

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE TRAN2120
ENGLISH TITLE History of Translation
CHINESE TITLE 翻譯史
NUMBER OF UNITS 3
DESCRIPTION (as stated in the Student Handbook) This course introduces the history of translation in China and the West in the context of translation conventions on both sides. Areas to be covered include historical milieu, common translation practices, selection of texts and outstanding translators.

COURSE OVERVIEW

(Please explain concisely what the course is about, how it will support student learning in the context of the translation programme, how it relates to other courses, whether any prior knowledge is required, etc)

This course introduces students to the history of translation in China and the West, paying particular attention to the role translation has played as a cultural shaping force. Students are required to analyze major issues and theories of translation in the Chinese and Western traditions through critical reading of translation works and academic articles.

LEARNING OUTCOMES

Expected learning outcomes (maximum length: 250 words in English and 200 words in Chinese)
(A listing (preferably in point form) of the expected learning outcomes, probably across the knowledge, skills and values/attitudes (KSV) domains, limited to ~15 items to allow students to appreciate the breadth of the programme while not getting lost in minutiae.)

After completing the course, students are expected to:

- acquire a general understanding of the Chinese and Western translation traditions;
- critically analyze the common translation practices in different periods through history,

- including translation method, translation policy, source-text selection and target-text reception;
- appreciate the contribution of outstanding translators;
- be sensitive to the relationship between translation and culture, and the relationship between translation movements and social, cultural, literary, political and ideological movements in history; and
- develop an independent objective perspective on translation issues and historical incidents.

Implication for learning activities (maximum length: 150 words in English and 120 words in Chinese)
 (The statement should describe the range of learning activities that will be used to support the development of these learning outcomes. Some comments on the proportion of each type of learning activity are desirable. Possible learning activities include: lectures, interactive tutorials, laboratory work, discussion of cases, field trips, clinical placement, projects, web-based activities.)

In each class, the teacher will give a lecture to introduce and elaborate on the topic assigned for each week. Academic readings will be distributed to enhance their understanding. Questions related to the topic and the readings will also be given for students' discussion. It helps them to learn how to critically analyze the common translation practices in different periods through history. Interactive tutorials, including videos, will be provided if necessary. During tutorial sessions, students will give presentations on the assigned topics, which assist them to develop an independent objective perspective on translation issues and historical incidents.

1. Lectures (Explanation of the Consecutive Interpretation Skills): 60%
2. Students' Discussion: 20%
3. Students' Presentation: 20%

Implication for assessment (maximum length: 150 words in English and 120 words in Chinese)
 (The statement should describe the range of assessment tasks that will be used to gauge attainments of these learning outcomes. Some comments on the proportion of each type of assessment are desirable. Possible assessment strategies include, essay test or examinations, short-answer test or examinations, objective test or examinations, essays, presentations, problem sets, lab reports, projects, cases.)

After the teacher's lectures, students are required to have tutorial discussions based on the questions and readings provided by the teacher. The discussion will be evaluated according to students' active participation, feedbacks and critical analysis. Based on the assigned topics for each week, students/groups research and give presentations. Two take-home quizzes will be held to test their understanding. Each student will have to work on a topic they find interested in the field of History of Translation and submit a term paper at the end of the semester.

Tutorial discussion: 20%
 Oral presentation: 30%
 Take home quiz: 10%
 Term paper: 40%

LIST OF TOPICS

1. Critical introduction to the Chinese translation tradition
2. Translation of Buddhist sutras in China
3. Missionary translation in early-modern China
4. Translation of modern Western thought in China
5. Critical introduction to the Western translation tradition
6. Translation of the Bible in the West
7. Translation of secular texts in modern Europe

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LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week 2	Hours per week 1	Hours per week

ASSESSMENT SCHEME

Task nature	Weight
Tutorial discussion	20%
Oral presentation	30%
Take home quiz	10%
Term paper	40%

RECOMMENDED LEARNING RESOURCES

(Please provide details about any textbooks and/or suggested readings, including title, publisher, edition and year of publication, and list any recommended web pages with specific URL addresses.)

Baker, Mona (ed.). 1998. *Routledge Encyclopedia of Translation Studies*. New York: Routledge.

Bassnett, Susan. 1991. *Translation Studies*. London and New York: Routledge.

Chan, Leo. 2004. *Twentieth-century Chinese translation theory: modes, issues and debates*. Amsterdam: John Benjamins.

