

LT2321: CULTURE AND TRANSLATION

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Culture and Translation

Subject Code

LT - Linguistics and Translation

Course Number

2321

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English (supplemented by Chinese)

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English (supplemented by Chinese)

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL2321 Comparative Cultural Studies

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and summarise key debates in relation to cultural translation.	x	x	
2	Apply such knowledge for translating Chinese and English texts in a cross-cultural context.	x	x	x
3	Discuss translation across a variety of cultures and media.	x	x	x
4	Demonstrate a good command of critical skills in discoursing on these cultural issues.	x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Assigned home readings 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.	1, 2, 3, 4

2	Lectures and in-class activities	Lectures outline development of cultural translation and provide an overview of its main debates. In-class activities facilitate students' engagement with relevant theories of cultural translation and their applications.	1, 2, 3, 4	3 hours
3	Canvas	E-Learning extends debates beyond the classroom in the shape of online fora and discussion topics.	1, 2, 3, 4	Regular participation

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Home assignments Students will be assessed on their ability to summarise key debates in cultural translation, through analysis of translated texts and translation practice.	1, 2, 3, 4	20	The home assignments provide formative assessment for the DEC Group project and the final exam.
2 In-class exercises will be assigned to students to consolidate their learning through the assigned home readings, and concepts taught in the lectures.	1, 2, 3, 4	20	
3 The DEC Group project will be assigned to students for them to discover how questions of culture relate to their practice as translators.	1, 2, 3, 4	30	

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Home Assignments

Criterion

Ability to summarise key points in debates and apply knowledge to analysis and production of translations

Excellent (A+, A, A-)

Demonstrated excellent ability to summarise key points in debates and very high level of analytical and translation skills.

Good (B+, B, B-)

Demonstrated good ability to summarise key points in debates and very high level of analytical and translation skills.

Fair (C+, C, C-)

Demonstrated fair ability to summarise key points in debates and very high level of analytical and translation skills.

Marginal (D)

Demonstrated marginal ability to summarise key points in debates and very high level of analytical and translation skills.

Failure (F)

Inadequate ability to handle the issues and translation works.

Assessment Task

2. In-class Exercises

Criterion

Engagement with theories and associated learning activities via the assigned reading and the lectures

Excellent (A+, A, A-)

Evidence of very high level of engagement with theories and associated learning activities.

Good (B+, B, B-)

Evidence of high level of engagement with theories and associated learning activities.

Fair (C+, C, C-)

Evidence of engagement with theories and associated learning activities.

Marginal (D)

Evidence of some level of engagement with theories and associated learning activities.

Failure (F)

Little or no evidence of engagement with theories and associated learning activities.

Assessment Task

3. DEC Group project

Criterion

Creative application of knowledge and evidence of critical skills

Excellent (A+, A, A-)

Excellent command of the subject matter and very critical and creative application of the knowledge learned.

Good (B+, B, B-)

Good command of the subject matter and appropriately critical and creative application of the knowledge learned.

Fair (C+, C, C-)

Fair command of the subject matter and some critical and creative application of the knowledge learned.

Marginal (D)

Marginal command of the subject matter and fair application of the knowledge learned.

Failure (F)

Inadequate command of the subject matter and poor application of the knowledge learned.

Assessment Task

4. Examination

Criterion

Critical and analytical skills in discussion of subject

Excellent (A+, A, A-)

Very well-organised and articulate responses to questions with significant evidence of critical appraisal.

Good (B+, B, B-)

Well-organised and articulate responses to questions with evidence of critical appraisal.

Fair (C+, C, C-)

Organised responses to questions with evidence of critical appraisal.

Marginal (D)

Responses to questions show some understanding of question and limited evidence of critical appraisal.

Failure (F)

Shows little evidence of understanding of question or field.

Part III Other Information**Keyword Syllabus**

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

Reading List**Compulsory Readings**

	Title
1	Aixelá J. F.(1996). 'Culture-specific Items in Translation.' In R. Avarez and M. C-A#. Vidal (eds). Translation, Power, Subversion. Clevedon: Multilingual Matters, pp.52-78.
2	Mok, O. (2002) Translating appellations in martial - arts fiction, Perspectives: Studies in Translatology, 10:4, 273-281, DOI: 10.1080/0907676X.2002.9961451
3	Min, F. (2007). Cultural Issues in Chinese Idioms Translation. Perspectives 15(4), 215-229. DOI: https://doi.org/10.1080/13670050802401445
4	Mao, S. (2009). Translating the Other: Discursive Contradictions and New Orientalism in Contemporary Advertising in China. The Translator, 15(2), 261-282. https://doi.org/10.1080/13556509.2009.10799281

5	Li, S.H. (2019). A corpus-based multimodal approach to the translation of restaurant menus. <i>Perspectives</i> . 27(1), 1-19, https://doi.org/10.1080/0907676X.2018.1483408
---	--

Additional Readings

	Title
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.