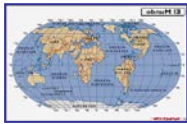




DEPARTMENT OF LANGUAGES & CULTURE STUDIES (LACS)
COLLEGE OF LIBERAL ARTS AND SCIENCES



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SYLLABUS FOR TRANSLATION 6001S (Section 001), Created by MSDoyle 8/8/14:
HISTORY AND THEORY OF TRANSLATION

Professor: Dr. Michael Scott Doyle (<http://clas-pages.uncc.edu/michael-scott-doyle/>)

Semester: Fall 2014

Location: COED 402

Meeting times: W, 5:00-7:45

Office Hours: M 12:30-1:30, MW 3:30-4:15, and by appointment

Office: COED 424B

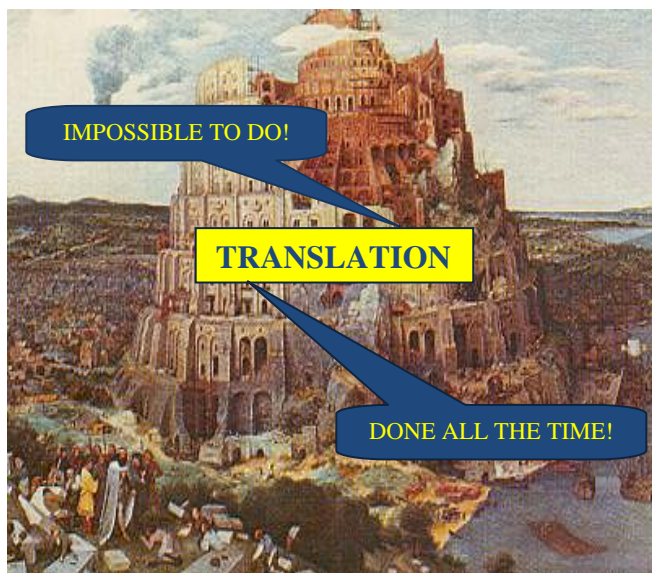
E-mail: msdoyle@uncc.edu

Tel: 687-8771

HISTORY: The branch of knowledge dealing with past events; a continuous, systematic narrative of past events...a chronological account; the aggregate of past events; the record of past events and times; acts, ideas, or events that will or can shape the course of the future. RHDEL

THEORY: A coherent group of general propositions used as principles of explanation for a class of phenomena; a proposed explanation whose status is still conjectural; the branch of a science or art that deals with its principles or methods, as distinguished from its practice; a particular conception or view of something to be done or of the method of doing it; a system of rules or principles; contemplation, speculation, guess, conjecture; hypothesis (conjecture put forth as a possible explanation; *conjecture: opinion or theory without sufficient evidence for proof*). RHDEL

Babel (bā' bel or ba' bel): Confused mixture of sounds or voices; a scene of noise and confusion. RHDEL



From the Western Tradition: *Now the whole earth had one language and few words. And as men migrated from the east, they found a plain in the land of Shinar and settled there...*

Then they said, "Come, let us build ourselves a city, and a tower with its top in the heavens, and let us make a name for ourselves, lest we be scattered abroad upon the face of the whole earth."

And the Lord came down to see the city and the tower, which the sons of men had built. And the Lord said, "Behold, they are one people, and they have all one language; and this is only the beginning of what they will do; and nothing that they propose to do will now be impossible for them. Come, let us go down, and there confuse their language, that they may not understand one another's speech."

So the Lord scattered them abroad from there over the face of the earth, and they left off building the city. Therefore its name was called Babel, because the Lord had confused the language of all the earth; and from there the Lord scattered them abroad over the face of all the earth. Genesis 11:1-9

“With the fall of Babel, God dispersed the word, gave us tongues and the solitude of difference, and also the impossible but pleasurable duty to repair our separation. After the destruction the deity implicitly challenged us to look up again and rebuild the tower of another Babel. The act of translation is the other Babel, that impossible tower.” Barnstone, *The Poetics of Translation*, 3.

