COLT 19.06/EEER 38.27: **Decolonizing Translation**

Summer 2024
Distributives: LIT/Wcult and NW, LRP

Course description

The course takes a panoramic view of translation as an ambivalent reflection of the (post)colonial condition. As a "channel of colonization," translation has relied on legal and linguistic manipulations and prohibitions to unleash epistemicide and linguicide. As a form of resistance, translation has channeled emancipatory postcolonial struggles. In this course, we will survey both functions between the 18th to the early 21st century. We will draw on case studies from around the globe, including the Middle East, South, Southeast and Western Asia, South and Central America, Mexico and the islands of the Caribbean, as well as North America, Europe and Eurasia. We'll revisit the relationship between translation, orientalism, world literature, have a closer look at border identities across geographical regions and historical circumstances, reconsider translational imagination and the art of self-translation, and reflect on the gains, loses, misses, and un/translatables in translation.

Learning Outcomes

1) think about and reflect upon the relationship between translation strategies and social orders, the translator's identity and (post)colonial situation, the language of translation and ideology; 2) develop a general understanding of the term "de/colonization" as well as the social background, cultural nature, and perspectives of decolonizing strivings and processes in the field of translation; 3) develop close-reading skills of literary works in translation, with due attention to both their stylistic/poetic form and semantic content; 4) develop an understanding of postcolonial translation theories and practices across geographical regions and historical circumstances; 5) develop original research that can relate a translation to its literary, ideological, and social contexts; 6) develop critical thinking and essay writing skills around the ideas, issues, and challenges of translating literary works from minor languages into English and vice versa; 7) gain experience in translation analysis and the verbal and visual presentation of critical and analytical thinking.

Teaching Methods & Philosophy

The basic teaching methods will include lectures, discussions, active learning, web-based learning, and experiential learning (writing a research project), among others. General philosophy is student-centered teaching guided by the precepts of enthusiasm, flexibility, relevance, and evolution.

o **Teaching methods:** lectures, PPT presentations, mini-workshops, discussions, presentations of research essays.

Expectations & Norms

- **Contact information:**

Instructor: Lada Kolomiyets
Email: Lada.Kolomiyets@dartmouth.edu
Meeting times: 2A Tue/Thu 2:25 pm – 4:15 pm
X Hour: Thurs 1:20 pm – 2:10 pm
Office hours: Tue, Thu 12:00-1:00 pm Reed Hall

Course readings:
  o **All texts are on Canvas in pdf format.** Complete the assigned reading(s) related to class meetings for each class discussion.

- **Class workload & 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
(you are encouraged to choose and formulate your own topic of research)

- **Attendance and timeliness:**

Be active and present.

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

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

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

Tasks explained:
Answers to questions on Canvas Discussion Boards

Respond in writing (5-7 sentences) to questions on the assigned reading(s) for each class before the due time.

Research project 1.

Translation and Reflection: Practice-based Research Project

Step 1:

Choose a literary text/fragment of text or several short texts of 500-800 words for translation into English: from any foreign (ideally: minor/small) language that you understand in semantic and stylistic nuances.

Step 2:

Describe exactly when and under what socio-economic, political, cultural conditions the work(s) you chose was written. If there is an English translation(s) of it and you are making your translation as an alternative to an already existing translation or translations, also describe when these translations were made and what exactly should be reconsidered/corrected in them.

Step 3:

Make your own translation of your chosen work(s) from a postcolonial perspective, that is, considering the work of theorists and practitioners of the postcolonial approach.

Step 4:

Closely analyze – line by line – the process and outcome of your translation as reflecting a particular translation strategy, or a set of strategies, aimed at decolonizing translation as a text and as a socio-communicative activity.

Step 5:

Prove your translation choices based on the arguments of any of the postcolonial theories.

Research project 1 has to be related to the topic of the course and must use the interpretive skills that you practice. It's a broad spectrum – literature-in-translation and de/colonization issues – and it should not be difficult to find something you're interested in for translation, interpretation, and analysis of the mode(s) of decolonization in translation, particularly when analyzing the minor languages translated into the language of the hegemon through the lens of postcolonial theories, migration, and cultural studies.

