

Translation and Censorship in Eastern Europe

Department of East European, Eurasian, and Russian Studies
RUSS 38.26 (Fall 2023)
Distributives: SOC, NW

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Meeting times: Tue, Thu, 10A

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Course description:

Translation has been a target of censorship and control over several centuries. In this course, we will use Ukraine as a case study to trace and discuss the relationship between translation and censorship, with close references to other countries of Eastern Europe, in particular the former Soviet Republics Estonia, Latvia, Lithuania, Moldova, and those belonging to soviet bloc, such as Poland, Hungary, Romania, Bulgaria, as well as new countries that appeared in the place of old Soviet entities, including Serbia, Croatia, the Czech Republic, Slovakia, Slovenia, etc.

Translation has played key roles on the battlefield between reactionary (colonial) mentality and nation-building (postcolonial) revision of national identities of the former Soviet Republics and socialist countries, some of which remain of primary significance for the Russian Federation's Eurasian project today, and translation is a mighty weapon in the present-day information wars.

Course readings:

- **All texts are on Canvas in pdf format.**

Specific course policies, assignments, and assessment

Grading:

25% Participation in Class. Be active and present.

25% Short written assignments/answers to questions on Canvas discussion boards.

25% Research Project Progress:

5% Progress report 1

5% Progress report 2

10% PowerPoint Presentation

5% Corrected summary of final paper (300 words)

25% Final paper

(a list of suggested topics will be provided, but you are also allowed to choose your own)

Scheduled due dates:

at the beginning of week 4 – Research project progress report 1

by the end of week 8 – Research project progress report 2

at the last meeting on week 10 – PowerPoint Presentation of the research project + corrected summary of final paper (300 words)

by the end of the final exam period – the final paper of 7-9 pages due

Tasks explained:

Participation in Class. Be active and present.

Be ready with your reading for class discussion and actively participate in class conversations on the discussed topic(s).

Answers to questions on Canvas Discussion Boards

Respond in writing (3-5 sentences) to questions on the assigned reading(s) for each class before the due time.

Research project has to be related to the topic of the course and must use the interpretive skills that you practice. It's a broad spectrum, and it should not be difficult to find something you're interested in. Although this is a literature-in-translation and censorship seminar, you can always bring your other interests to the interpretation and analysis of different modes of censorship in particular, for example, in the following fields: dictatorships, the censor on theater stage, self-censorship, censorship and the media, etc.

You will hold two intermediate progress reports in the form of oral presentations in class (up to 5 minutes) of your research project in progress. These should be short presentations on the topic chosen for the research project (most of the topics are outlined on the syllabus in each concrete case, and usually directly pertinent to our readings).

Guiding questions to research project progress report 1:

- *Describe your primary source(s).*
- *Why do you want to analyze them? What interests you? Why should other people care?*
- *How might your primary source(s) be analyzed (if you can think of several possibilities or patterns of interpretation, address them)?*

The first draft of the summary of course paper (brief final paper proposal) has to be submitted in writing on the due date of progress report 1. This assignment lets you revise the content and form of your course paper. Here you will describe your proposed final paper research in 300 words, explaining what you will be writing, what kind of analysis/analyses you will be using, and why the topic matters. After the feedback, you will revise it, submitting the final draft **on the first page of the paper by the last class meeting**, like an abstract.

Guiding questions to research project progress report 2:

- *Connect your primary source(s) with your personal background knowledge and experience.*
- *Connect them with the existing (known to you) practice in the field.*
- *What interesting/ revealing/ important observations have you made?*

The second draft of the summary of course paper (brief final paper proposal) has to be submitted in writing on the due date of progress report 2.

PowerPoint Presentation of the research project + the final draft of the summary of course paper

Your presentation will be assessed on these criteria: addressing the questions, choosing a focus, and concision; ability to present orally without notes (excluding extremely short bullet points); the depth of analysis (privilege depth over breadth); ability to engage with the new terms pertinent to the course subject matter and material; contact with the audience and the ability to address intelligent non-experts and explain new concepts.