“If a word is a metaphor for a thing, why does a single thing have so many metaphors in orbit about it? Here we have the dire consequences of Babel.” Rabassa, *If This Be Treason*, 5.

“The Kabbalah, in which the problem of Babel and the nature of language is so insistently examined, knows of a day of redemption on which translation will no longer be necessary. All human tongues will have re-entered the translucent immediacy of that primal, lost speech...” G. Steiner, *After Babel: Aspects of Language and Translation*, 498.

“A STRAIGHTFORWARD, theory-based, general definition of the act of translation might be ‘Use different words to ‘say’ the same thing to the same effect. Say no more, say no less, say it the same way.’ The definition would reflect Saint Jerome’s concerns over word-for-word versus sense-for-sense rendition (Letter to Pammachius) as well as the traditions of theological and romantic hermeneutics. It would also be compliant with, and fold into itself, the twenty-three-criteria “Framework for Standardized Error Marking” applied by the American Translators Association for evaluation in its certification exam (see “Rubric”), endorsing the first principle that what most matters in such assessment is the avoidance of any substantive change in meaning (*traduttore, traditore*) between source and target language texts while producing a natural, idiomatic, useful translation product.”

“Theoretical Foundations for Translation Pedagogy: Descriptive, Prescriptive, and Speculative (In Defense of the ‘Good Utopian’).” Michael Scott Doyle

FOR ADDITIONAL THOUGHT:

If this myth is tragic, that is because its hero is conscious (. . .) The struggle itself toward the heights is enough to fill a man's heart. One must imagine Sisyphus happy.

“The Myth of Sisyphus,” Albert Camus

The good utopian promises himself to be, primarily, an inexorable realist. Only when he is certain of not having acceded to the least illusion, thus having gained the total view of a reality stripped stark naked, may he, fully arrayed, turn against that reality and strive to reform it, yet acknowledging the impossibility of the task, which is the only sensible approach (. . .) To declare its impossibility is not an argument against the possible splendor of the translator’s task.

“The Misery and Splendor of Translation,” José Ortega y Gasset

Can a translation ever communicate to its readers the understanding of the foreign text that the foreign readers have?

“Translation, Community, Utopia,” Lawrence Venuti

What will he do with the rebellious text? Isn’t it too much to ask that he also be rebellious, particularly since the text is someone else’s?

“The Misery and Splendor of Translation,” José Ortega y Gasset

The task of the translator is surely to work out a strategy that allows the most insistent and decisive effects of that performance to resurface in the translated text and to assume an importance sufficient to suggest the vital status of stratified or contrapuntal writing in the original.

“The Measure of Translation Effects,” Philip E. Lewis

[O]ur consideration of literary translation as an aesthetic, ecology, and celebration of inexactitude, which itself should be considered as a comfort rather than a discomfort zone of literary translation. The inexactitude of translated literature, in which synonymic texts are always inexact equivalencies and substitutions, is where languages showcase their uniqueness and incompatibilities within translation’s sameness/difference paradigm.

“A Translation Autopsy of Cormac McCarthy's *The Sunset Limited* in Spanish: Literary and Film Coda,” Michael Scott Doyle

In literary translation, th[e] art of inexactitude is the art of the near miss. Literary translation celebrates the near miss that characterizes the difference within cross-linguistic synonymy that paradoxically constitutes getting it just right in translation.

“A Translation Autopsy of Cormac McCarthy's *The Sunset Limited* in Spanish: Literary and Film Coda,” Michael Scott Doyle

Back-translation now serves another purpose beyond that of a sentimental longing to return home to or mourn the diminishment or absence of the SLT, as it is no longer loss that is being measured as much as it is the emergence and extent of new form and manner via the TLT, which lives and breathes on its own merits.

**“A Translation Autopsy of Cormac McCarthy's *The Sunset Limited* in Spanish: Literary and Film Coda,”
Michael Scott Doyle**

The noble act of literary translation, for all of its potential splendor, never ceases to be a carefully calculated exercise in damage control.