You will hold two intermediate **progress reports** in the form of oral presentations in class (3-5 minutes) of your "Translation and Reflection" project in progress.

> **Progress report 1.** This should be a short presentation of the text(s) chosen for translation (Step 1) and a description of the socio-economic, political, cultural conditions under which the original work(s) was written (Step 2).
>
> The first draft of the <u>summary of course paper</u> (brief final paper proposal) has to be submitted in writing on the due date of <u>progress report 1</u>. 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 text(s) you will be translating, what kind of analysis/postcolonial theories 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**.
>
> **Progress report 2.** This should be a short presentation of your own translation of the chosen work(s) (Step 3) and self-analysis of your translation as reflecting a particular translation strategy, or a set of strategies, aimed at decolonizing translation as a text and as a socio-communicative activity (Step 4).
>
> The second draft of the <u>summary of course paper</u> (brief final paper proposal) has to be submitted in writing on the due date of <u>progress report 2</u>.
>
> **PowerPoint/Handout Presentation** of the research project + the final draft of the <u>summary of course paper</u>. This should be proof/demonstration of your translation choices based on the arguments of any of the postcolonial theories (Step 5). Your presentation, scheduled for the last day of class, will be followed by the 3-5-minute Q&A session.
>
> The presentation will be assessed on these criteria: addressing the questions, choosing a focus, and concision; ability to present orally without notes (excluding 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.

<u>The Final Research Paper</u> will be **7-9 pages long** (font 14 of Times New Roman, 1.5 or 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.

Research project 2.

An alternative to research project 1 if you are not inclined to personally translate literary texts for various reasons.

Research project 2 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 de/colonization issues course, you can always bring your other interests to the interpretation and analysis of different modes of de/colonizing translation in particular, for example, in the following fields: the minor languages translated into the language of the hegemon, post-translation, migration, and cultural studies, etc.

You will hold two intermediate progress reports in the form of oral presentations in class (3-5 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. You will present your research with PowerPoint Presentation, followed by the 3-5-minute Q&A session, on the last day of class.

Your presentation will be assessed on these criteria: addressing the questions, choosing a focus, and concision; ability to present orally without notes (excluding 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.

The Final Research Paper will be **7-9 pages long** (font 14 of Times New Roman, 1.5 or 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.

- **Technology use in the classroom:**
  PPT Presentations, audiovisual materials, access to the Internal and social platforms.

- **Technology for managing course**: Canvas, access to the Internet, social platforms & Zoom, PPT Presentations.

Class Climate & Inclusivity

General Course Policies:

- **Respect**

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://students.dartmouth.edu/community-standards/policy/academic-honor-principle

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. Please refer to the Tucker Center for Spiritual and Ethical Life's holy day calendar.

- **Civility**

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.

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.

- o **Conduct**

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).**

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.

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 take place via Zoom at this address. I will send an email notification: https://dartmouth.zoom.us/j/94129360056?pwd=bm9sZzQ2OXlSczh1dERvT2VlQVRLZz09. 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.

- o **Language:** Taught in English. No prerequisites.

- o **The course acknowledges bias** (in personal viewpoints, of researchers, in course materials). The course is aimed at giving and receiving feedback between the instructor and students.

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Course Syllabus

Week 1. Introduction. Colonialism and Translation

Meeting 1. Translation as a "channel of colonization." Theories of postcolonial translation.

Focus: Translation and Empire. Implications of empire for translation. Expansion of the conventional concept of translation: different theoretical schools. The hermeneutical work of George Steiner in *After Babel* (1975). National Romanticism and Neoromanticism in the field of translation. Walter Benjamin's seminal essay "The Task of the Translator" (1923).

Basic theoretical sources:

Robinson, Douglas (1997). *Translation and Empire: Postcolonial Theories Explained*. Manchester: St. Jerome Publishing.

Steiner, George (1992). *After Babel: Aspects of Language and Translation*. Second edition. London, Oxford and New York: Oxford University Press.

Benjamin, Walter. "The Task of the Translator: An Introduction to the Translation of Baudelaire's Tableaux parisiens," in Benjamin W. *Illuminations: Essays and Reflections*. Edited and with an Introduction by Hannah Arendt. New York: Schocken Books, [1969] 1988, p. 69-82.

