TRAD6021 0U1
Seminar: Spanish to English Translation
[Seminario de Traducción al Inglés]
Translating the Museum

August – December 2021	Professor: David Auerbach
Thursday 9:30 – 11:50 AM	Office Hours: Mon – Fri 2 – 3 PM
	And by appointment
	Note: Students should schedule an appointment in advance, whenever possible.
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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 publication.

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 comportment 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, deformance, 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.

This course will be taught online (see further methodological information below).

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 / 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.

Alternative Instruction Methods

Depending on the needs of the semester, alternative instruction methods may be used for a total of 25% of class online class hours. These may include individual research projects, independent study 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

Module 1	Course introduction / discussion of course materials/ initial translation assignment / Appropriate styles / assignment of "Calentador de agua" / Reading assignment: Ribeiro Pires Vieira (Transcreation)
Module 2	History of the Musem – From Alexandria to *Wunderkammer* and the White Box: The Sociohistorical Context for the Museum / Theories of representation and how they affect the process of translation / Escalante Gonzalbo text translation / reading assignment (ongoing) Berger's *Ways of Seeing*
Module 3	Historical and Anthropological Texts/ Wari Translation
Module 4	Art as Documentation. Discussion of translation approaches / Transcreation and Translation as Performance: The Museum Catalogue as Art Object / Hochschild reading assignment
Module 5	Take home examination
Module 6	Representing the Nonrepresentational / Diego Rivera
Module 7	Independent study project – Translation of articles for Visión Doble (to be discussed)
Module 8	Independent study project – Translation of articles for Visión Doble (to be discussed)
Module 9	Discussion of independent study project (class presentations)
Module 10	The Caribbean and the Diaspora ("La mosca en el ungüento) / Imna Arroyo
Module 11	Latin American Identity (Mosquera reading assignment)/ Nicolás Consuegra.
Module 12	Art and Bearing Witness / Regina Galindo translation
Module 13	Street art / Online museums / Lima Grecco reading assignments/ Paz Errázuriz
Module 14	Restitution and Reparations/ Translation of selected text from Reyes Franco paper/ Stuart Hall "The Spectacle of the Other"
Module 15	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 be assigned only a limited selection of the references listed below. Additional reading assignments geared toward the specific needs of students, or their individual translation presentations, will also be provided.

Bibliography (All links accessed 3 August 2021; many titles may be available on archive.org)
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Elkins, James. *Visual Worlds.* Oxford University Press. 2020.

Escalante Gonzalbo, Pablo, et al. *La nueva historia mínima de México.* El Colegio de México, revised digial edition, 2017.
portalanterior.ine.mx/archivos2/portal/servicio-profesional-electoral/concurso-publico/2016-2017/primera-convocatoria/docs/Otros/36-historia-minima-de-mexico.pdf

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Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. Sage Publications. 1997.

Hochschild, Adam. "The Fight to Decolonize the Museum." *The Atlantic.* February 2020.

House, Juliane, et al. *The IATIS Yearbook 2005, Translation and the Construction of Identity*. Publications of the International Association for Translation and Intercultural Studies, 2005.

Kaplan, Flora E.S., ed. *Museums and the Making of 'Ourselves': The Role of Objects in National Identity.* Leicester University Press, 1994.

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erudit.org/revue/meta/2005/v50/n2/010943ar.html

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Lima Grecco, Gabriela de and Sven Schuster. "Decolonizing Global History? A Latin American Perspective." *Journal of World History*, Vol. 31, No. 2. University of Hawai'I Press, 2020.

Mace Ríos, Sage. "Street Art and the Fight to Resist Gentrification in Puerto Rico." *El Tecolote*, 16 July 2021.
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Neather, R.J. "Translating Tea: On the Semiotics of Interlingual Practice in the Hong Kong Museum of Tea Ware."
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West, Shearer, et al. *The Bullfinch Guide to Art History*. London: Bloomsbury Publishing plc, 1996

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

Association of Art Editors Style Guide
artedit.org/style-guide.php

The European Union Online
www.europa.eu.int/

Power Thesaurus
powerthesaurus.org/

The Translation Journal
accurapid.com/journal/04index.html

The Translator's Home Companion
lai.com/companion.html

EMIRE
European Foundation for the Improvement of Living and Working Conditions – Glossary (extensive all EU languages)
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)
natlex.ilo.org/

The Smithsonian Institution
smithsonian.org

Arts
Argos Project Art and Restoration Glossary
argosproject.org/arpamulti.htm

Art Restoration Glossary
ekeda.com/portfolio/hr/glossary.htm

Getty Foundation Art & Architecture Thesaurus
symbols.com/index/wordindex-a.html

Glossary of Art Terms (Excellent!)
artlex.com/

Glossary of Art Movements
infoplease.com/ipa/A0106225.html

Glossary of Art Movements and Schools
cftech.com/BrainBank/OTHERREFERENCE/THEARTS/Art MvmtsandPeriods.html

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arts.ouc.bc.ca/fina/glossary/gloshome.html

Dictionary of Symbols
symbols.com/index/wordindex-a.html

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3r2n.cfa.cmu.edu/overview/glossary/b.html

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ifla.org/VII/s30/pub/mg1.htm#5

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