Remember to privilege depth over breadth. Ideally, you will work with an artifact we have seen or read (or another artifact that you could analyze with the sources from our course) and deepen our appreciation of it through further research, a productive comparison, close interpretation of a specific motif, contextual analysis, and/or a specific angle/method. You should start writing immediately after submitting the first draft of your abstract. Use the sources in “*Additional readings*” to jump start your research—that is their purpose.

You will present your research with a PowerPoint Presentation, followed by the 5-minute Q&A session, on the last day of class.

The Final Research Paper will be **7-9 pages long** (font 14 of Times New Roman, double-spaced) and **due by the end of the final exam period**. Please don't forget to submit on the first page of the paper its summary (brief final paper abstract) consisting of no more than 300 words.

General Course Policies:

Learning Objectives

1) think about and reflect upon the relationship between translation strategies, textual manipulations and censorial power in translation; 2) develop a general understanding of the term “censorship” as a set of unwritten rules and an apparatus of (state) control over foreign influence; 3) develop close-reading skills of literary works in translation, with due attention to the types and forms of sensorial intrusions into them; 4) develop an understanding of institutional, structural, and self-imposed forms of censorship; 5) develop original research that can relate a translation to its literary, ideological, and social contexts, as well as the main operational modes of censorship; 6) develop critical thinking and essay writing skills around the ideas, issues, and challenges of tracking down the traits of censorship in translated texts; 7) gain

experience in translation analysis and the verbal and visual presentation of critical and analytical thinking.

Taught in English. No prerequisites.

Sharing notes

It is fine to pool or exchange notes in order to keep up with the course in case of excused absences or just to review/keep track of new vocabulary and ideas. Try to set up study pods early on in the term and discuss what note-sharing platform and standards work best for you. **This said, please keep in mind that you should not reuse the notes or the ideas in them in any of your writing (all your footnotes should come from original or published sources with clearly traceable sources: books, articles, videos, podcasts, artworks).**

Infectious illness policy

- **Please do not come to class if you have any flu-like symptoms.** If you do, you jeopardize the health of your classmates as well as my health and potentially the health of my children and their ability to attend school, which, in turn, impacts the quality of our class. If you're feeling sick, please let me know in advance, get well, and make note-sharing arrangements.
- **If two or more people cannot attend class or if I am sick, the meeting will happen on Zoom at this address.** I will send an email notification:
<https://dartmouth.zoom.us/j/94129360056?pwd=bm9sZzQ2OXlSczh1dERvT2VIQVRLZz09>.
Meeting ID: 941 2936 0056. Passcode: 257217
- **If you are too sick to attend class virtually,** let me know and make note-sharing arrangements.
- If I am too sick to teach virtually, we will use the X hour or arrange an alternative meeting.

Academic Honesty

You may only submit your own, original academic work that attributes ideas clearly and cites other people's work respectfully.

If you are in doubt about what other Honor Principle tenets entail, please ask me. For more information see, <https://student-affairs.dartmouth.edu/policy/academic-honor-principle>

Late Assignments

Please submit all short responses to readings and have the research project progress reports, as well as the final presentation, ready on time. The discussion questions on Canvas are short and low-stakes on purpose—please don't write more than requested or feel like you have to write or say more than requested. Less is more.

If you need longer with the final paper, please **contact me at least one day in advance** to arrange for an extension within reasonable time limits—this happens. If you find yourself struggling to meet deadlines more generally (and in other classes as well), please get in touch as soon as possible so that we can work on the issues to get you back on track. Don't let the issues snowball.

Email policy

Thoughtful email communication can help make for a healthier workplace, and you can contribute! If you have questions about assignments, please check the syllabus first and ask peers—they may have been addressed already. To prevent pileups of busy work and the buildup of stress resulting from that, please email me to make an office hour appointment, in emergency, or to ask a pressing question. Please save all other questions for class or office hours.