Reading for the next class:

> ➢ Munday, Jeremy (2008). "8.3 POSTCOLONIAL TRANSLATION THEORY." In Jeremy Munday, *Introducing Translation Studies: Theories and applications*. Second Edition. Routledge, p. 131-135.

Additional reading:

> ➢ Prasenjit Gupta (University of Iowa). Reviews of:

Post-colonial Translation: Theory and Practice. Edited by Susan Bassnett and Harish Trivedi. Pp. xii+201. London: Routledge, 1999. Translation and Empire: Postcolonial Theories Explained. By Douglas Robinson. Pp. 131 (Translation Theories Explained, 4). Manchester: St Jerome Publishing, 1997. – 6,5 pp.

Week 2. (De)Colonial Reconstruction of Native Languages, Literatures, and Law

Meeting 1. Exploring translation theories from a postmodern perspective.

Focus: Natural vs. directional equivalence. Skopos as the key to a new paradigm. Skopos and Handlung (Engl. action) theorists like Hans J. Vermeer (1996) and Justa Holz-Mänttäri (1984). Theoretical concepts within the descriptive paradigm.
The polysystems or descriptive translation studies group, including Itamar Even-Zohar (1981, 1990), Gideon Toury (1980, 1981, 1995) and André Lefevere (1992, 1998). The uncertainty principle and the indeterminist theories of translation. Deconstruction. Localization as a paradigm.

References in the Focus:

Bassnett, Susan and Andre Lefevere, eds. (1998). *Constructing Cultures: Essays on Literary Translation*. Clevelend – Philadelphia – Toronto – Sydney – Johannesburg: Multilingual Matters.

Even-Zohar, Itamar (1990). "The Position of Translated Literature Within the Literary Polysystem." In *Polysystem Studies* [= Poetics Today 11:1], pp. 45-51. [Revised version of Even-Zohar 1978]

Even-Zohar, Itamar and Gideon Toury, eds. (1981). "Translation Theory and Intercultural Relations," *Poetics Today: International Journal for Theory and Analysis of Literature and Communication*. Tel Aviv: Schenkman Publishing Company, Inc. Vol. 2:4.

Holz-Manttari, J. (1984) Translatorisches Handeln: Theorie und Methode. [Translational Action: Theory and Method.]. Suomalainen Tiedeakatemia, Helsinki.

Lefevere, André (1992). *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge.

Reiß, Katharina and Hans J. Vermeer (2014). *Towards a General Theory of Translational Action. Skopos Theory Explained*. Translated from the German by Christiane Nord. English reviewed by Marina Dudenhöfer. Routledge (First published 1984 by St. Jerome Publishing).

Toury, Gedeon (1981). "Translated Literature: System, Norm, Performance," *Poetics Today* (1981) № 2, p. 9-27.

Toury, Gideon (1980). *In Search of a Theory of Translation*. Tel Aviv: The Porter Institute for Poetics and Semiotics; Tel Aviv University.

Toury, Gideon (1995). *Descriptive Translation Studies and Beyond*. Amsterdam – Philadelphia: John Benjamins Publishing Company.

Vermeer, Hans J. (1996). A Skopos Theory of Translation: (Some Arguments For and Against). Heidelberg: TEXTconTEXT-Verlag.

Basic theoretical sources:

Bassnett, Susan and Trivedi, Harish, eds. (1999). *Post-Colonial Translation: Theory and Practice*. London & New York: Routledge.

Pym, Anthony (2014). Exploring Translation Theories. Second edition. Routledge.

Said, Edward (1994). *Culture and Imperialism*. London: Vintage, 2nd ed.

Discussion

Reading for the next class:

- ➢ Pym, Anthony (2014). Exploring Translation Theories. Second edition. Routledge, p. 138-158.

Listening for the next class:

- ➢ Gayatri Spivak's "Can the Subaltern Speak," on YouTube (also streaming on Canvas), https://www.youtube.com/watch?v=DnRs3nVAUH0

Meeting 2. The concept of cultural translation. Translation and construction of the "Other."

