

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE
TRAN3170
ENGLISH TITLE
Literary Translation Strategies: C-E
CHINESE TITLE
文學翻譯策略：中譯英
NUMBER OF UNITS
DESCRIPTION
<p>This course studies the major theoretical issues in literary translation, including stylistic transfer, the concept of equivalence, and reader-response theory. Selections from representative works of translation are analysed to illustrate the problems and their solutions.</p> <p>本科研讀文學翻譯中各種主要理論，包括風格轉移、等值概念及讀者反應理論等。又選讀文學翻譯之代表作品作為例證，加深學生對文學翻譯之認識。</p>

COURSE OVERVIEW

This course focuses on strategies of literary translation from Chinese into English, drawing on a broad range of classical and modern Chinese literary works across different historical periods and genres, while paying attention to both conceptual and practical dimensions in translating these texts as well as the multivalent intellectual topics involved. While the course does not require students to possess any prior knowledge about literary translation, it encourages students to participate in the reading, discussion and practice with open-mindedness and an enthusiastic attitude for learning. The course aims at heightening students' sensitivity to historical Chinese literary language, its transformation and translatability, and ways of tackling the problems when translating it into English. The course intends to help students develop substantial understandings about the intricate issues in C-E literary translation, while highlighting the dynamic creative processes of translatorial strategy-making beyond dichotomous or rigid modes of theorization. In sum, the course hopes to stimulate students to think and do C-E literary translation through innovative cross-disciplinary approaches.

LEARNING OUTCOMES

Introduction: optional (maximum length: 50 words in English and 40 words in Chinese)

Expected learning outcomes

Upon completion of the course, students should be able to

1. identify Chinese and English linguistic and literary conventions, creating communication between them
2. develop cross-disciplinary approaches to translating literature

3. translate classical and modern Chinese literary texts into English
4. examine and theorize their translating experience, using their reflections to revise and improve their future practice
5. understand various literary styles in Chinese, and produce a range of different literary styles in English
6. discern and appreciate the cultural, historical, philosophical and religious values in traditional and modern Chinese literature, while cultivating awareness of the readership for the English translation of Chinese literature

Implication for learning activities (maximum length: 150 words in English and 120 words in Chinese)

Lectures and interactive tutorials will be the dominant activities:

lectures ~ 30% of class time

discussion of selected extracts and examples ~ 20% of class time

interactive tutorials ~ 25% of class time

project and discussion with an emphasis on group work to develop analytical team-work and communication skills ~ 25% of class time

Implication for assessment (maximum length: 150 words in English and 120 words in Chinese)

This course will adopt continuous assessment, no final examination (本科不設期末考試, 採用整學期持續評核的制度).

Two translations with commentaries 50%

Essay 25%

Group presentation 25%

LIST OF TOPICS

1. Translation theory and practice: how to appreciate and translate literature
翻譯理論與實踐：如何欣賞與翻譯文學
2. The languages of literature in Chinese and English: A comparison
中英文學語言比較
3. Individual style, choice and worldview of the actor (author/translator)
行動者 (作者/譯者) 的個人風格、選擇與世界觀
4. Readership and cultural context(s) in developing a translatorial strategy: historical and contemporary perspectives
翻譯策略發展中的讀者與文化脈絡問題：歷史與當代視角的討論
5. Ethics and cross-cultural understanding in Chinese-English literary translation
中譯英文學翻譯中的倫理與跨文化理解
6. Literature, thought and translation: philosophical and religious issues in Chinese-English literary translation
文學、思想與翻譯：中譯英文學翻譯中的哲學與宗教議題

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week 1 hour 45 minutes	Hours per week 45 minutes	Hours per week

ASSESSMENT SCHEME

Task nature	Weight
Translation with commentary	25%
Translation with commentary	25%
Essay	25%
Group presentation	25%

RECOMMENDED LEARNING RESOURCES

Recommended readings

A. Reference Tools

1. Dictionaries:

C-E

--《新時代漢英大詞典》，北京：商務，2000 (or the latest edition available).

--《遠東漢英大辭典》，台北：遠東，1999 (or the latest edition available).

E-E:

--*Oxford English Dictionary* (<http://www.oed.com>)

C-C:

--《說文解字》

--《康熙字典》

--《辭海》

--《辭源》

--《現代漢語詞典》修訂本，香港：商務，2001.

