

In the Name of He Who Makes Parables for Mankind



Principles of Translation Studies

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Arak University

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The Principles of Translation Studies

Course objectives:

- 1) Introducing the key theories and concepts in Translation Studies
- 2) Presenting and discussing the fundamental movements in the field, including a brief history of how TS developed to become a research field in its own right
- 3) Discussing TS according to its inter- and multidisciplinary relevance

Course book: Munday, J. (2018). *Introducing Translation Studies*. Routledge

Contents

Weeks One & Two

1 Main issues of translation studies

- 1.1 The concept of translation
- 1.2 What is translation studies?
- 1.3 An early history of the discipline
- 1.4 The Holmes/Toury map?
- 1.5 Developments since the 1970s
- 1.6 The van Doorslaer 'Map'
- 1.7 Discipline, interdiscipline or multidiscipline?

Week Three

2 Translation theory before the twentieth century

- 2.0 Introduction
- 2.1 'Word-for-word' or 'sense-for-sense'?
- 2.2 Early Chinese and Arabic discourse on translation
- 2.3 Humanism and the Protestant Reformation
- 2.4 Faithfulness, spirit and truth
- 2.4 Early attempts at systematic translation theory: Dryden, Dolet and Tytler
- 2.5 Schleiermacher and the valorization of the foreign
- 2.6 Translation theory of the nineteenth and early twentieth centuries in Britain
- 2.7 Towards contemporary translation theory

Week Four

3 Equivalence and equivalent effect

- 3.0 Introduction
- 3.1 Roman Jakobson: the nature of linguistic meaning and equivalence
- 3.2 Nida and 'the science of translating'?
- 3.3 Newmark: semantic and communicative translation
- 3.4 Koller: Korrespondenz and equivalenz
- 3.5 Later developments in equivalence

Week Five

4 Studying translation product and process

- 4.0 Introduction
- 4.1 Vinay and Darbelnet's model
- 4.2 Catford and translation 'shifts'?
- 4.3 Option, markedness and stylistic shifts in translation
- 4.4 The cognitive process of translation
- 4.5 Ways of investigating cognitive processing

Weeks Six & Seven

5 Functional theories of translation

- 5.0 Introduction
- 5.1 Text type
- 5.2 Translational action
- 5.3 Skopos theory
- 5.4 Translation-oriented text analysis

Weeks Eight & Nine

6 Discourse and register analysis approaches

- 6.0 Introduction
- 6.1 The Hallidayan model of language and discourse
- 6.2 House's model of translation quality assessment
- 6.3 Baker's text and pragmatic level analysis: a course book for translators
- 6.4 Hatim and Mason: the semiotic level of context and discourse
- 6.5 Criticisms of discourse and register analysis approaches to translation

Weeks Ten & Eleven

7 Systems theories

- 7.0 Introduction
- 7.1 Polysystem theory
- 7.2 Toury and descriptive translation studies
- 7.3 Chesterman's translation norms
- 7.4 Other models of descriptive translation studies: Lambert and van Gorp and the Manipulation School

Weeks Twelve & Thirteen

8 Cultural and ideological turns

- 8.0 Introduction
- 8.1 Translation as rewriting
- 8.2 Translation and gender
- 8.3 Postcolonial translation theory
- 8.4 The ideologies of the theorists
- 8.5 Other perspectives on translation and ideology

Weeks Fourteen & Fifteen

9 The role of the translator: visibility, ethics and sociology

- 9.0 Introduction
- 9.1 The cultural and political agenda of translation
- 9.2 The position and positionality of literary translators
- 9.3 The power network of the publishing industry
- 9.4 Discussion of Venuti's work
- 9.5 The reception and reviewing of translations
- 9.6 The sociology and historiography of translation

Weeks Sixteen

Catch-Up

Self-Study: Chapters 10-12 (with a bonus!)

Requirements:

1. **Attendance:** more than **two** departures will be regarded as unjustified absences!
2. **Preparation:** In addition to translating each assignment prior to class, **you** should never arrive at class without whatever text/translation is called for. **You** should arrive at class each session with whatever has been assigned as your homework. Moreover, each student should choose a topic to work on during the term, and develop it into a well-organized paper.
3. **Participation:** Your participation will be judged chiefly according to the seriousness, attentiveness, and thoroughness with which you approach the class discussions. In the case of a borderline grade, the student who has been such an active participant will receive the mercy s/he so richly deserves. Take passionately to heart what the French poet Charles Baudelaire (1821-1867) claimed: "the great sin is **BOREDOM**. .. {esp. with regard to translation courses!!}

Grading:

Projects: 5

Final: 15

تکالیف:

- (1) هر دانشجوی تمرینات هفتگی را انجام بدهد.
- (2) هر دانشجوی مقاله‌ای کوتاه درباره یکی از نظریه های ترجمه را ترجمه کند.
- (3) هر دانشجوی، یک اثر ادبی را با دست کم دو ترجمه فارسی از منظر یکی از رویکردهای مطالعات ترجمه بررسی کند.