Focus: Cultural translation paradigm. Postmodern space and metropolitan space. The border-problem of the diasporic, the migrant, the refugee. Postcolonialism, subaltern studies, historical narratives, women's resistance, othering.

Basic theoretical sources:

Gayatri Spivak (1988). "Can the Subaltern Speak?" In *Colonial Discourse and Post-colonial Theory: A Reader*. Edited and introduced by Patrick Williams and Laura Chrisman. New York: Columbia University Press, p. 66-111.

Bhabha, Homi K. "How Newness Enters the World: Postmodern Space, Postcolonial Times and the Trials of Cultural Translation," in *The Location of Culture* by Homi K. Bhabha. London & New York: Routledge, 1994, pp. 212-235.

Discussion

Reading for the *next class:*

> ➢ Douglas Robinson (University of Mississippi). Tejaswini Niranjana, Retranslation, and the Problem of Foreignism. Review of:

Niranjana, Tejaswini (1992). *Siting Translation: History, Poststructuralism, and the Colonial Context*. Berkeley – Los Angeles – Oxford: University of California Press. – 15 pp.

Week 3. Translation Strategies in/as Response to the Needs and Demands of Imperial Powers

Meeting 1. Features and tricks of colonial discourse. Translation-as-rewriting the colonial past.

Focus: Colonial hybridity and representation of the original and saturation with a colonial translator's "otherness" to and difference from the colonizing culture. A revisionist tendency in the post-colonial society as the "desire to retranslate," associated with the "desire to re-write history." From Walter Benjamin to Douglas Robinson and Tejaswini Niranjana.

Basic theoretical sources:

Niranjana, Tejaswini (1992). Siting Translation: History, Poststructuralism, and the Colonial *Context*. Berkeley – Los Angeles – Oxford: University of California Press.

Batchelor, Kathryn (2014). "Postcolonial Issues in Translation: The African Context." In Bermann, Sandra and Catherine Porter, eds. *A Companion to Translation Studies*. John Wiley & Sons, Ltd. Chapter 18, p. 246-258.

Shamma, Tarek (2018). "Translation and colonialism." In Sue-Ann Harding and Ovidi Carbondell Cortés (eds.)*, The Routledge Handbook of Translation and Culture*. London & New York: Routledge. Chapter 14, p. 279-295.

Discussion

Reading for the *next class:*

➢ Robinson, Douglas (1992). "The Ascetic Foundations of Western Translatology: Jerome and Augustine," Translation and Literature Vol. 1 (1992), Published By: Edinburgh University Press, pp. 3-25 (23 pages)

Meeting 2. Translation and epistemic transformation in Antiquity and Early Middle Ages. The Ascetic Foundations of Western Translation Theory.

Focus: Translation in Antiquity. Bible translations in Antiquity: The *Tower of Babel,* its myth and reality. (*The Confusion of Tongues* in the First Book of Moses, Called Genesis 11:1-9.) Languages, scripts, and translation in Alexandria (of Egypt). The *Septuagint,* its legend and history. Origen of Alexandria and the *Hexapla*.Translation in ancient Rome: Early translations of Greek classics into Latin. Livius Andronicus, Naevius and Ennius. Cicero, his translations, and approach to translating. Catullus. Horace, his translations, and approach to translating. Pliny the Younger: translating as a literary technique. Christian Antiquity: Saint Jerome, his life, translations, and approach(es) to translating. The *Vulgate*. Jerome's *Letter to Pammachius:* The Best Kind of Translator. Translation in the Middle Ages: Eighth and ninth century AD. Translations from Greek into Arabic in Baghdad. Eighth to twelfth century AD. Translations from Arabic and Syriac into Latin. The Toledo school of translators. Translation in Britain in the Middle Ages: King Alfred the Great, the ruler of West Saxons (=Britain) during 871-99 A.D. His orientation towards the translation process. Translations made/sponsored by King Alfred the Great.

Basic theoretical sources:

Robinson, Douglas (1992). "The Ascetic Foundations of Western Translatology: Jerome and Augustine," Translation and Literature Vol. 1 (1992), Published By: Edinburgh University Press, pp. 3-25 (23 pages)

Jerome's Letter to Pammachius "On the Best Method of Translating," https://www.bible-researcher.com/jerome.pammachius.html

Discussion

Week 4. Translation Discourse in the Age of Enlightenment (17th and 18th centuries). Eighteenth and Nineteenth Centuries in Europe and Former British Colonies.