“Missing in Portuguese: Prolegomenon to a Translation of Cormac McCarthy's *Suttree*,” Michael Scott Doyle

REQUIRED TEXTS FOR THIS COURSE:

1. Bassnett, Susan. *Translation Studies*. 4th ed. London: Routledge, 2014. Print. ISBN 978-0-415-50673-1.
2. Lefevere, André, ed. *Translation/ History/ Culture: A Sourcebook*. London: Routledge, 1992. Print. ISBN 0-415-07698-6.
3. Venuti, Lawrence, ed. *The Translation Studies Reader*. 3rd ed. London: Routledge, 2012. Print. ISBN 978-0-415-61348-4.

RECOMMENDED CORE RESOURCE:

Any edition of *Routledge Encyclopedia of Translation Studies* ed. by Mona Baker and Kirsten Malmjær. London and New York: Routledge, 2001. ISBN 0-415-25517-1. **THIS IS A VERY VALUABLE RESOURCE!**

STRATEGIC RECOMMENDED READING:

Consult Graduate Reading List for Track II, Translating and Translation Studies (TTS), at https://languages.uncc.edu/sites/languages.uncc.edu/files/media/TTS_Reading_List.pdf. Those in the TTS track of the M.A. in Spanish should be reading these works on an ongoing basis, from day one, so that you are preparing all along for your M.A. Comprehensive Examination.

RECOMMENDED FOUNDATIONAL KNOWLEDGE:

1. Dryden, John. “Three Kinds of Translation.” *DELOS* 2, 1968.
2. Jakobson, Roman. “On Linguistic Aspects of Translation.” in Schulte, Rainer and John Biguenet, (editors), *Theories of Translation*, Chicago and London: The University of Chicago Press, 1992.
3. Nabokov, Vladimir. “The Servile Path.” Brower, Reuben A., ed. *On Translation*. (1959/1966), New York: OUP.
4. Ortega y Gasset, José. “The Misery and the Splendor of Translation”, in Schulte, Rainer and John Biguenet, (editors), *Theories of Translation*, Chicago and London: The University of Chicago Press, 1992.
5. Paz, Octavio. *Traducción: Literatura y literalidad*. Barcelona: Tusquets Editores, S.A., 1971.
6. _____. “Translation: Literature and Letters”, Schulte, Rainer and John Biguenet, (editors), *Theories of Translation*, Chicago and London: The University of Chicago Press, 1992.
7. Schleiermacher, Friedrich. “On the Different Methods of Translating.” Trans. Waltraud Bartscht. *Theories of Translation*. Ed. Rainer Schulte and John Biguenet, Chicago and London: The University of Chicago Press, 1992, 36-54. Or same essay in *The Translation Studies Reader* ed. by Lawrence Venuti. London and New York: Routledge, 2000.

RELEVANT DOYLE PUBLICATIONS ON TRANSLATION (certainly not required but will give you an idea, full disclosure, of my own theoretical thinking over the years if you care to take a look; can be accessed , along with other writings of mine on translation, via links below or at <http://clas-pages.uncc.edu/michael-scott-doyle/> under links for Publications and Recent Publications)

“With more and more translators slowly embracing the more progressive translation theories of Lawrence Venuti, Douglas Robinson, Suzanne Jill Levine, and **Michael Scott Doyle** among many others, the works of Verlaine as a whole will only draw renewed attention, not only for the challenge they present, but for their tremulous, ethereal reward as well.” (*Encyclopedia of Literary Translation Into English*, Volume 2, edited by Olive Classe. Chicago: Fitzroy Dearborn Publishers, 2000.)

