

TRAD 6640
Seminar: Spanish to English Translation
[Seminario de Traducción al Inglés]
Translating the Museum

January – May 2019
Thursday 1:00 – 3:50 PM

Professor: David Auerbach
Office Hours: Weds. 11:30 AM – 1 PM
Thurs. 12:00 – 1:00 PM
Sat. 11:30 AM – 12:30 PM

And by appointment

Note: Students should schedule an appointment in advance, whenever possible.

e-mail: david.auerbach@upr.edu

Course Description

This seminar is organized to provide students with practice in translating texts within a specific translation industry niche: translation for museums and cultural institutions (with a focus on translation of historical and visually oriented texts). Students will be presented with the real challenges of working within this field and will deal with specific industry demands in terms of style, register, terminology, as well as related issues such as intertextuality and transcreation. Specific problems, such as rendering of images/concepts or objects as text, visualization and visual literacy, intercultural translation, translation and identity, and translating museum materials without corresponding images, will be discussed. Critical notions relating to the history of the museum, museum creation, museology, and cultural interpretation will also be considered. Glossaries will be consulted and distributed, and students will also be urged to use Internet resources, such as museum and institutional Web sites and search portals. A visit to at least one of the museums in San Juan will also be planned to examine the presentation of exhibit labeling, text panels, and any other textual materials. The class will undertake one or two projects for the UPR Museum or some other cultural or historical institution in San Juan.

Objectives

Students completing this course will

- A. (Cognitive outcomes)
 - 1. Identify the specific translation problems related to working for museums and nongovernmental organizations.
 - 2. Apply formatting and editing tools.
 - 3. Identify various online research tools, databases and portals appropriate to these fields.
 - 4. Apply specific terminology and terminology management tools.
- B. (Performance outcomes)
 - 1. Analyze source texts in order to develop the necessary skills to produce professional translations in a range of subjects and styles specifically geared toward museums and related institutions.
 - 2. Analyze the inherent difficulties in translating from Spanish to English based on the syntactic, stylistic and morphological differences between the two languages, as well as cultural differences between source and target languages.
 - 3. Produce professional translations, using a variety of reference, research and assessment tools.
 - 4. Conduct effective translation-related research on the Internet.
 - 5. Create professional glossaries, geared toward specific industry applications, specializations or context-related translation work.
- C. (Affective outcomes)
 - 1. Adjust to the rapidly changing environment that currently defines the translation and language-processing field, by understanding the requirements inherent to various specializations.
 - 2. Respond to the prevalent trends in the translation and language-processing field.
 - 3. Develop ethical values and comporment that are appropriate to the translation and language-processing field.

Approach

Students will be asked to provide translations from a wide range of documents within the designated fields. Potential source and target difficulties will be evaluated in class, and students will have the opportunity to work individually, in pairs and in teams. Notions of competence and interference, contextualization, explicitation, interpretive translation, intercultural translation, intertextuality, transcreation, deformation, etc., will also be discussed as specifically applied to the texts in question, most notably in how a museum will present or re-present texts through the process of translation, however the overall framework of the class will be practical in nature and geared toward providing students with the skills required for producing professional translation work.

The overall approach of this seminar will be to examine what specific challenges a translator may face when working for a museum, gallery or similar institution. The texts translated and analyzed will vary in terms of difficulty and specialization of language and terminology.

Students will be instructed in the applicable use of a wide range of research tools, including specialized dictionaries, glossaries, related texts and documents, as well as online sources. Readings that are relevant to the source text will also be provided in the form of in-class handouts. Specific Web sites will also be examined.

Translations will be discussed and critiqued in class in order to better understand individual research and translation approaches.

Reasonable Accommodation

Students receiving Vocational Rehabilitation services must inform the instructor at the beginning of the semester so that reasonable accommodation and any necessary equipment can be provided, in keeping with the recommendations of the Coordinating Office for People with Disabilities (Oficina de Asuntos para las Personas con Impedimentos -- OAPI) under the Office of the Dean of Student Affairs. Students with special needs must also inform the instructor of any accommodation-related needs.

Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Bylaws (Certification No. 13, 2009-2010, of the UPR Board of Trustees) establishes that “academic dishonesty includes but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretexts, entirely or partially copying academic work from another person, entirely or partially plagiarizing the work of another person, entirely or partially copying responses from another person to examination questions, having another person take any test, oral or written examination on the student’s behalf, as well as assisting or facilitating any person to incur in the aforementioned conduct.” Fraudulent conduct refers to “behavior with the intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University of Puerto Rico or any other institution.” Any of these actions shall be subject to disciplinary sanctions in accordance with the respective disciplinary procedure, as stated in the current UPR Student Bylaws.

Discrimination based on sex, sexual orientation, and gender identity

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification No. 130, 2014-2015 of the Board of Governors, any student subjected to acts constituting sexual harassment should contact the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for further orientation and/or to file a formal complaint.

Alternative Instruction Methods

Depending on the needs of the semester, alternative instruction methods may be used for a total of 20% of class contact hours. These may include individual research projects, online project assignments, or visits to related or pertinent institutions.

Language

The course will be taught in English. Clarifications and consultations may be provided in Spanish.

General Course Schedule

(Schedule will be altered to accommodate museum translation projects)

January 17	Course introduction / discussion of course materials/ initial translation assignment / Appropriate styles / assignment of "Calentador de agua" / Reading assignment: Ribeiro Pires Vieira (Transcreation)
January 24	Continued introduction – From Alexandria to <i>Wunderkammer</i> and the White Box: The Sociohistorical Context for the Museum / Theories of Representation and How They Affect the Process of Translation / assignment
January 31	Representing images – ekphrasis / art and identity /related assignment
February 7/14	In-class translation of various texts. Discussion of translation approaches / Transcreation and Translation as Performance: The Museum Catalogue as Art Object
February 21	Take home examination
February 28, March 7, 14, 21	In-class translation of various texts. Discussion of translation approaches / Challenges in Scholarly Translation / Art, Historical and Scientific Texts
March 28	Second Examination
April 5, 12	Class presentations
April 18	Spring Recess
April 25	Selected reading assignment / translation of online texts
May 2	Final Review

Evaluation Criteria

Translation examinations	50%
Individual translation work (assignments)	30%
Class participation and attendance	20%

Individual preparation and presentation of assigned work, attendance at each class session and full participation in class are expected of all students.

Texts

Given the practical nature of this course students will not be assigned texts, however handouts will be given. Additional reading assignments geared to the specific needs of students, or their individual translation presentations, will also be provided.

Suggested Bibliography (All links accessed 13 Jan 2019)

- Baudrillard, Jean. "The System of Collecting." In *The Cultures of Collecting*. Elsner and Cardinal (eds.). Harvard University Press, 1994. http://www.ninalp.com/ART/Papers/collecting_baudrillard.pdf
- Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*, Benjamin, W. and Arendt, H. (ed.), Translated by Harry Zohn. Schocken Books / Random House, 2007. <https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm>
- Berger, John. *Ways of Seeing*. London: British Broadcasting System and Penguin Books, Ltd., 1972. <http://engl101-f12-lombardy.wikispaces.umb.edu/file/view/BergerWaysOfSeeing.pdf/380176156/BergerWaysOfSeeing.pdf>
- Elkins, James. "The End of the Theory of the Gaze." https://www.academia.edu/165598/The_Visual_chapter_on_The_End_of_the_Theory_of_the_Gaze_
- Geertz, Clifford. *The Interpretation of Cultures. Selected Essays*. Basic Books, 1973
- Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. Sage Publications. 1997.
- House, Juliane, et al. *The IATIS Yearbook 2005, Translation and the Construction of Identity*. Publications of the International Association for Translation and Intercultural Studies
- Kaplan, Flora E.S., ed. *Museums and the Making of 'Ourselves': The Role of Objects in National Identity*. Leicester University Press, 1994
- Kussmaul, Paul. "Translation through Visualization." <http://www.erudit.org/revue/meta/2005/v50/n2/010943ar.html>
- Lefevere, A. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992.
- "Composing the Other." In *Post-Colonial Translation*, Bassnett, Susan and Harish Trivedi. Routledge, 1999.
- Lidchi. "The Poetics and Politics of Exhibiting Other Cultures." <http://pages.ucsd.edu/~bgoldfarb/cocu108/data/texts/Lidchi.pdf>
- Di Paola, Modesta. "Translation in Virtual Arts." <http://interartive.org/2013/08/translation-in-visual-art/>