Meeting 1. Translation and 'transcreation' in Medieval India. Translations of the Bible in Europe: From the Middle Ages to the Renaissance (15th and 16th centuries) and Reformation Movement (16th and 17th centuries).

Focus: Bible translations in the Protestant world: Fourteenth and fifteenth centuries A.D. John Wycliffe and an early reformation movement known as *Lollardy*. The followers of Wycliffe: John Purvey and William Sawtrey. The spirit of Renaissance: The Humanists (John Hus). The invention of the printing press (Johann Gutenberg). Humanism and Classicism in France. Etienne Dolet's views on translation. Translations into vernaculars: Eleventh to thirteenth century A.D. For instance, translations from Sanscrit into Telugu and other Indian languages. 14th and 15th centuries A.D. Case in point: translation in India during the early middle Bengali period. Protestantism and reformation Movement: Sixteenth century A.D. Reformation in Germany. Martin Luther, his life and translations. Martin Luther's approach to translating the Bible. Thomas Müntzer's approach to translating the Bible. Müntzer vs. Luther. Reformation in England: William Tyndale's Bible. The *Matthew Bible*. Seventeenth century AD. The King James Version /the Authorized Version of the Bible.

Basic theoretical sources:

Lefevere, André, (1992). *Translation/History/Culture: A Sourcebook*. London & New York: Routledge.

Lefevere, André, ed. (1992). *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge.

Bassnett, Susan and Andre Lefevere, eds. (1998*). Constructing Cultures: Essays on Literary Translation*. Clevelend – Philadelphia – Toronto – Sydney – Johannesburg: Multilingual Matters.

Discussion

Reading for the *next class:*

> ➢ Ahmed, Siraj (2018). *Archaeology of Babel: The Colonial Foundation of the Humanities*, Stanford University Press.

> > ➢ Prologue, p.1-16.

Research project progress report 1

Meeting 2. Colonial law – colonial history – colonial philology. Beginning of the Industrial Revolution in the late 18th century in Europe.

Focus: Translation in the second half of the 17th century in Europe: Translations of classics into English from Greek, Latin and French. Abraham Cowley's approach to translating. John Dryden's typology of translations. Translation in the 18th century: Alexander Fraser Tytler and his *Essay on the Principles of Translation*. Charles Batteux's treatise *Les beaux arts réduits à un même principe*. Translation in former British colonies in the 18th century.

Basic theoretical sources:

Munday, Jeremy (2008). Introducing Translation Studies Theories and applications. Second Edition. Routledge.

> Chapter 2 Translation theory before the twentieth century, p. 18-35.

> 18 2.0 Introduction 19 2.1 'Word-for-word' or 'sense-for-sense'? 19 2.2 Martin Luther 23 2.3 Faithfulness, spirit and truth 24 2.4 Early attempts at systematic translation theory: Dryden, Dolet and Tytler 25 2.5 Schleiermacher and the valorization of the foreign 28 2.6 Translation theory of the nineteenth and early twentieth centuries in Britain 29 2.7 Towards contemporary translation theory 30

Ahmed, Siraj (2018). *Archaeology of Babel: The Colonial Foundation of the Humanities*, Stanford University Press.

> Introduction The Colonial History of Comparative Method, p. 17-49

> 17 1. The Return to Philology, the End of Weltliteratur 20 2. The Ruins of Babel, the Rise of Philology 24 3. Aryanism, Ursprache, "Literature" 29 4. Colonialism and Comparatism 37 5. Chapters in the History of the Philological Revolution 41

> Conclusion: Genealogies of Emergency, p. 187-200

> 187 1. The Colonial Matrix of Emergency 187 2. Philology—Colonial Law—Emergency 190 3. The Real State of Emergency, the Tradition of the Oppressed, the Nameless 195

Discussion

Reading for the *next class:*

> ➤ From: Ahmed, Siraj (2012). *The Stillbirth of Capital: Enlightenment Writing and Colonial India*, Stanford University Press:
>
>> ➤ 2. Conversion and Piracy: Defoe's Captain Singleton, pp. 51-76 (on commerce)

Week 5. A Closer Look at Translation in the Colonial Empires of European Powers

Meeting 1. Translation in the 18th and 19th century in Europe and former British colonies. Orientalism. Translation practice(s) and the circulation of cultural capital.