- **“[Theoretical Foundations for Translation Pedagogy](#): Descriptive, Prescriptive, and Speculative (In Defense of the ‘Good Utopian’).” *ADFL Bulletin* (Association of Departments of Foreign Languages, Modern Language Association of America) Vol. 42, N. 1, pp. 43-48.**
- **“[Translation and the Space Between: Operative Parameters of an Enterprise](#).” In *Translation Theory and Practice, Tension and Interdependence*, ed. Mildred L. Larson, Binghamton: State University of New York Press, 1991, 13-26.**
- **“[The Place of Literary Translation in American Higher Education](#).” *Translation Review* 36-37 (1991): 16-21.**

- [“Anthony Kerrigan: the Attainment of Excellence in Translation.”](#) *Translation Excellence: Assessment, Achievement, Maintenance* ed. Marilyn Gaddis Rose. Binghamton: University Center at Binghamton (State University of New York Press - SUNY), 1987, 135-141.
- [“A Translation Biopsy of Cormac McCarthy’s *The Sunset Limited* in Spanish: Shadowing the Re-Creative Process.”](#) Issue #23 of *Sendebarr*, a prestigious translation studies journal at the University of Granada, Spain.
- [“Five Translators Translating: Reading *Blood Meridian* from English into English, Spanish into English, and English into Spanish.”](#) *Translation Review* 74 (2008): 35-66.
- [“Missing in Portuguese: Prolegomenon to a Translation of Cormac McCarthy’s *Suttree*.”](#) *Eutomia: Revista Online de Literatura e Lingüística* (July 2008): 116-131. See link for Especial, Artigos (Destaque da Edicao [Featured Articles]) [table of contents](#) and [full article](#), Departamento de Letras da Universidade Federal de Pernambuco. Dr. Sueli Cavendish, Editor of *Eutomia*, published her very good [Portuguese translation](#) of my article in volume 2 of *Eutomia*:
- [““A whole new style seemed to be seeking expression here”: Cormac McCarthy’s *Outer Dark* in Spanish.”](#) *Translation Review* 72 (2007): 9-25.
- [“Contemporary Spanish and Spanish-American Fiction in English: Tropes of Fidelity in the Translation of Titles.”](#) *Translation Review* 30-31 (1989): 41-46.
- [“Translating Matute’s *Algunos muchachos*: Applied Critical Reading and Forms of Fidelity in *The Heliotrope Wall and Other Stories*.”](#) *Translation Review* 41 (1993): 20-30.

OTHER USEFUL RESOURCES:

1. For Spanish vocabulary definitions, orthographic and grammatical clarifications, and correct use of punctuation, etc., I highly recommend the online *Diccionario de la lengua española* (<http://www.rae.es/rae.html>) and the *Diccionario panhispánico de dudas* (<http://dpd.rae.es/>).
2. For contextual English-Spanish translations, I highly recommend the online *Linguee*, “la combinación única de un diccionario y un buscador con el cual puede acceder a más de 100 millones de traducciones realizadas por personas y buscar equivalencias para palabras y expresiones en otro idioma” (<http://www.linguee.es/>).
3. For English-Spanish translations, I also recommend the *WordReference.com* online *Spanish-English Dictionary* (<http://www.wordreference.com/es/translation.asp>), which offers three useful dictionaries (*WordReference Spanish Dictionary*, *Diccionario Espasa Concise [Espasa Concise English-Spanish dictionary]*, and the *Collins Spanish Dictionary - Complete and Unabridged*), a [Spanish verb conjugator](#) and some very [active forums](#) where contextual translations are discussed and proposed.

COURSE DESCRIPTION:

This course will explore representative topics, movements, and texts in the history, theory, and method of translation, from Cicero and Horace to the present.

OBJECTIVES: The course is designed to provide you with:

- A historical overview (record and aggregate of past ideas and events) of the genre and discourse of translation theory
- A familiarity with representative thinkers, translators, and texts re. the history, theory, method (process), and products (outcomes) of translation
- A familiarity with critical issues in translation theory and translation studies (principles and methods, description vs. prescription vs. speculation, etc.)
- A language (vocabulary) and discourse (manner) for “talking” about translation
- A theoretical framework for the translation enterprise (theory into/vs. practice: ideas and events that can shape the course of the future, i.e., how translation is done)
- WE WILL BE DEVELOPING ANALYTICAL, COMPARATIVE, AND CRITICAL THINKING SKILLS REGARDING THEORY AND PRACTICE OF THE ART, SCIENCE, AND CRAFT OF TRANSLATION. (Rabassa says translation is “art and not craft because you can teach a craft but you cannot teach an art. You can teach Picasso how to mix his paints but you cannot teach him how to paint.” Do you agree with this statement? Is there a value in learning how to paint by the numbers, etc.? Kerrigan also has something to say about this. . .)