Absences

Communicate! Unexcused absences will impact your participation grade. If you need to miss class, please contact me in advance. Working on communication is crucial. It helps you feel in control and is good practice for a professional future.

Religious Observance

Some of you may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss accommodations, and they will be honored.

Student Accessibility and Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

For detailed information regarding expectations of the faculty to ensure accessibility for students with disabilities, please see [Student Accessibility Services' faculty pages](#).

Diversity & Inclusion

This classroom is an inclusive space in which all identities and perspectives have a place, as long as they are respectful to others.

Mental Health and Wellness

The academic environment at Dartmouth is challenging, our terms are intensive, classes are not the only demanding part of your life, and there is still the pandemic. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<https://students.dartmouth.edu/undergraduate-deans/>), the Counseling Center (<https://students.dartmouth.edu/health-service/counseling/about>), and the Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>).

Title IX

Please note that I am required by law to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. For a list of confidential resources on campus, see <https://sexual-respect.dartmouth.edu/reporting-support/title-ix-resources/confidential-resources>

Writing and other Academic Support:

- Language tutoring, in case you need help with specific language skills; please contact them early on: <https://students.dartmouth.edu/academic-skills/Peer-Tutoring-Program/about-peer-tutoring-program>

- English-language writing help: RWIT offers one-on-one tutoring sessions, where you can workshop ideas and drafts. <https://students.dartmouth.edu/rwit/appointments/undergraduate-sessions>
- Struggling with time management? Looking to improve academic skills like notetaking? Check out the resources at the Academic Skills Center (<https://students.dartmouth.edu/academic-skills/>).

Laptop policy

In the first three weeks, please bring along hard copies of all assigned readings. Thereafter, please abstain from using your laptop unless you really cannot afford to print the readings and must use pdf files. If that's the case, please keep all unrelated windows closed, know your readings well, and make notes on the files. Navigating a pdf generally takes longer, please take this into consideration. Using your laptops for any other purposes will affect your participation grade.

Financial Difficulty

If you encounter financial challenges related to this class, please let me know.

Week 1. Censoring Translation

Meeting 1. Introduction. Commissioners and Agents of Translation.

Synopsis of topics:

The cultural, aesthetic, political and ideological capital that translated texts enjoy and produce in the target culture. Interactions between cultural, ideological, and censorial discourses. Textual manipulations and censorial power in translation. The relationship of censorship with the habitus of the field of translation. The main operational modes of censorship: preventive and formative.

Reading:

- Billiani, Francesca (2007). "Assessing Boundaries – Censorship and Translation. An Introduction" in Francesca Billiani (ed). *Modes of Censorship: National Contexts and Diverse Media*, Routledge, pp. 1-25.

Meeting 2. An Apparatus of Control Over Foreign Influence.

Synopsis of topics:

Censorship "as a set of unwritten rules, shaped both by the current habitus and by the symbolic capital a text enjoys in a certain field" (Bourdieu 1982: 172-73). Layers of censorship. The practice of pre-censorship. The operational modes of structural censorship. Institutional, structural, and self-imposed forms of censorship.

Texts of foreign origin perceived as part of the national textual corpus. Orchestrating the apparatus that establishes control over foreign influence. Restrictive and protective functions of censorship.

Reading:

- Tymoczko, Maria (2009). "Censorship and self-censorship in translation: ethics and ideology, resistance and collusion," in Chuilleanáin, Eiléan Ní, Cormac Ó Cuilleánáin and David Parris, eds. *Translation and Censorship: Patterns of Communication and Interference*. Four Courts Press, pp. 24-45.
- Gibbels, Elisabeth (2009). "Translators: the tacit censors?" in Chuilleanáin, Eiléan Ní, Cormac Ó Cuilleánáin and David Parris, eds. *Translation and Censorship: Patterns of Communication and Interference*. Four Courts Press, pp. 57-75.
- Fabre, Giorgio (2007). "Fascism, Censorship and Translation," translated by Carol O'Sullivan, in Francesca Billiani (ed). *Modes of Censorship: National Contexts and Diverse Media*, Routledge, pp. 27-60.