Focus: The advent of European Colonialism in the "Oriental" and African countries. Translating the Eighteenth-century British India. Orientalism: Sir William Jones. Translating the Middle East and Western Asia. Translations into English by Thomas Carlyle and Edward Fitzgerald. Translations into English by George Gordon Byron and Percy Bysshe Shelley. Manipulation of difference in Arabic literature in nineteenth-century England. The century of Christian missionaries. Translation in the colonial empires of European powers.

Basic theoretical sources:

Lefevere, André (1998). "Translation Practice(s) and the Circulation of Cultural Capital: Some Aeneids in English," in Bassnett, Susan and Andre Lefevere, eds. *Constructing Cultures: Essays on Literary Translation*. Clevelend – Philadelphia – Toronto – Sydney – Johannesburg: Multilingual Matters, p. 41-56.

Ahmed, Siraj (2012). *The Stillbirth of Capital: Enlightenment Writing and Colonial India*, Stanford University Press.

Shamma, Tarek and Myriam Salama-Carr, eds. (2022). *Anthology of Arabic Discourse on Translation,* Routledge.

> 31 The Bible, that is the Old and New Testaments, Newly Translated from Hebrew and Greek Languages [The Protestant Translation of the Bible] (1865) ELI SMITH, CORNELIUS VAN DYCK, NASIF AL- YAZIJI, BUTRUS AL- BUSTANI, p. 220
>
> 32 The Seekers' Guide to the Precious Bible (1869) SIMEON CALHOUN, p. 222

Discussion

Readings for the *next class:*

Shamma, Tarek and Myriam Salama-Carr, eds. (2022). *Anthology of Arabic Discourse on Translation,* Routledge.

Meeting 2. European tradition(s) of translating Homer and the concept of world literature.

Focus: George Chapman's *The Whole Works of Homer,* and other translations. Iambic heptameter /the "fourteeners". John Ogilby's early annotated edition of Homer. Alexander Pope's translations of the *Iliad* and the *Odyssey*. The heroic couplet. William Cowper's faithful translations of Homer's *Iliad* and *Odyssey* into Miltonic, blank verse. Ichabod Charles Wright's translations of the works of Dante and the *Iliad* of Homer in blank verse. Matthew Arnold's Oxford lectures *On Translating Homer* and *Last Words on Translating Homer*. Francis William Newman's translation of the *Iliad* into a ballad-like metre and his reply to Matthew Arnold, *Homeric Translation in Theory and Practice*. English translations of Homer in the late 19th, 20th, and early21st century. Translation and rewriting in the age of post-translation studies.

Basic theoretical sources:

Lefevere, André (1992). Translation: Universe of Discourse. "Holy Garbage, tho by Homer cook't," in *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge. p. 87-98.

Gentzler, Edwin (2016). *Translation and Rewriting in the Age of Post-Translation Studies*. Routledge, 1st Edition.

Shamma, Tarek and Myriam Salama-Carr, eds. (2022). *Anthology of Arabic Discourse on Translation,* Routledge.

Discussion

Readings for the next class:

➢ Gentzler, Edwin (2016). *Translation and Rewriting in the Age of Post-Translation Studies:*

    ➢ "Postcolonial Faust." Chapter 3

    ➢ *"Hamlet* in China." Chapter 5.

Week 6. Translation, Unfaithful Fidelity, Betrayal in (De)colonial Contexts

Meeting 1. "Where in the World Is World Literature?" The Anglophone book market in shaping Indian and South Asian literatures.

Focus: The universal library and the politics of world literature. Orientalism and the institution of Indian literature. Global English and its Others. Beyond English. Beyond localization? World literature from Auerbach to Said. Translating against world literature: Working with "small"/ less translated literatures, gatekeeping, and other aspects of translation politics in the 21st century.