Chan, Sin-wai & Pollard, David E. (eds.). 1995. *An Encyclopaedia of Translation. Chinese-English. English-Chinese*. Hong Kong: Chinese University Press.

Cheung, Martha (ed.). 2006. *An Anthology of Chinese Discourse on Translation. Vol. 1: From Earliest Times to the Buddhist Project*. Manchester: St. Jerome.

Delisle, Jean & Woodsworth, Judith (eds.). 1995. *Translators through History*. Amsterdam: John Benjamins: Unesco editions.

Robinson, Douglas. 1997. *Western Translation Theory*. Manchester: St. Jerome.

<http://www.bibliomania.com/>

陳福康。1992。《中國譯學理論史稿》。上海：外語教育出版社。

陳玉剛（編）。1989。《中國翻譯文學史稿》。北京：中國對外翻譯出版公司。

郭著章。1999。《翻譯名家研究》。漢口：湖北教育出版社。

劉靖之（編）。1981。《翻譯論集》。香港：三聯書店。

孔慧怡。2005。《重寫翻譯史》。香港：香港中文大學翻譯研究中心。

羅新璋（編）。1984。《翻譯論集》。北京：商務印書館。

馬祖毅（編）。1984。《中國翻譯簡史－五四以前部分》。北京：中國對外翻譯出版公司。
 譚載喜。2004。《西方翻譯簡史》。北京：商務印書館。
 王克非 1997。《翻譯文化史論》。上海：外語教育出版社。
 王棊（編）。1986/1957。《嚴復集》。北京：中華書局。
 謝天振等。2013。《中西翻譯簡史》。台北：書林出版有限公司。

FEEDBACK FOR EVALUATION

Students are welcome to provide feedback on the course through

- mid-term questionnaires
- end-of-term questionnaires
- emails

COURSE SCHEDULE

Week	Topic	Activities/Requirements
1	<ul style="list-style-type: none"> ➤ Overview for Translation History ➤ Critical Introduction to the Chinese Translation Tradition 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise
2	<ul style="list-style-type: none"> ➤ Period 1 for Translation History in East Asia ➤ Translation of Buddhist Sutras in China 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
3	<ul style="list-style-type: none"> ➤ Period 2 for Translation History in East Asia (The Late Ming and Early Qing Dynasty) ➤ Missionary Translation in Early-Modern China 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
4	<ul style="list-style-type: none"> ➤ Period 3 for Translation History in East Asia (The Late Qing Dynasty and the Republican Era) ➤ Missionary Translation in Early-Modern China 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
5	<ul style="list-style-type: none"> ➤ Period 4 for Translation History in East Asia (the Modern China) ➤ Translation of Modern Western Thought in China 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations ➤ Take Home Quiz
6	<ul style="list-style-type: none"> ➤ Critical Introduction to the Western translation tradition 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise
7	<ul style="list-style-type: none"> ➤ Translation History in the West-- Part I 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
8	<ul style="list-style-type: none"> ➤ Translation History in the West-- Part II 	<ul style="list-style-type: none"> ➤ Group Discussion ➤ Group Exercise

		➤ Tutorial Session: Oral Presentations
9	➤ Translation of the Bible in the West	➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
10	➤ Translation of Secular Texts in Modern Europe	➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations ➤ Take Home Quiz
11	➤ Research about Figures and People in Translation History	➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
12	➤ Research about Medium in Translation History	➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations
13	➤ Comparative Issues in Translation History	➤ Group Discussion ➤ Group Exercise ➤ Tutorial Session: Oral Presentations

CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Dr. Sophie Ling-chia Wei
Office Location:	
Telephone:	
Email:	TBA
Teaching Venue:	
Website (optional):	
Office Hours:	

Teaching Assistant/Tutor	
Name:	N/A
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

COURSE ANNOUNCEMENTS

Course announcements and materials will be posted on CU eLearning System / distributed in class (please delete as appropriate)

Policy on Absenteeism

In respect of individual courses, a student who, without permission to take leave, has

been absent for a continuous period exceeding 4 weeks shall, subject to the Department Board's approval, be given Grade F for the course(s) concerned.

Policy on Penalties for Late Submission of Written Work

Late submission of written work 1-7 days: Minus **ONE** Sub-grade.

Late submission of written work beyond 7 days: The work will not be graded and **Grade F** be given.

ACADEMIC HONESTY AND PLAGIARISM

(Please add relevant course-specific information if necessary)

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

(rev. 07/2015)