Week 2. Translation and Empire

Meeting 1. Prohibition of Ukrainian Printed Production in the Russian Empire.

Synopsis of topics:

Tzarist censorship of the Ukrainian language: "There was no separate 'Little Russian language', there is not and there cannot be" (from the Valuev Circular of 18 July 1863, a secret decree issued by the Minister of Internal Affairs of the Russian Empire Pyotr Valuev). Self-censorship in Nikolai Gogol (Mykola Hohol), among other writers of Ukrainian origin. Ways to circumvent the outright prohibition of the Ukrainian language in print.

Readings:

- Fabrikant, Nikolai (2017). "A Brief Outline of the History of the Treatment of Ukrainian Literature by the Russian Censorship Laws". Tr. from Russian by R. Hantula. *East/West: Journal of Ukrainian Studies*. Volume IV, No. 2, pp. 155–172.
- Remy, Johannes (2017). "Against All Odds: Ukrainian in the Russian Empire in the Second Half of the Nineteenth Century." In *The Battle for Ukrainian: A Comparative Perspective*, eds. Flier, Michael S. and Andrea Graziosi, Harvard: Harvard Ukrainian Research Institute, pp. 43-61.

Meeting 2. Translation as a Gatekeeper to Europe.

Synopsis of topics:

Linguistic russification in the Russian Empire. The Habsburg Monarchy's policy towards the languages of its subjects in the Austro-Hungarian Empire. The Ukrainian language in the Austrian Empire and, after 1867, in the Austro-Hungarian Empire. Polish as a *lingua franca* in Halychyna (Galicia).

Readings:

- Danylenko, Andrii and Halyna Naienko (2019). "Linguistic russification in Russian Ukraine: languages, imperial models, and policies." *Russian Linguistics*, 43(1), pp. 19–39.
- From: Miller, Alexei (2003). *"The Ukrainian Question": The Russian Empire and Nationalism in the Nineteenth Century*. Translated by Olga Poato. Budapest: Central European University Press (excerpts).
- From: Wolf, Michaela (2015). *The Habsburg Monarchy's Many-Languaged Soul. Translating and interpreting, 1848–1918*. Amsterdam and Philadelphia: Benjamins (excerpts).

Week 3. Translation and Stalinism

Meeting 1. Controlled Indigenization by Means of Translation.

Synopsis of topics:

The role of translation in national revival: the early Bolshevik policy of "indigenization" in the 1920s. Promotion of national languages and cultures in the interests of Soviet republican government. A general Ukrainian national revival ("the Ukrainian Renaissance"). Unprecedented lexicographic projects. Flourishing of Ukrainian literary translation.

Readings:

- Kalnychenko Oleksandr and Lada Kolomiyets (2022). "Translation in Ukraine during the Stalinism Period: Literary Translation Policies and Practices" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, 141-172.
- Kalnychenko, Oleksandr and Nataliia Kalnychenko (2019). "Taras Bulba in Ukrainian Garb: National Self-Image in Translation" in Barcinsky, L. (ed.) *National Identity in Literary Translation*, Berlin: Peter Lang, pp. 71-80.
- Yefimenko, Hennadii (2017). "Bolshevik Language Policy as a Reflection of Communist Construction, 1919–1933." In *The Battle for Ukrainian: A Comparative Perspective*, eds. Flier, Michael S. and Andrea Graziosi, Harvard: Harvard Ukrainian Research Institute, pp. 167-194.

Meeting 2. Russification and Stalinist Terror.

Synopsis of topics:

The advent of Russian "national Bolshevism" and Stalinist campaigns against "bourgeois nationalism" in the Union republics. The extermination of the Ukrainian intellectual elite known as the "executed renaissance" during the Great Terror of 1937-1938. The task of merging the Ukrainian and Russian

languages into one. The scope and character of Russification affecting cultural production in the Soviet Union.