Basic theoretical source:

Mufti, Aamir R. (2018). Forget English! Orientalisms and World Literatures, Harvard University Press:

➢ 2. Orientalism and the Institution of Indian Literature.

➢ 3. Global English and Its Others;

➢ 4. "Our Philological Home Is the Earth": World Literature from Auerbach to Said.

Discussion

Readings for the next class:

➢ Yue, Isaac (2009). "Missionaries (MIS-)Representing China: Orientalism, Religion, and the Conceptualization of Victorian Cultural Identity," Victorian Literature and Culture, Vol. 37, No. 1 (2009), pp. 1-10.

➢ Bigelow, Alison (2019). "Transatlantic Quechuañol: Reading Race Through Colonial Translations," *PMLA* 134:2, pp. 242-259.

Meeting 2. (Mis)Representing China in Victorian England. Colonial Latin America, indigenous knowledge, extractive economies, and imperial projections in the (early) modern Iberian world.

Focus: The Missionary Novels of Nineteenth-Century China. Translation and Betrayal. Reading Race Through Colonial Translations. Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World. Gathering Indigenous Knowledges. Visual Languages of Space and Place. (Early Modern) Dialogues and Colonial Knowledges. Literary Forms and Imperial Projections in Copper Colonies. Amalgamating Knowledge, Translating Empire. Color and Casta in the Andean Silver Industry. The Colonial Science of Like and Unlike. Comparing Metals, Materials, and Ideas across Archives.

Basic theoretical sources:

Hanan, Patrick (2000). "The Missionary Novels of Nineteenth-Century China," Harvard Journal of Asiatic Studies, Vol. 60, No. 2, pp. 413-443.

Danto, Arthur C. (1997). "Translation and Betrayal," *RES: Anthropology and Aesthetics*, No. 32, pp. 61-63.

Bigelow, Alison (2020). *Mining Language: Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World*. Omohundro Institute of Early American History and Culture for the University of North Carolina Press.

Discussion

Readings for the next class:

➢ Price, Joshua Martin (2023). *Translation and Epistemicide: Racialization of Languages in the Americas*, The University of Arizona Press.

    ➢ 5. La Jotería: Stereoscopic Readings Against Epistemicide, pp. 137-149.

    ➢ Conclusion: An Ethics and Politics of Bewilderment, pp. 150-164.

Week 7. Translation in the Americas and Eastern Europe from a

Postcolonial Perspective

Meeting 1. Translation-as-epistemicide. Eco-linguistics and eco-translation. Decolonizing translation discourse in the Americas: From the colonial era to the mid-twentieth century.

Focus: Translation-as-epistemicide in the Americas; destruction of Indigenous and subaltern knowledge. Decolonial translation strategies. Eco-linguistics and eco-translation.

Linguicide, its features and consequences. The importance of traditional and indigenous cultures for eco-linguistics. The terms "sacrifice zones," "liquid nature," and biocultural diversity. The ecological problem of global linguicide. Language difference as an object of travel. A concern for the loss of language diversity. Language and travel in the framework of cultural analysis. Perceiving the environment as a "sphere" or as a "globe." The notion of "denizen." The decline of language. The traveler as a global citizen. Erosion of diversity. A "beat-like" mass society. A vanishing community. Bringing the language back from the grave. Politics and culture. Fears of language loss and cultural unease. Culturalist reading of social and historical phenomena. Thinking culturally about difference. The imperialist pretentions of the English language. The Wal-Mart metaphor. "Blank" versus "hybrid": two major anglophone cultures as the sites of mixity and openness. The untranslatable residue of the minor language. "It is the language itself which shapes the world in which the speaker dwells." A political ecology of translation. A major/minor language world. Translation into a minority language. The default condition of the minority language speaker. A psychosocial metaphor of language as a "forbidden city." Interconnection of the terms "language deficit" and "blandscape" (when "the landscape is lost"). Translation as part of the cultural eco-system. The terms "multivocality" and "metrolingualism," or translanguaging. The concept of endless translation.

Basic theoretical sources:

Cronin, Michael (2017). *Eco-Translation: Translation and Ecology in the Age of the Anthropocene*, Routledge: Taylor & Francis Croup:

> ➢ 5. Language worlds, pp. 120-153.

