

**Fall 2018**

## **AAS 385/585 Translation Studies of Asian Languages**

**MW: 2:30-3:50 pm, Humanities 3020**

Instructor: Eriko Sato (eriko.sato@stonybrook.edu)

Office Hours: M/W 4:00-5:30 pm (HUM 1123, 632-9477)

### **Course Description:**

Inquiry into issues in the translation of Asian languages into/from English. This course introduces the recent theories and concepts of translation studies and applies them to the analysis of a variety of Asian texts as source texts or target texts. Students are expected to gain insights into the lexical, grammatical, cognitive, pragmatic, and socio-cultural characteristics of Asian languages as well as social, and political issues that surround translation of Asian texts. Texts to be analyzed include, but are not limited to, literary works, newspaper articles, advertisements, brochures, and business letters. Advanced skills in one of the Asian languages are required.

### **Pre-requisite:**

CHI 312, HIN 312, JPN 312, KOR 312 or equivalent proficiency in some Asian language

### **SBC: CER**

3 credits

### **Learning Outcomes:**

After completing this course, students should be able to:

1. Define basic translation techniques;
2. Explain multiple theories of translation studies;
3. Evaluate a variety of translated texts based on the theories of translation studies and language use;
4. Detect some linguistic and socio-cultural factors that hinder translating texts between Asian languages and English;
5. Apply ethical reasoning to a variety of translation practices;
6. Translate texts while justifying each decision-making based on the theories of translation studies and language use.

## Requirements and Grading:

- 50%: Assignments
- 30%: Project: proposal (1%); slides (1%); presentation (5%); peer comments (3%); paper (20%)
- 15%: Tests
- 5%: Class participation

A	95-100	B+	87-89	C+	77-79	D+	67-69	F	< 60
		B	83-86	C	73-76				
A-	90-94	B-	80-82	C-	70-72	D	60-66		

## Make-up Policy:

Make-ups are allowed for tests only in cases of serious illness or emergency. We must receive notification **within 24 hours** of the test date by email ([Eriko.sato@stonybrook.edu](mailto:Eriko.sato@stonybrook.edu)) or by phone (631-632-9477). You will lose 30% of all points in a make-up test if you do not show the evidence of illness or emergency.

## Required textbook:

Lee, Tong King (2018) *Applied Translation Studies*, London: Palgrav (ISBN 978-1-137-60608-2)

\*Additional readings and excerpts of texts to be translated will be provided in class or through Blackboard.

## Recommended materials:

- Munday, J. (2016). *Introducing translation studies* (4th Ed.), London: Routledge.
- Hatim, B. & Munday, J. (2004). *Translation: An advanced resource book*. London, UK: Routledge.
- Hung, E., & Wakabayashi, J. (eds.) (2005). *Asian translation traditions*. Manchester: St. Jerome Pub.
- Hasegawa, Y. (2012). *The Routledge course in Japanese translation*, London and New York: Routledge.
- Newmark, P. (1988). *A Textbook of translation*. UK: Prentice Hall International.
- Pellatt, V. & Liu, E. (2010). *Thinking Chinese translation: A course in translation method: Chinese to English*. London: Routledge.
- Niranjana, T. (1992). *Siting translation: History, post-structuralism, and the colonial context*. Berkeley: Univ. of California Press.

## AAS385 Schedule (Subject to change)

	2018		Topic/task	Reading	Due dates
1.	8/27	M	Introduction	Lee Ch. 1	
2.	8/29	W	Analysis		
	9/3	M	<b>No class</b>		
3.	9/5	W	Equivalence (1)-Shifts	Lee Ch. 2	
4.	9/10	M	Analysis		
5.	9/12	W	Equivalence (2)-Translation Procedures	Lee Ch. 2	
6.	9/17	M	Analysis		
7.	9/19	W	Equivalence (3)-Formal & Dynamic Equivalence	Lee Ch. 2	
8.	9/24	M	Analysis		
9.	9/26	W	Equivalence (4)- Semantic & communicative translation	Lee Ch. 2	
10.	10/1	M	Equivalence (5)- Untranslatability	Lee Ch. 2	
11.	10/3	W	<b>Test I (The Equivalence Paradigm)</b>		
	10/8	M	<b>No Class</b>		
12.	10/10	W	Functionalist (1)-Text-type theory	Lee Ch. 3	
13.	10/15	M	Analysis		
14.	10/17	W	Functionalist (2)-Translational Action	Lee Ch. 3	
15.	10/22	M	Analysis		
16.	10/24	W	Functionalist (3)-Skopos Theory	Lee Ch. 3	<b>Project proposal due by Oct. 24th</b>
17.	10/29	M	Functionalist (4)-Localization	Lee Ch. 3	
18.	10/31	W	<b>Test II (The Functional Paradigm)</b>		
19.	11/5	M	Discourse (1)-Text structure	Lee Ch. 4	
20.	11/7	W	Analysis		
21.	11/12	M	Discourse (2)-Register Analysis	Lee Ch. 4	
22.	11/14	W	Discourse (3)-Translation Quality Assessment	Lee Ch. 4	
23.	11/19	M	<b>Test III (The Discourse Paradigm)</b>		
	11/21	W	<b>No class</b>		
24.	11/26	M	Student Presentation or TBA		<ul style="list-style-type: none"> <li>• Draft slides due 48 hours before the presentation</li> <li>• Peer comments due within 48 hours</li> <li>• Draft paper due by Dec. 12<sup>th</sup></li> <li>• Final paper due by Dec. 15<sup>th</sup></li> </ul>
25.	11/28	W	Student Presentation or TBA		
26.	12/3	M	Student Presentation or TBA		
27.	12/5	W	Student Presentation or TBA		
28.	12/10	M	Student Presentation or TBA		