Mediator censorship. Restrictive and protective functions of censorship. Obedience to the structured totalitarian logic. Propagandistic declarations of the aim to protect readers from perilous influences of the foreign. Total control over the circulation of the symbolic capital that foreign texts enjoy in the receiving country.

Readings:

- Kolomiyets, Lada (2020). "Translation as an Instrument of Russification in Soviet Ukraine" in *Translation and Power*. Harmon, Lucyna and Dorota Osuchowska (eds), Frankfurt/Main: Peter Lang, pp. 29-43.
- Kalnychenko, Oleksandr and Nataliia Kalnychenko (2020). "Campaigning against the 'Nationalistic Wrecking' in Translation in Ukraine in the mid-1930s," in *Translation and Power*. Harmon, Lucyna and Dorota Osuchowska (eds.). pp. 53-60.
- Gallagher, Aoife (2009). "Pasternak's *Hamlet*: translation, censorship and indirect communication," in Chuilleanáin, Eiléan Ní, Cormac Ó Cuilleánáin and David Parris, eds. *Translation and Censorship: Patterns of Communication and Interference*. Four Courts Press, pp. 119-131.

Week 4. Remapping Eastern Europe and the Politics of Translation After WWII.

Meeting 1. Translation Flows in the Soviet Bloc Countries.

Synopsis of topics:

Censoring translation in the group of eastern European countries that were aligned militarily, politically, economically, and culturally with the Soviet Union approximately from 1945 to 1990 (members included Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia).

Readings:

- Blum, Hanna (2022). "The Impact of Cultural Policy in the GDR on the Work of Translators" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 281-313.
- Leto, Maria Rita (2022). "The Politics of Translation in Yugoslavia from 1945 to 1952" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 175-206.
- Rundle, Christopher, Anne Lange and Daniele Monticelli (2022). "Introduction" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 1-16.

Research project progress report 1 due

Meeting 2. Institutions of Translation and Ideological Control.

Synopsis of topics:

The post-WWII Socialization and Russification of Eastern Europe, operational at an institutional level through translation, language policy, politics of education, censorship, demographic shifts (deportations, forced migration, relocation of work force within the USSR) as well as through systematic repression of key cultural figures, scholars, teachers, writers, translators.

Readings:

- Lange, Anne, Daniele Monticelli and Christopher Rundle (2022). "Translation and the History of European Communism" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 17-35.
- Pokorn, Nike K. (2022). "Ideological Control in a Slovene Socialist State Publishing House: Conformity and Dissent" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 207-240.
- Sohár, Anikó (2022). "Anyone Who Isn't Against Us Is for Us': Science Fiction Translated from English During the Kádár Era in Hungary (1956–89)" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 241-279.

Week 5. The Translator as the Censored and the Censor

Meeting 1. Publishing Policies: The Editor as a Re/translator.

Synopsis of topics:

Publishing processes as the institutional basis for multilayered censorship, involving linguistic, stylistic and ideological interventions.

The power of the author-function in a censorial context. Pre-editorial censorship. The repressive and permissive effects of censorship. The all-pervasive censorial presence. The dissenting and anticipating voice of the censored. The repressive and permissive power of the censor. A co-operative production process and surrendering the author-function to the regime's propaganda machinery.

Readings:

- Kolomiyets, Lada (2022). "The politics of literal translation in Soviet Ukraine: The case of Gogol's "The tale of how Ivan Ivanovich quarreled with Ivan Nikiforovich," *Translation and Interpreting Studies*. Online First publication. Available online: 21 October 2022, <http://doi.org/10.1075/tis.21020.kol>, pp. 1-35.
- Philpotts, Matthew (2007). "Surrendering the Author-function: Günter Eich and the National Socialist Radio System" Francesca Billiani (ed). *Modes of Censorship: National Contexts and Diverse Media*, Routledge, pp. 257-278.