NOTE: The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter facts or information for use in any academic exercise. If you are using the ideas and words of another person, you *must* credit the source. Be especially careful when using internet sources—I will check these! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. **THIS IS SERIOUS BUSINESS WITH VERY SERIOUS CONSEQUENCES!** You may

access the Code and related information online at The Code of Student Academic Integrity at <http://legal.uncc.edu/policies/up-407> and The Code of Student Responsibility at <http://legal.uncc.edu/policies/up-406>.

LEARNING DISABILITIES: Students in the course seeking accommodations for disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations: <https://legal.uncc.edu/legal---topics/classroom---policies---and---practices/suggested---standard---syllabus---policies#disability>.

GUIDELINES: *You are expected to be punctual and to come to each class very well prepared.* Being well prepared means you are alert and engaged in the class. I take roll at the beginning of each class, not after the class has begun. If you are late and I have already taken roll, you are absent. If parking is an issue, and it often is, then you must adjust accordingly and make plans to arrive on campus earlier. Parking is not a valid excuse for arriving late to class!

More than two (2) unexcused absences will result in your final grade being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than two classes during the semester (including those formally accommodated by the University)! Should **extenuating** circumstances require you to miss a class beyond the limit of two, **you are expected** to provide me well **in advance** with a formal justification or send an email (also well in advance). My being informed after the fact is generally unacceptable. *Excepting formally excused classes by the University (see, for example, religious obligations in accordance with [University Policy #409: Religious Accommodation for Students](#)), no late work will be accepted* and there will be **no make-up quizzes or exams. There is absolutely no make-up work for extra credit.** If the observation of religious holidays conflicts with your class attendance, please provide me with the Request for Religious Observances form by the end of the drop/add period (<https://legal.uncc.edu/sites/legal.uncc.edu/files/media/UP409-ReligiousAccommodationForStudents.pdf>).

Also, **PLEASE, no eating, drinking, “móviles,” or other inappropriate distractions in class**—you would not do so in a formal professional meeting or during a job interview (I hope!). **All cell phones must be turned off during the class to avoid a grade penalty.** Laptop computers may be used only to facilitate in-class work. Laptops can create barriers between students in small discussion groups. Please close laptops when engaged in face-to-face interaction.

GRADE DISTRIBUTION

GRADING SCALE

Active and informed participation..... 15%
 Quizzes (indicated by * in syllabus; equally weighted)..... 35%
 Research paper (due no later than December 3).....25%
 Final Examination.....25%

A = 90-100 POINTS
 B = 80-89
 C = 70-79
 D = 60-69
 F = BELOW 60

- Your active and voluntary participation is required—no credit for simply showing up and warming a seat!
 - Active participation means that you:
 - ✓ Make **positive contributions** to the class
 - ✓ **Volunteer** to answer and ask questions
 - ✓ **Lead and involve fellow students** in classroom discussions and activities

The grade for active and informed participation is based on leadership/willingness to engage in intelligent discussion (quality and quantity), improvement, attitude, and attendance. Participation means coming to class with thought-provoking questions, observations, or critiques (at least one or two per class meeting) based on the readings and at least one illustrative example in English/Spanish translation, as appropriate. Note: RHDEL defines a “critique” as “a criticism or critical comment on some problem, subject, etc.” This, of course, implies raising questions about a given topic or treatment of it, as “criticism” is defined as “the act of passing judgment as to the merits of anything; the act of passing severe judgment; censure, faultfinding.” This must always be done professionally and productively, never in a cavalier manner.
- The research paper (10-12 pages, MLA format) is open to your choice of topic within the history, theory, and method of translation. Please review the works in the TTS Graduate Reading List for possibilities. Examples of topics:
 - Translation theory polemics
 - Study of a theorist (e.g., Ortega, Benjamin, Venuti)
 - Comparison of two or more theories
 - Translators as theorists
 - Study of translator’s introductions over the ages (see Lefevere)
 - Key issues in translation theory and method
 - The literal vs. free debate
 - Equivalence, Fidelity, and Invisibility in Translation (see Nida, Venuti)
 - A particular aspect of translation and its variations
 - Translation and transculturation

- Why theorize about translation?
- Chapters in Venuti's *The Translation Studies Reader* not covered during the semester (due to time).

