Looks Different in Other Languages</i> . London : Arrow.
5	Eagleton, Terry. <i>Culture</i> . New Haven: Yale UP. 2016.
6	Fox, K.(2004) <i>Watching the English: The Hidden Rules of English Behaviour</i> . London: Hodder and Stoughton.
7	Kelly, N. and J. Zetsche. (2012) <i>Found in Translation : How Language Shapes our Lives and Transforms the World</i> . New York : Perigee.
8	Maitland, S. (2017) <i>What is Cultural Translation?</i> London: Bloomsbury.
9	Pavis, P. (ed.)(1996) <i>The Intercultural Performance Reader</i> . London: Routledge.