- Thomson-Wohlgemuth, Gaby (2007). "On the Other Side of the Wall: Book Production, Censorship and Translation in East Germany" in Francesca Billiani (ed). *Modes of Censorship: National Contexts and Diverse Media*, Routledge, p. 93-116.

Meeting 2. Indirect Translation as Censorship.

Synopsis of topics:

A multifaceted phenomenon of indirect translation via Russian into the languages of Soviet Republics in the Soviet Union and into the languages of Soviet States in Eastern Europe. Strategies and types of indirect translation and its persistence until early 21st century.

The figure of the editor as a key cultural mediator.

Readings:

- Baer, Brian James (2022). "Censorship, Permitted Dissent, and Translation Theory in the USSR: The Case of Kornei Chukovsky" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 73-110.
- Kolomiyets, Lada (2019). "The Psycholinguistic Factors of Indirect Translation in Ukrainian Literary and Religious Contexts". *East European Journal of Psycholinguistics* 6 (2), pp. 32-49.
- Witt, Susanna (2017). "Institutionalized Intermediates: Conceptualizing Soviet Practices of Indirect Translation," *Translation Studies* (special issue: Indirect Translation: Theoretical, Methodological and Terminological Issues). 10:2, pp. 166-182.

Week 6. Censoring Translation in the Khrushchev Soviet Era

Meeting 1. Discourses of Regulation and Resistance.

Synopsis of topics:

The Soviet state apparatus' dual control over all publications, ascending from the bottom up in a hierarchical order. The top-down Soviet censorship policy both on ideological and linguistic levels in its various forms: institutional, structural, and self-imposed.

The political instrumentalization of culture by the regime. The compulsory writers' organizations. Internalization of official norms. Space for negotiation and resistance.

Readings:

- From: Sherry, Samantha (2015). *Discourses of Regulation and Resistance: Censoring Translation in the Stalin and Khrushchev Soviet Era*. Edinburgh: Edinburgh UP (excerpts).

- Monticelli, Daniele (2020). "Translating the Soviet Thaw in the Estonian context: entangled perspectives on the book series: Loomingu Raamatukogu," *Journal of Baltic Studies*, pp. 1-21.
- Yekelchyk, Serhy (2015). "The early 1960s as a cultural space: a microhistory of Ukraine's generation of cultural rebels," *Nationalities Papers: The Journal of Nationalism and Ethnicity* (Special Section on the Soviet People: National and Supranational Identities in the USSR after 1945), Volume 43, Issue 1, pp. 45-62. (Published online by Cambridge University Press: 20 November 2018).

Meeting 2. Literary Translation Journals. Generation of the Sixtiers.

Synopsis of topics:

Cultural environment of the early 1960s in the USSR and Eastern Europe. New literary translation journals. Re-opening of the journal *Vsesvit* [The Universe] as a sign of increasing the status of literary translation into Ukrainian. Soviet internationalism as Russification.

Readings:

- From: Dziuba, Ivan (1968). *Internationalism or Russification? A Study in the Soviet Nationalities Problem*. London: Weidenfeld & Nicolson (excerpts).
- Tromly, Benjamin (2009). "An Unlikely National Revival: Soviet Higher Learning and the Ukrainian "Sixtiers," 1953-65," *The Russian Review*, Vol. 68, No. 4, pp. 607-22.
- Monticelli, Daniele (2016). "Reconfiguring the sensible through translation: Patterns of "deauthorization" in post-war Soviet Estonia," *Translation and Interpreting Studies* 11:3, pp. 417-436.

Week 7. Translation, Political Stagnation, and Dissent

Meeting 1. 'Totalitarian translation' as a Means of Forced Cultural Change.

Synopsis of topics:

Soviet translation project and a unified style of translation. Features of the style of totalizing narrative encouraged in translation Forced cultural change and the Soviet canon of world literature.

Dictionary in the Totalitarian Society. Case study: official lexicography as codification of Russian interference with the Ukrainian language.