## Instruction for assignments:

Assignments will be given with a specific due date. Late submission may be accepted with some point deduction depending on the extent of the lateness. They are to be done on the Google Doc named “Assignment” with specific assignment numbers, which will be shared by your instructor through Google Drive. (12 pt. Times New Roman, single space)

Undergraduate students: 750 words- 1,500 words

Graduate students: 1,000 words – 2,000 words

Each assignment consists of the following tasks:

1. **Preliminary translation (2 pts):** Translate (1 pt) the text provided by the instructor, to or from a given Asian language, just using the glossary and information given in class **without** seeing any resources or existing translations. However, you may use dictionaries and Google Translate. Briefly summarize any difficulties you faced and your solutions (1 pt).
2. **Preliminary analysis (1 pts):** Read the published translations provided by the instructor and write what you think of them freely without influenced by external sources.
3. **In-depth analysis (2-5 pts depending on the number of translations):** Study the background of the text and the author (and translators) using any resources (books, journal articles, newspaper, websites, etc.), and evaluate the translated texts again by citing sources clearly.

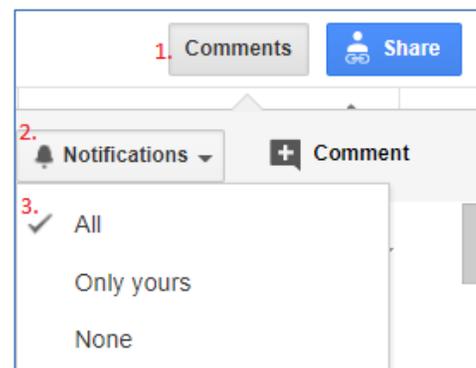
Make sure you provide in-text citation for what you have found and list the sources at the end (Works Cited). Follow the MLA format.

<https://owl.english.purdue.edu/owl/resource/747/01/>

Describe each translator’s translation strategies, specifying the relevant words and phrases as evidence, and evaluate them from any perspectives (e.g., the theories of equivalence, structural and socio-cultural differences between Asian languages and English, socio-political imbalance between Asian societies and Anglophone societies, language policy in multilingual societies, gender issues, post-colonialism, register, skopos theory, polysystems theory, instability of meanings, socio-economic motivations of publishing industries and ethics of translation). Students’ findings will be shared and discussed in the following class.

4. **Translation revision and justification (2 points):** Revise your translation (1 pt) based on your findings in Task 2 and Task 3 above, explain justify (1 pt) your strategies and your thought processes in detail. If no change is needed, explain why and compare your translation and the published translation in detail.

**Note:** This course intensively uses Stony Brook’s Google Drive, more specifically, Google Docs and Google Slides. You can access these tools through your university’s NetID and password. The instructor will usually type her comments in pink right on the shared Google Docs and Google Slides. However, when she needs your immediate attention, she will use the “Comment” function. To make sure that you can be notified, please set your notification mode to “All” as in the illustration.



## Instruction for the project:

Explore resources and engage in critical review of existing translations to or from Asian languages using some of the translation theories discussed in class. Project consists of the following tasks with specific deadlines. Lateness for each task will be subject to point deduction.

### ➤ **Proposal**

To be done on the Google Doc named “**Proposal**”. Include:

- Motivation: Why did you get interested in the topic you chose?
- Preliminary findings: What did you find?
- Research question: What questions arose from your preliminary findings? (Or, what do you want to investigate, if you didn’t have a preliminary findings?)
- Method: What resources do you plan to use as data for your research? How do you plan to analyze them?
- Examples of your findings

### ➤ **Slides**

To be done on the Google Slides file named “**Presentation.**” Your slides should include the following:

- Title and the presenter’s name (1<sup>st</sup> slide)
- Background
- Research question(s)
- Methods
- Analyses (Present specific excerpts (script, romanization, gloss-translation, and verbatim translation).
- Conclusion
- Works Cited (MLA style).