NOTE: THE READINGS ASSIGNED BELOW ARE SUBJECT TO MODIFICATION DURING THE SEMESTER.

Week 1

- August 20 Course overview, syllabus, and texts. An introduction to representative theoretical issues and your professor's theoretical positioning (full disclosure is only fair!). Discussion of translation issues raised in the following two articles:
- "[Theoretical Foundations for Translation Pedagogy](#): Descriptive, Prescriptive, and Speculative (In Defense of the 'Good Utopian')." *ADFL Bulletin* (Association of Departments of Foreign Languages, Modern Language Association of America) Vol. 42, N. 1, pp. 43-48.
 - "[Translation and the Space Between: Operative Parameters of an Enterprise.](#)" In *Translation Theory and Practice, Tension and Interdependence*, ed. Mildred L. Larson, Binghamton: State University of New York Press, 1991, 13-26.

Week 2

- 27 Bassnett-McGuire: Preface to the 4th Edition (1-13), Introduction (pp. 14-23) and Central Issues (24-49)

Week 3

- September 3 Bassnett-McGuire: History of Translation Theory (50-87)

Week 4

- 10 Bassnett-McGuire: Specific Problems of Literary Translation (88-140) and Translation in the Twenty-First Century (141-148)

Week 5

- 17* QUIZ I.
Then begin Lefevere, *Translation/ History/ Culture: A Sourcebook* (pp. 1-18)

Week 6

- 24 *Translation/ History/ Culture* (pp. 19-58)

Week 7

- October 1 *Translation/ History/ Culture* (pp. 59-102)

Week 8

- October 8 *Translation/ History/ Culture* (pp. 102-141)

Week 9

- 15 *Translation/ History/ Culture* (pp. 141-171)

Week 10

- 22* QUIZ II.
Then begin Venuti's *The Translation Studies Reader*:
- Introduction (pp. 1-9)
 - Foundational Statements (13-20)
 - "Letter to Pammachius" by Jerome (21-30)

Week 11

- 29 *The Translation Studies Reader:*
- 1900s-1930s (69-74)
 - “The Task of the Translator” by Walter Benjamin (75-83)
 - “The Misery and Splendor of Translation” by José Ortega y Gasset (handout from first ed., pp. 49-63)
 - “The Translators of *The One Thousand and One Nights*” by Jorge Luis Borges (92-106)
 - “Pierre Menard, Author of *Don Quixote*” by Jorge Luis Borges (handout of. Trans. Anthony Bonner. *Ficciones*. Ed. Anthony Kerrigan, New York: Grove Press, 1962)

Week 12

- November 5 *The Translation Studies Reader:*
- 1940s-1950s (105-112)
 - “Problems of Translation: *Onegin* in English” by Vladimir Nabokov (113-125)
 - “On Linguistic Aspects of Translation” by Roman Jakobson (126-131)
 - 1960s-1970s (133-139)
 - “Principles of Correspondence” by Eugene Nida (141-155)
 - “The Hermeneutic Motion” by George Steiner (156-161)

Week 13

- 12* QUIZ III.
Then *The Translation Studies Reader:*
- “The Position of Translated Literature Within the Literary Polysystem” by Itamar Even-Zohar (162-167)
 - “The Nature and Role of Norms in Translation” by Gideon Toury (168-181)

Week 14

- 19 *The Translation Studies Reader:*
- 1980s (183-190)
 - “Skopos and Commission in Translation Theory” by Hans J. Vermeer (191-202)
 - “The Measure of Translation Effects” by Philip E. Lewis (220-239)
 - “Gender and the Metaphorics of Translation” by Lori Chamberlain (254-268)