2. Synonyms and antonyms

There are multiple standard versions, such as *Chambers Synonyms and Antonyms*, the *Penguin Dictionary of Synonyms and Antonyms*, and the *Oxford Dictionary of Synonyms and Antonyms*. Where possible, select and use a standard latest edition rather than a free online one.

3. Style

--Simpson, Paul. *Stylistics: A Resource Book for Students*, 2nd edn. Abingdon: Routledge, 2014.

4. Glossaries and Thesauri

--Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*, 11th edn. Stamford, CT: Cengage Learning, 2015.

--*Roget's International Thesaurus*, 7th edn. New York: HarperCollins, 2010.

B. Translation Studies

1. Translation and critical theories:

--Ames, Roger T., and Henry Rosemont, Jr. "Introduction"; "Appendix II: Further Remarks on Language, Translation, and Interpretation." In *The Analects of Confucius: A Philosophical Translation*, translated by Roger T. Ames and Henry Rosemont, Jr., 1–70, 279–317. New York: Ballantine, 1998.

--Bakhtin, M. M. *The Dialogic Imagination: Four Essays*. Translated by Caryl Emerson and Michael Holquist. Edited by Michael Holquist. Austin, TX: University of Texas Press, 1981.

--Berman, Antoine. 'Criticism, Commentary and Translation: Reflections Based on Benjamin and Blanchot' [originally 'Critique, commentaire et traduction (quelques réflexions à partir de Benjamin et de Blanchot)']. Translated by Luise von Flotow. In *Translation Studies: Critical Concepts in*

Linguistics, edited by Mona Baker, vol. 1, 92–113. Abingdon: Routledge, [1985] 2009.

--Bermann, Sandra, and Catherine Porter, eds. *A Companion to Translation Studies*. Chichester: John Wiley & Sons, 2014.

--Boase-Beier, Jean. *Stylistic Approaches to Translation*, 3rd edn. Manchester: St. Jerome, 2010.

--Nord, Christiane. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome, 1997.

--Schulte, Rainer, and John Biguenet, eds. *Theories of Translation*. Chicago: University of Chicago Press, 1992.

--St. André, James. "Translation as Cross-identity Performance." In *Thinking Through Translation with Metaphors*, edited by James St. André, 275–294. Manchester: St. Jerome, 2011.

--Steiner, George. *After Babel: Aspects of Language and Translation*. Oxford: Oxford University Press, [1975] 1998.

--Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*, 2nd edn. London: Routledge, 2008.

2. Chinese-English literary translation:

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

--Eoyang, Eugene Chen. *The Transparent Eye: Reflections on Translation, Chinese Literature, and Comparative Poetics*. Honolulu: University of Hawai'i Press, 1993.

--Eoyang, Eugene Chen, and Lin Yao-fu, eds. *Translating Chinese Literature*. Bloomington: University of Indiana Press, 1995.

--Minford, John, and Joseph S. M. Lau, eds. *Classical Chinese Literature: An Anthology of Translations. Volume 1: From Antiquity to the Tang Dynasty*. Revised edn. New York: Columbia University Press, 2002.

C. Chinese Language, Literature and Intellectual-Spiritual Landscape

--黃永武, 新增本《中國詩學》(考據篇, 鑑賞篇, 設計篇, 思想篇), 台北: 巨流, 2008, 2009.

--深圳大学国学研究所主编, 《中国文化与中国哲学》, 北京: 东方出版社, 1986.

--王璦玲、鍾彩鈞主編, 《明清文學與思想中之情、理、欲》(文學篇, 學術思想篇), 台北: 中央研究院中國文哲研究所, 2009.

--王运熙、顾易生主编, 《中国文学批评史新编》(上下卷) 第二版, 上海: 复旦大学出版社, 2007.

--蕭馳, 《中國思想與抒情傳統》(三卷: 玄智與詩興, 佛法與詩境, 聖道與詩心), 台北: 聯經, 2011, 2012.

--Geaney, Jane. *On the Epistemology of the Senses in Early Chinese Thought*. Honolulu: University of Hawai'i Press, 2002.

--Hsia, Chih-tsing. "Classical Chinese Literature: Its Reception Today as a Product of Traditional Culture" [1990]. In *C. T. Hsia on Chinese Literature*. New York: Columbia University Press, 2004.