Readings:

- Monticelli, Daniele (2011). "'Totalitarian translation' as a Means of Forced Cultural Change: The Case of Postwar Soviet Estonia" in *Between Cultures and Texts: Itineraries in Translation History*, edited by Antoine Chalvin, Anne Lange, and Daniele Monticelli, Frankfurt am Main: Peter Lang, pp. 187-200.

- Rudnytska, Nataliia (2022). "Translation and the Formation of the Soviet Canon of World Literature" in *Translation under Communism*. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan, pp. 39-71.
- Savchyn, Valentyna (2019). "Dictionary in the Totalitarian Society: Ukrainian Lexicography in the 20th c.," in *Contents, Use, Usability: Dictionaries from the Perspective of a Translator and a Language Teacher*, eds. Dorota Osuchowska & Lucyna Harmon, Berlin: Peter Lang, pp. 119-136.

Meeting 2. Repressions Continued.

Synopsis of topics:

Emigree and dissident translation. Translators-dissidents of the 1970s-1980s. Translation in exile. Prisoners of conscience. Nonconformism and dissent movement in the Soviet Bloc countries.

Readings:

- Pavlyshyn, Marko (2010) "Martyrology and literary scholarship: the case of Vasyl Stus," *The Slavic and East European Journal*, 54 (4), pp. 585–606. Archived (PDF) from the original on 5 May 2016.
- Savchyn, Valentyna (2021). "Literary translation behind bars in the late Soviet Union: Contextual voices of Vasyl' Stus and Ivan Svitlychnyi," *East/West: Journal of Ukrainian Studies* 8 (2), pp. 235-273.
- From: Sinchenko, Oleksii; Stus, Dmytro; Finberg, Leonid (2021). *Ukrainian Dissidents: An Anthology of Texts*. Ibidem-Verlag, Jessica Haunschild u Christian Schon, II. Public Speeches and Statements, Ibidem Verlag, 2021, pp. 29-55.

Additional reading:

- From: Stus, Dmytro (2021). *Vasyl Stus: Life in Creativity*. Series edited by Andreas Umland. Translated by Ludmila Bachurina. Ibidem-Verlag, Jessica Haunschild u Christian Schon (excerpts).

Week 8. After Totalitarianism

Meeting 1. Rethinking the Soviet Canon.

Synopsis of topics:

The impact on translation and translational thought of the Gorbachev *perestroika*. The fall of Soviet censorship. The anti-Soviet translation in the diaspora and translating the dissident authors who had not been published in the USSR. Marketing the translator's image.

The language of the 1990s' literary generation, cultural revolution, and the emergence of a new school of translation. Rethinking the canon; linguistic freedom and criticism of the "sovok" mentality.

Readings:

- From: Annus, Epp (2017). *Soviet Postcolonial Studies: A View from the Western Borderlands*. Abingdon, Oxon: Routledge (excerpts).
- Sela-Sheffy, Rakefet (2008) "The Translators' Personae: Marketing Translational Images as Pursuit of Capital," *Meta*, 53(3), pp. 609-22.
- Kolomiyets, Lada (2017). "Identifying Shifts in the Allusiveness of a Source Text through Post-Soviet Translation as Deconstruction of the Target-Language Audience's Soviet Identity," in *Identity and Translation Trouble*, ed. by Ivana Hostová, Newcastle upon Tyne (UK): Cambridge Scholars Publishing, pp. 35-59.

Meeting 2. Retranslating the Colonial Past.

Synopsis of topics:

Translation and censorship in former Soviet Republics and soviet bloc countries after the collapse of the Soviet Union. Retranslations of the classics.