Week 15

- 26 *The Translation Studies Reader:*
- 1990s (269-280)
 - “The Politics of Translation” by Gayatri Chakravorty Spivak (312-330)
 - “Thick Translation” by Kwame Anthony Appiah (331-343)
 - “What is a Relevant Translation” by Jacques Derrida (365-388)
 - 2000s and Beyond (389-397)

Week 16

- December 3 *The Translation Studies Reader:*
- “Text Parameters in Translation: Transitivity and Institutional Cultures” by Ian Mason (399-410)
 - “Translation, American English, and the National Insecurities of Empire” by Vicente L. Rafael (451-468)
 - “The Translation Age: Translation, Technology, and the New Instrumentalism” by Michael Cronin (469-482)
 - “Genealogies of Translation Theory: Jerome” by Lawrence Venuti (483-502)

Final paper due: 10-12 typed (on computer) pages in length (no more, no less), following the MLA format. Font = 12 point Times Roman.

Semester wrap-up. **FINAL EXAMINATION IS ON WEDNESDAY, DECEMBER 10 FROM 5-7:30.**

FOOD FOR THOUGHT: SOME QUESTIONS ON HISTORY AND THEORY OF TRANSLATION

- What is theory of translation, what are its concerns, what kinds of theory are there, and what value does theory have for the practicing translator?
- It has been said that translation is impossible. Do you agree or disagree? Why?
- What does it mean to say that a text is “untranslatable”? Why might this be said? Is this statement true? Explain.
- In translating a given text, what elements must a translator take into account and why?
 - What must a translator be able to do when his or her translation is finished, and why? (Justification)
- In writing about the phenomenology of reading, what useful types of readers does Iser identify for the would-be and practicing translator?
- What is “fidelity” in translation and what are its possibilities and limitations?
 - Analyze the following statement by Cicero: “If I render word for word, the result will sound uncouth, and if compelled by necessity I alter anything in the order or wording, I shall seem to have departed from the function of a translator.”
 - What approach to translation did Cicero and Horace advocate? (sense-for sense, imitate the author’s virtues but still retain one’s own individuality in translation)
 - In Barbara Johnson’s “Taking Fidelity Philosophically,” what does she mean by “faithful bigamy”?
- What does “equivalence” in translation mean, and why is this notion problematic?
 - What are some of the ways in which translators can consider or apply notions of equivalence in translating?
 - Explain Nida’s concept of “dynamic equivalence” in translation.
- What role has Bible translation played in the development of translation and translation studies in the West?
- What is the difference between interlingual and intralingual translation and which of the two has been a dominant concern of translation activity over the ages in Greece? Explain.
- Describe the Latin tradition in translation: What primary texts did the Romans translate and why?
 - How does the Latin tradition in translation serve as “a literary apprenticeship”? (Improvement and rivalry with ST/SA through creative imitation; conquest [Nietsche])
- Explain how important texts (medical, scientific, mathematical, political, literary) traveled across languages and cultures in early Europe. (From Greek and Latin into the new European languages; from Greek into Arabic into Latin, then into the new European languages; and back and forth via Latin).
- What role has been attributed to translation in nation building?
- How does Antonio de Nebrija’s reported statement to Queen Isabel in 1492, that “language accompanies empire,” relate to colonization and translation as a key part of nation building?
 - How did Spain seek to maintain the language of empire after the Reconquista and during the Franco dictatorship? How is this internal control similar or different from the Spanish control exerted in the American colonies?
- Explain how intermediaries and intermediary texts were often used in translation projects in early Europe. What translation problems arise in doing so?
- Comment on the role of interpreters in the development of the Latin American tradition in translation.
 - How was translator recruitment and training often achieved in the American colonies?
- What educational role has translation played historically in the West?
 - Making texts available in the vernacular.
 - Comment on the role of translation in the politics of accessibility to knowledge and education in Europe.
- Who was Dolet and what are the tenets he prescribes for the act of translation?
- Explain Dryden’s views on translation and the three basic categories he assigns to this act.
 - What is the translation strategy of metaphrase vs. paraphrase?
- What are the two fundamental choices that Schleiermacher identifies for the act of translating, and in what terms does Venuti shed light on these?
 - What are some of the “foreignization” strategies we learn from Venuti? (How can “foreignization” be retained, if that is a goal?)
 - What are domesticating and foreignizing strategies in translation, what does each seek to achieve, and why?
 - Which of the two strategies is most appropriate when translating the following types of texts, and why? Legal, Medical, technical, political, literary, film.
- What are Benjamin’s primary concerns in “The Task of the Translator”?
- Who was Ezra Pound and what was the nature of his “influential” experiments in translation?
- Why does Ortega characterize translation as both “misery” and “splendor,” and how do the “good” and “bad” utopian figure into his reflections on translation?
- What does the poet Valéry tell us about his “experience” in translating Virgil?
- What is Nabokov’s approach to translation?

