

TRAD 6015

Seminar: Introduction to Literary Translation (into English)

[Seminario de Traducción al Inglés – Introducción a la Traducción Literaria]

January – May 2021

Wednesday 9:00 – 11:50 a.m.

Professor: David Auerbach, PhD

Office Hours: Weekdays from 10 AM – 4 PM.

Please contact me by email for any queries or consultations. I am available for online and telephone consultation as well. If we need to set up an online meeting, that will be arranged accordingly.

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In the event of any issues with the university email,

I can also be contacted at

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Course Description:

This course is intended as a workshop seminar to focus students on the translation of various texts of a literary or specialized nature. The texts will include literary excerpts, in addition to some newspaper and magazine articles relating to cultural studies, or literary, music or art criticism. Theoretical issues relating to the notions of translatability, domestication and foreignization, postcolonialism, and the translator's imprint/remainder will also be discussed.

Students will be asked to provide translations in a range of literary texts. Potential source-text difficulties will be evaluated in class, and students will have the opportunity to work individually, in pairs and in teams. Readings in literary and critical theory will be provided, and students will also analyze published translations in order to understand how some professional translators arrived at specific solutions. The course will be taught entirely online, and it deal with the following core issues:

1. Genre-related issues: (poetry, prose, essay, article, etc.)
2. Literary, biographical and historical context of the original
3. Stylistic and grammatical analysis of the work
4. Translation of figurative language
5. Aesthetic considerations (form and content; metaphor; rhyme schemes; register, etc.)
6. Narrative point of view / authority / author's intentions
7. Evolution of literary and critical approaches

II. Course Objectives:

Students completing this course will

A. (Cognitive outcomes)

1. Know the various approaches and theories related to translating literary texts.
2. Understand 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. Apply knowledge gained regarding author, genre, period, literary style.
4. Apply research skills discussed in class.

B. (Performance outcomes)

1. Produce professional translation in the areas related to literature, history or criticism

2. Identify and resolve individual difficulties in understanding the source text and in rendering a translation in the target language using a variety of assessment tools
 3. Conduct effective translation-related research.
 4. Appropriately assess research sources.
- C. (Affective outcomes)
1. Adjust to the rapidly changing environment that currently defines the profession of translation.
 2. Develop skills that can be used in a wide range of translation fields.
 3. Develop ethical values and comportment that are appropriate to the translation and language-processing field.

Approach:

Students will be instructed in the applicable use of a wide range of research tools, including specialized dictionaries, related texts and documents, as well as online sources. Readings that are relevant to the source text will also be provided. Sessions will also be devoted to how some professional translators have succeeded in dealing with specific problems by comparing student translations to published translations. Published translator prefaces will also be discussed.

Authors to be discussed and/or translated in this class include Jorge Luis Borges, Julio Cortázar, Octavio Paz, Alejo Carpentier, Julia de Burgos, Nicolás Guillén, Mayra Santos-Febres, and Rosario Castellanos.

Translations will be discussed and critiqued analytically and comparatively in class in order to better understand individual research and translation approaches, and to develop understanding, critical powers and skills in discussing translation issues. Critical theory from a range of sources, including Translation Studies, will be incorporated into class discussions. Translator prefaces will also be discussed.

Most class sessions will be conducted synchronically online. However, longer translation projects, hand-in assignments and exams may be assigned as individual research without a corresponding online session. Teams will also be set up to deal with the translation and editing/proofreading aspects of certain documents, much in the way that translation agencies conduct business.

Readings related to the work translated will also be discussed.

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 / Sexual Harassment

The University of Puerto Rico prohibits discrimination in education, employment and in the provision of services based on race, color, sex, age, nationality, ethnicity, origin or social status, ancestry, marital status, religious or political ideas or beliefs, veteran status, other-abledness (disability), sexual orientation, and gender identity in any of its forms. The university also prohibits 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.

Language:

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

Tentative Course Schedule:

Module	Subjects to be covered (See Moodle)
1	Course introduction / discussion of stylistic approaches and challenges, course materials, / reading assignment – J.L. Borges
2	J.L. Borges / Norman Thomas Di Giovanni
3	Julio Cortázar / Walter Benjamin / Marco Contreras
4	Julio Cortázar / Lawrence Venuti
5	Octavio Paz / Translation hand-in
6	Octavio Paz / Alejo Carpentier (Real Maravilloso)
7	First exam / Assignments: Julia de Burgos / Sherry Simon (no synchronic online session)
8	Julia de Burgos / Sherry Simon
9	Mayra Santos-Febres / Édouard Glissant
10	Nicolás Guillén / Glissant
11	Nicolás Guillén / Langston Hughes
12	Rosario Castellanos (Balún Canán / The Nine Guardians) (no synchronic online session)
13	Rosario Castellanos (Balún Canán / The Nine Guardians)
14	Rosario Castellanos (Balún Canán / The Nine Guardians)
15	Final exam

Evaluation Criteria:

Translation examinations / presentations	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.

Students who do not complete any exam, make-up exam, hand-in assignment or reading assignment will have their final grade lowered accordingly.

Texts:

Given the practical nature of this course students will generally not be required to purchase texts, however handouts and online readings will be assigned and discussed. Additional reading assignments geared to the specific needs of students, or their individual translation presentations, will also be provided.

Bibliography:

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Venuti, Lawrence. *The Scandals of Translation: Towards an Ethics of Difference*. London and New York: Routledge, 1998

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Vergnaud, Lara. "Translation in Sickness and in Health." *Paris Review*. August 10, 2018.

<https://www.theparisreview.org/blog/2018/08/10/translation-in-sickness-and-in-health/>

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Wilde, Fran. "The Voices of *The Odyssey*: Emily Wilson on Language, Translation, and Culture." May 3, 2018. <https://www.tor.com/2018/05/03/all-the-voices-of-the-odyssey-emily-wilson-on-language-translation-and-culture/>

Online Dictionary of Literary Terms: http://web.cn.edu/kwheeler/lit_terms.html