- Neather, R.J. "Translating the Museum: On Translation and Cross-Cultural Presentation in Contemporary China." In Juliane House, et al. (eds.), *Translation and the Construction of Identity*. IATIS, pp. 180-197
- Neather, R.J. "Translating Tea: On the Semiotics of Interlingual Practice in the Hong Kong Museum of Tea Ware." <http://www.erudit.org/revue/meta/2008/v53/n1/017984ar.html>
- Paz, Octavio. "Voluntad de forma." <http://icaadocs.mfah.org/icaadocs/ELARCHIVO/RegistroCompleto/tabid/99/doc/1125623/language/es-MX/Default.aspx>
- Reyes Franco, M. (2013). *Poscolonialidad en el arte contemporáneo en Puerto Rico*. Universidad Nacional de San Martín. (Master's thesis.) <http://issuu.com/marinaorangina/docs/poscolonialidad-arte-pr>
- Ribeiro Pires Vieira, Else. "Liberating Calibans: Readings of Antropofagia and Haroldo de Campos' Poetics of Translation." In *Post-Colonial Translation*, Bassnett, Susan and Harish Trivedi. Routledge, 1999. http://www.translationindustry.ir/Uploads/Pdf/Post-Colonial_Translation.pdf
- Sturge, Kate. "The Other on Display: Translation in the Ethnographic Museum." In *Translating Others, Volume 2*. Hermans, Theo, ed. Routledge, 2014.
- Vélez, P. (2008). La mosca en el ungüento artístico de la diáspora boricua. *Contratiempo*. Retrieved from <http://boxscoreendivsel puebloylacultura.blogspot.com/>
- Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2000
- Walsh-Piper, Kathleen. *Image to Word: Art and Creative Writing*. Scarecrow, 2000.

Reference Works

Piper, David, et al. *The Random House Dictionary of Art and Artists*. New York: Random House, 1988

West, Shearer, et al. *The Bullfinch Guide to Art History*. London: Bloomsbury Publishing plc, 1996

Online References (for broken/dead links try:
<http://waybackmachine.org>)

The European Union Online
<http://www.europa.eu.int/>

The Translation Journal
<http://www accurapid.com/journal/04index.html>

The Translator's Home Companion
<http://www.lai.com/companion.html>

EMIRE
European Foundation for the Improvement of Living and Working Conditions – Glossary (extensive all EU languages)
<http://www.eurofound.eu.int/emire/emire.html>

International Labor Organization – NATLEX
(database containing references to over 55,000 national laws on labor, social security, and related human rights, and over 300 laws in full text. Records and texts in NATLEX are in English, French, or Spanish)
<http://natlex.ilo.org/>
The Smithsonian Institution
www.smithsonian.org

Arts

Argos Project Art and Restoration Glossary
<http://www.argosproject.org/arpamulti.htm>

Art Restoration Glossary
<http://www.ekeda.com/portfolio/hr/glossary.htm>

Getty Foundation Art & Architecture Thesaurus
<http://www.symbols.com/index/wordindex-a.html>

Glossary of Art Terms (Excellent!)
<http://www.artlex.com/>

Glossary of Art Movements
<http://www.infoplease.com/ipa/A0106225.html>

Glossary of Art Movements and Schools
<http://www.cftech.com/BrainBank/OTHERREFERENCE/THEARTS/ArtMvmtsandPeriods.html>

Okanagan University Art Glossary (Excellent)
<http://www.arts.ouc.bc.ca/fina/glossary/gloshome.html>

Dictionary of Symbols
<http://www.symbols.com/index/wordindex-a.html>

Ecology and Art Glossary (!)
<http://3r2n.cfa.cmu.edu/overview/glossary/b.html>

Multilingual Glossary for Art Librarians
<http://www.ifla.org/VII/s30/pub/mg1.htm#5>

Power Thesaurus
<https://www.powerthesaurus.org/>

Printing, Typography and Design Lexicon
<http://wvdg.westvalley.edu/wvdg-tipstricks/lexicon.html>

El buscador en ARCO
http://www.youtube.com/watch?v=Pj4MVtoNWZc&feature=player_embedded

Texas A&M History of Museums Course
<http://wfscnet.tamu.edu/courses/wfsc421/lecture03/slides002.htm>