- What does Borges' "Pierre Menard, Author of *Don Quixote*" suggest about the acts of reading and translation? How might we affirm that Pierre Menard is all translators? Explain.
- What three types of translation does Jakobson identify? Explain how they differ.
- Characterize Octavio Paz's approach to translation. How does he view language, writing, originality, creation, and translation?
 - Why is translation referred to by some as a derivative activity? Do you agree with this? Would Octavio Paz agree with it? Explain.
- In Szondi's article, what is the translation strategy adopted by Celan regarding Shakespeare's theme of "constancy" in Sonnet 105?
- Which elements in the translation process or phenomenon are foregrounded in Derrida and deconstruction, and what are the implications of this shift in privileging?
- Why did Venuti write *The Translator's Invisibility*? Explain his ideas and concerns about transparency and fluency in translation, and his strategy of resistance.
 - For Venuti, why is a statement such as the following so problematic: "This is good translation because it doesn't read like a translation."
 - To what extent is the translator invisible, secondary, derivative, in self denial, as opposed to not being characterized in this manner?
 - What is translatability and how do the analytical and hermeneutic approaches, and the translator's invisibility or presence, bear on issues of translatability?
- What does Venuti mean by the concept of "simpatico" as a possible benefit for the working translator? Was he able to apply this concept in his own work on De Angelis? Explain.
- Who are Rabassa, Lane and Kerrigan, and why should what they have to say about translation be of interest?
- How are multilingualism and translation different?
 - How is textual multilingualism typically resolved in translation, and what is the effect of one form of resolution over the other? (To translate into a single text/single main language, erasing all traces of foreignness vs. translating only the main language of the text while leaving the foreign elements unchanged)
- What are some of the universals of translation proper? (Cohesion and coherence; simplification; modernization [sayings, colloquial expressions, etc.]; explicitation; normalization; syntactic and stylistic changes; avoidance of repetitions; interference in discourse transfer)
- What is explicitation in translation, and how, when and why is it used as a strategy?
 - What cultural explications might be valid or necessary intralinguistically? Why?
 - How has globalization affected the need for explicitation?
 - Provide an example of a repertoreme and a texteme.
- Problem solving, which entails decision making, is a functional characteristic of translation. What is the difference between declarative and procedural knowledge, and how do both relate to decision making in translation? Provide an example.
 - How do notions of macrocontext and microcontext inform effective decision making in translation? Provide an example.
- What is a unit of translation and what forms may constitute said unit?
 - What is a unit of translation and what factors should be considered in choosing one?
 - Choose a unit of translation and explain the pros and cons of using that particular unit of translation in various contexts.
 - Should a unit of translation be resolved structurally or semantically?
- What does directionality refer to in translation?
 - What is direct vs. inverse translation? What are the advantages and disadvantages of each?
 - Is translation into the translator's "language of habitual use" an absolute requirement? Explain the pros and cons.
 - What is direct vs. indirect translation? What are the advantages and disadvantages of each?
- What is "literal" translation and how do Cicero (word for word) and Dryden (metaphrase) refer to this approach? Briefly discuss the evolution of literal translation, its appropriateness, and its problems or limitations.
 - Should a translator translate word for word or sense for sense, and what factors should be considered in choosing between the two strategies?
 - When should a text be translated literally and when should it not be?