--Makeham, John. *Transmitters and Creators: Chinese Commentators and Commentaries on the Analects*. Cambridge, MA: Harvard University Asia Center, 2003.

--Tsu, Jing, and David Der-wei Wang, eds. *Global Chinese Literature: Critical Essays*. Leiden: Brill, 2010.

--Yu, Anthony C. *State and Religion in China: Historical and Textual Perspectives*. Chicago: Open Court, 2005.

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	<u>Introduction:</u> envisaging literature in Chinese and cross-cultural contexts; methods of appreciating and translating literature	Discussion and idea exchange, with reference to modern and historical theory and practice
2	<u>Approaches to translating classical and modern Chinese literature into English I:</u> the translator's worldview, ethics of translation and the question of literary genre or identity	Reading and discussion: contemporary scholarly debate (Ames and Rosemont; relevant chapters in Bermann and Porter; Eoyang; and St. André)
3	<u>Translating early (pre-221 BCE) Chinese texts:</u> commentary as philosophical and religious mediation; context creation; purpose, choice and dialogue East and West	Material: extracts of the <i>Lunyu</i> , dynastic commentary and 19 th and 20 th -century translations Reading, comparative discussion and practice
4	<u>Translating early and dynastic Chinese poetry:</u> representing commoner culture; aestheticizing natural landscape; sound, vision and structure	Material: extracts of the <i>Shijing</i> ; poems/verses by Tao Qian (356–427) and of the Tang and Song dynasties (ca. 7 th –13 th century) Reading, comparative discussion and practice
5	<u>Stylistics in translation:</u> conceptual and practical issues	Reading: Simpson and Boase-Beier Comparative discussion and practice
6	<u>Approaches to translating classical and modern Chinese literature into English II:</u> illuminating traditional Chinese culture through reception; the intersection of Chinese and Western thought, histories and readership	Reading and discussion: contemporary scholarly debate (Bakhtin; Hsia; Nord; and relevant articles in Schulte and Biguenet)
7	<u>Translating Ming-Qing writings:</u> illustrating the tension and relation between fiction and reality; emotions and the language of the strange; proverbs and wisdom; the fusion of intellectual inquiries and the dynamics of interpretation	Material: extracts of Ming-Qing fiction, prose/essays and other genres Reading, comparative discussion and practice
8	<u>Translation and the transformation of traditional Chinese culture in the late-19th and early-20th centuries:</u> the encounter of	Material: extracts of Wang Tao's <i>Manyou suilu</i> and selected writings by a few early-20 th -century essayists

	numerous old and new worlds; hypotactic versus paratactic structures; adequacy and acceptability; intellectual agendas	Reading, comparative discussion and practice
9	<u>Modern and contemporary Chinese literature:</u> the mainland, Hong Kong and Taiwan in relation to the English-speaking world	Reading and discussion: contemporary scholarly views on globalization, diaspora, political polemics, social hybridization, the role of philosophy and religious meditation, and the ongoing quest for cross-cultural understanding
10	<u>Translating modern Chinese fiction:</u> bridging or accepting the gap between the native and the global; re-interpreting self and otherness, vulnerability and aspiration of the 'little persons', social mobility and magic in ordinary life; issues regarding rhetoric effects and empathy in translating	Material: extracts of selected fictional works by Xi Xi (Zhang Yan), Wang Zhenhe, Yesi (Leung Ping-kwan) and a few others Reading, comparative discussion and practice
11	<u>Translating modern Chinese prose/essays:</u> humane concerns and the human condition, memory, emotions and compassion; ideologies and intellectual debate in translation; issues regarding back translation	Material: extracts of the prose/essays by Qi Jun (Pan Xizhen), Lin Haiyin, Chen Yingzhen and others Reading, comparative discussion and practice
12	<u>Translating modern Chinese poetry:</u> exploring the language of freedom, nostalgia, illusion, hope and the questions of home and identity; issues regarding fidelity and creativity	Material: selected poems published since 1949 by various poets of the mainland, Hong Kong, Taiwan and the overseas Reading, comparative discussion and practice
13	Presentations	Presentations

CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	CHEN I-Hsin
Office Location:	To be announced.
Telephone:	To be announced.
Email:	To be announced.
Teaching Venue:	To be announced.
Website (optional):	To be announced.
Office Hours:	To be announced.

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. 06/2015)