10 to 20 slides. Fonts should be 18 pts or larger. Do not use colors that are hard to see for your audience. Do not make your slides text-heavy. Do not plan to read texts on the slides during your presentation except for definitions or quotes. Use images, tables, graphs, figures, etc. wherever helpful for the audience.

### ➤ **Oral Presentation**

20 minutes for presentation; 5 minutes for Q&A; Prepare two questions in case no one asks you any questions. Remember the following to make your presentation clear and engaging:

- Complete your presentation within the time limit. Rehearse a few times.
- Do not read from notes although it is okay to read definitions or quotes on the slides or to glance look at your notes infrequently. Be naturally guided by the bullets on your slides.
- Speak loudly and clearly with confidence. Do not mumble. Speak with conviction.
- Maintain sincere eye contact with your audience. Use hand gestures or facial expressions effectively.
- Pause when needed to allow yourself and your audience a little time to reflect and think. Don’t race through your presentation.
- Add humor whenever appropriate and possible.

## ➤ **Peer comments**

To be done within 48 hours after each presentation on the Google Doc “Peer comments.”

Add helpful comments on each of your peers’ presentations (**at least 100 words** for each).

- Write in a paragraph. Do not use bullets.
- Make sure you share your specific view and comments rather than just giving vague comments such as “good” or “interesting” or summarizing what was presented. The depth of your insight will be evaluated and graded.
- Avoid negative words but provide helpful suggestions and comments.
- Your comments will be shared with your peers anonymously.
- Add your comments on your own presentation (self-reflection) also.
- If you missed the class and could not observe your peers’ presentations, you will miss the opportunity to provide peer comments for that day’s presentations for credit.

## ➤ **Paper**

To be done on the Google Doc “Paper.”

- The paper should be based on your presentation.
- It should have the following components:
  - Introduction** (Background, literature review, research question(s), methods (data/resources to be used), outline of the rest of the paper)
  - Analysis & discussion** (analysis of data from primary source, generalization, and implication)
  - Conclusion** (summary of findings, limitations, and future research)
  - Works Cited**
  - Appendices** (if any)
- 12 pt, Times New Roman, single space
- **3,500 – 4,000 words for undergraduate students; 4,500 - 5,000 words for graduate students**
- Follow the MLA citation format <https://owl.english.purdue.edu/owl/resource/747/01/>
- Properly cite all claims that are not yours in the text (in-text citation)
- List **only** and **all** resources cited under Works Cited.
- When you are analyzing non-English texts, please present them in their own scripts with romanization, followed by word by word gloss, followed by a literal translation (verbatim), and then place published translations. Make your paper understandable for anyone without the language background other than English.
- Do not use contractions (e.g., it’s, can’t, let’s, isn’t), colloquial words (e.g., a lot of, to get, wonderful), subjective expressions (e.g., I am very interested in ...), but use academic words and objective expressions (e.g., It seems that ...).
- Choose reliable sources. Include reputable source (e.g., peer-reviewed academic journal articles, scholarly books, articles and data from reputable organizations, news articles). Wikipedia is not considered an appropriate source for most academic writing, but the “References” section of a Wikipedia article can be useful.

## **Class Resources and Policies:**

### **Blackboard**

Please make sure you know how to use Blackboard. The course will use Blackboard for information, posting of course documents, listing of grades, etc., and it is your responsibility to check the site regularly to update yourself and find out how you are doing overall. It is found at <http://blackboard.stonybrook.edu>. For help or more information, please see <http://it.stonybrook.edu/services/blackboard>. For problems logging in, go to the helpdesk in a SINC site (Student Union 080, Computer Center 138, Main Library S1460, HSC Library 3<sup>rd</sup> floor, etc. See <http://it.stonybrook.edu/services/sinc-sites> for more locations), or call / e-mail: (631) 632-9602 / [helpme@stonybrook.edu](mailto:helpme@stonybrook.edu). Also, please make sure that you check the email which is listed on file in the BB system at a daily basis.

### **Disability Support Services (DSS) Statement**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>

### **Academic Integrity Statement**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

### **Critical Incident Management**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### **Electronic Communication Statement**

Email and especially email sent via Blackboard (<http://blackboard.stonybrook.edu>) is one of the ways the faculty officially communicates with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>), but you may verify your official Electronic Post Office (EPO) address at <http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo>. If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at <http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>. If you need technical assistance, please contact Client Support at (631) 632-9800 or [supportteam@stonybrook.edu](mailto:supportteam@stonybrook.edu)

### **Course Evaluations Statement**

Stony Brook University values student feedback in maintaining the high-quality education it provides and is committed to the course evaluation process, which includes a mid-semester assessment as well as an end-of-the-semester assessment, giving students a chance to provide information and feedback to an instructor which allows for development and improvement of courses. Please click the following link to access the course evaluation system: <http://stonybrook.campuslabs.com/courseeval/>