Readings:

- Chernetsky, Vitalii (2011). "Nation and Translation: Literary Translation and the Shaping of Modern Ukrainian Culture." In *Contexts, Subtexts, Pretexts: Literary Translation in Eastern Europe and Russia*, ed. Brian James Baer. Amsterdam/Philadelphia: John Benjamins Publishing Company, pp. 33-53.
- Kolomiyets, Lada (2019). "(Re)translating Horace into Ukrainian Modernity: From Mykola Zerov to Andrii Sodomora," *East/West: Journal of Ukrainian Studies*, Volume VI, No. 2 (2019), pp. 73-112.
- Smyth, Sarah (2009). "'Razom nas hagato, nas ne podolati': remixes of the Orange Revolution anthem," in Chuilleanáin, Eiléan Ní, Cormac Ó Cuilleaináin and David Parris, eds. *Translation and Censorship: Patterns of Communication and Interference*. Four Courts Press, pp. 205-220.

Research project progress report 2 due

Week 9. Translation and Manipulation

Meeting 1. Post-Censorial Viewpoint Revisited.

Synopsis of topics:

Ideological dimensions of translation: ideologies of language and language ideologies/attitudes in translation. Censorship in the time of war.

Readings:

- From: Wynnyckyj, Mychailo (2019), *Ukraine's Maidan, Russia's War: A Chronicle and Analysis of the Revolution of Dignity*. Ibidem Press (excerpts).
- Kulyk, Volodymyr (2017). "Language Attitudes in Independent Ukraine: Differentiation and Evolution." In *The Battle for Ukrainian: A Comparative Perspective*, eds. Flier, Michael S. and Andrea Graziosi, Harvard: Harvard Ukrainian Research Institute, pp. 309-341.
- Bilaniuk, Laada (2016). "Ideologies of Language in Wartime." In *Revolution and War in Contemporary Ukraine: The Challenge of Change*, ed. O. Bertelsen. Stuttgart: Ibidem Verlag, pp. 139–160.

Meeting 2. Eastern European Media and Neo-imperial Powerplay in the Russian Federation.

Synopsis of topics:

Remedies for political correctness in translation. Translation as essential information in "the age of fake news." Indirect translation revisited. Propagandistic and manipulative strategies of translation. The linguistic component of the Russian Federation's hybrid warfare against Ukraine's independence. Parodistic translation and dismantling neo-imperialistic *Newspeak*: as a battlefield of imperialist mentality against postcolonial revision.

Readings:

- Cuilleainin, Cormac Ó (2009). "...comme des negres: whitewashed in translation," in Chuilleanáin, Eiléan Ní, Cormac Ó Cuilleaináin and David Parris, eds. *Translation and Censorship: Patterns of Communication and Interference*. Four Courts Press, pp. 184-204.
- Kolomiyets, Lada (2020). "Manipulative Mistranslations in Official Documents and Media Discourses on Contemporary Ukraine." *Harvard Ukrainian Studies* 37, no. 3/4, pp. 367–406.
- Kuße, Holger (2018). "Argumentation and Aggression: About Maps and Poems in the Russian-Ukrainian Conflict." *East/West: Journal of Ukrainian Studies* 5 (2), pp. 37-63.

Week 10. Translation and Migration

Meeting 1. The Language of the Hegemon.

Synopsis of topics:

Translation as censorship. Translating from a minority language into the hegemon language. Migration issues and the violence of translation.

Summarizing discussion of the key issues considered in this course.

Readings:

- McLaughlin, Martin & Javier Muñoz-Basols (2016). "Ideology, censorship and translation across genres: past and present," *Perspectives: Studies in Translatology*, Vol. 24, No. 1, pp. 1–6.
- Mokre, Monika (2020). "The language of the hegemon: migration and the violence of translation," in *The Dark Side of Translation*. Edited by Federico Italiano. London & New York: Routledge, pp. 38-56.

Meeting 2. Student presentations and discussion of final essays. Q&A Session.

Your final essays will be assessed on these criteria: addressing the questions, choosing a focus, and concision; ability to present orally without notes (excluding extremely short bullet points); the depth of analysis (privilege depth over breadth); ability to engage with the new terms pertinent to the course subject matter and material; contact with the audience and the ability to address intelligent non-experts and explain new concepts.

PowerPoint Presentation of the research project + corrected summary of final paper (300 words) due

The final paper of 7-9 pages is due by the end of the final exam period.