

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2018-19

COURSE OUTLINE

<b>COURSE CODE</b> TRAN4070
<b>ENGLISH TITLE</b> Advanced Translation Studies
<b>CHINESE TITLE</b> 高級翻譯研究
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b> (as stated in the Student Handbook)  <b>This course aims to deepen students' knowledge and understanding of the concepts, methodology and terminology of contemporary translation theories and prepare them for further studies and academic research. (Prerequisite: TRAN2070 or consent of instructor.)</b>  本科目探討當代翻譯理論的概念、方法、術語，旨在加深學生對翻譯研究的認識及理解，為日後進修與從事學術研究奠定基礎。（先修科目：TRAN2070 或經授課教師批准。）

**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 has three parts: an introduction to some of the enduring core issues in translation studies, followed by an overview of a variety of approaches to those issues, and finally a discussion of specific methodologies used to carry out such studies. Some attention will also be paid to presentation of argument and composition of essays, with students giving first oral presentations (in groups) and then producing an essay at the end of the semester to demonstrate their writing skills. This course builds upon TRAN3070, Introduction to Translation Studies and prepares them for further academic research.
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**LEARNING OUTCOMES**

<b>Introduction: optional</b> (maximum length: 50 words in English and 40 words in Chinese)
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**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:

1. develop an understanding of the major issues in translation studies
2. identify and be acquainted with the major schools of contemporary translation theories
3. acquire theoretical and methodological approaches for evaluating and studying translated texts
4. be prepared for further studies and academic research

**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.)

This course will be conducted as a mixture of lecture, discussion of case studies, group presentations, and interactive tutorials

**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.)

Students are expected to show mastery of basic knowledge of some major issues in translation studies and the range of approaches that are used to address them (to be assessed through a group presentation for 20% of marks and a test for 30% of marks). In addition, students will be expected to write an essay in which they will construct an argument regarding one such issue (essay, 40% of marks), and to be active participants in class (10%).

## LIST OF TOPICS

1. Introduction
2. Major issues in translation studies I
3. Major issues in translation studies II
4. Approaches I: Philosophical theories of translation
5. Approaches II: Linguistic theories of translation
6. Approaches III: Functional theories of translation
7. Approaches IV: Post-colonial theories of translation
8. Approaches V: Cultural-literary theories of translation
9. Approaches VI: Gender and sexuality
10. Methods I: dialectical
11. Methods II: experimental and computational
12. Methods III: historical

## LEARNING ACTIVITIES

<b>Lecture</b>	<b>Tutorial</b>	<b>Others: Please specify</b>
<b>Hours per week</b>	<b>Hours per week</b>	<b>Hours per week</b>
2	1	

### ASSESSMENT SCHEME

<b>Task nature</b>	<b>Weight</b>
1. Essay	40%
2. Test	30%
3. Presentation	20%
4. Class participation	10%

### 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.)

1. Baker, Mona & Gabriela Saldanha (eds). 2009. *Routledge Encyclopedia of Translation Studies*. New York: Routledge, 2nd edition.
2. Baker, Mona (ed). 2010. *Critical Readings in Translation Studies*. London; New York: Routledge.
4. Bassnett, Susan & Harish Trivedi (eds). 1999. *Postcolonial Translation: Theory and Practice*. London; New York: Routledge.
5. Davis, Kathleen. 2001. *Deconstruction and Translation*. Manchester: St Jerome.
6. Even-Zohar, Itamar. 1990. *Polysystem Studies*. *Poetics Today* 11:1.
7. Gambier, Yves. 2010. *Handbook of Translation Studies*. Amsterdam; Philadelphia: John Benjamins Pub. Co.
8. Gentzler, Edwin. 2001. *Contemporary Translation Theories*. Clevedon: Multilingual Matters Ltd.
9. Hermans, Theo. 1999. *Translation in Systems: Descriptive and System-oriented Approaches Explained*. Manchester: St. Jerome.
10. Lefevere, André. 1992. *Translation, Rewriting & the Manipulation of Literary Fame*. London: Routledge.
11. Munday, Jeremy. 2001. *Introducing Translation Studies*. London: the Taylor and Francis Group.
12. Newmark, Peter. 1988. *A Textbook of Translation*. Herfordshire: Prentice Hall.
13. Nida, Eugene A. 1964. *Toward A Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. Leiden: E. J. Brill.
14. Nord, Christiane. 1997. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome Publishing.
15. Pym, Anthony. 2010. *Exploring Translation Theories*. London; New York: Routledge.
16. Schulte, Rainer & John Biguenet (eds). 1992. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. Chicago: The University of Chicago Press.
17. Shuttleworth, Mark & Moira Cowie. 1997. *Dictionary of Translation Studies*. Manchester: St. Jerome Publishing.
18. Toury, Gideon 1995. *Descriptive Translation Studies – And Beyond*. Amsterdam: John Benjamins.
19. Venuti, Lawrence (ed). 2000. *The Translation Studies Reader*. London: Routledge.
20. Vermeer, Hans J. 1996. *A Skopos Theory of Translation: Some Arguments For and Against*. Heidelberg: TEXTconTEXT-Verlag.

### 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
e.g. 1	<ul style="list-style-type: none"> <li>➤ Overview</li> <li>➤ Translation market in Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group exercise</li> <li>➤ Assignment #1</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Skopos theory and the manipulation of information</li> <li>➤ Planning and delivering a final translation for clients</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading: Munday (Chapter 5)</li> <li>➤ Assignment #1 due; Class quiz</li> </ul>
1	Introduction	Lecture; discussion (tutorial)
2	Major issues in translation studies	Reading tbc; discussion
3	Approaches I: Philosophical theories of translation	Reading tbc
4	Approaches II: Linguistic theories of translation	Reading tbc;
5	Approaches III: Functional theories of translation	Reading tbc;
6	Approaches IV: Post-colonial theories of translation	Reading tbc;
7	PUBLIC HOLIDAY	
8	Approaches V: Cultural-literary theories of translation	Reading tbc;
9	Approaches VI: Gender and sexuality	Reading tbc;
10	test	Tutorial: writing a term paper
11	Methods I: dialectical	Reading tbc; class discussion
12	Methods II: experimental	Reading tbc; class discussion
13	Methods III: historical	Reading tbc; class discussion
	Essay due	

## CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	<b>Professor</b>
Name:	James St. André
Office Location:	LKK111
Telephone:	39437683
Email:	james@arts.cuhk.edu.hk
Teaching Venue:	tbc
Website (optional):	
Office Hours:	tbc

<b>Teaching Assistant/Tutor</b>	
Name:	
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.