Price, Joshua Martin (2023). *Translation and Epistemicide: Racialization of Languages in the Americas*, The University of Arizona Press.

> ➢ 1. Colonization and Commensuration: Asymmetries in the Making of Bilingual Dictionaries, pp. 23-52.

> ➢ 2. The Anguish of Decolonial Translation: José María Arguedas and Walter Benjamin, pp. 53-74.

Kolomiyets, Lada (2018). "The Untranslatable Ethnic: Always an Outsider? (A Brief Review of Ukrainian-to-English Literary Translation Practices)," in *Culture(s) and Authenticity: The Politics of Translation and the Poetics of Imitation*. Edited by Agnieszka Pantuchowicz and Anna Warso. Peter Lang GmbH, pp. 41-57.

Discussion

Reading for the next class:

➢ Kolomiyets, Lada (2020). "Translation as an Instrument of Russification in Soviet Ukraine" in *Translation and Power*. Edited by Lucyna Harmon and Dorota Osuchowska, Frankfurt/Main: Peter Lang, pp. 29-43.

Meeting 2. Translation and Censorship in the 19th—early 20th century Russian and Austro-Hungarian Empires. Prohibitions of vernacular cultural production in the late Russian Empire and Soviet Union.

Focus: Censorship and Linguistic russification in the Russian Empire. The Habsburg Monarchy's policy towards the languages of its subjects in the Austro-Hungarian Empire. Polish as a *lingua franca* in Western Ukraine (Galicia). 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.

The Soviet language planning and the practice of translation during the Stalinism period. Russification and totalitarian translation in the Soviet Union. Protests of Ukrainian writers against Russification in the mid-1950s. 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. Persistence of indirect translation until early 21st century.

Basic theoretical sources:

Danylenko, Andrii and Halyna Naienko (2019). "Linguistic russification in Russian Ukraine: languages, imperial models, and policies." *Russian Linguistics*, 43(1), pp. 19–39.

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.

Translation under Communism. Rundle, Christopher, Anna Lange, and Daniele Monticelli (eds.). Basingstoke: Palgrave MacMillan.

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.

Baer, Brian James (2006). "Literary Translation and the Construction of a Soviet Intelligentsia," *The Massachusetts Review,* Fall, Vol. 47, No. 3 (Fall, 2006), pp. 537-560

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.

Discussion

Reading for the next class:

➤ 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.

Week 8. Decolonizing Translation in the Post-Soviet Countries in Eastern and Central Europe. The Mediterranean as/in Translation and Beyond

Meeting 1. Resisting the spread of neo-imperial influence via Russian as a relay language in former Soviet republics and the soviet bloc countries. Post-soviet translation. Translation and the language of the Hegemon.

Focus: Translation theory in the totalitarian society. Soviet translation project and a unified style of translation. The Soviet canon of world literature and translation.

Debunking the myth of greatness: The place of translations from Russian and non-Russian literatures on the post-soviet book market. The shaping of modern Europe through translation: Post-soviet national literatures translated. Translation and the language of the Hegemon in the early 2020s. Migration and the victims of translation. Translating from a minority language into the hegemon language. Migration, refugees, and the violence of translation. Translations of the works by contemporary authors from the former Soviet republics written in Russian. The concept of intranational translation, or Russian-to-Ukrainian translation of the works of Ukrainian authors written in Russian. Language of literary writings in transition.

Basic theoretical sources:

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.

Chernetsky, Vitaly (2003). "Postcolonialism, Russia and Ukraine," *Ulbandus Review*, Vol. 7, Empire, Union, Center, Satellite: The Place of Post-Colonial Theory in Slavic/Central and Eastern European/(Post-)Soviet Studies, pp. 32-62.

Chernetsky, Vitaly (2019). "Russophone Writing in Ukraine: Historical Contexts and Post-Euromaidan Changes," in *Global Russian Cultures,* ed. by Kevin F. Platt (Madison, WN: University of Wisconsin Press, pp. 48-68.

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, pp. 73-112.

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.

Discussion

Reading for the next class:

➢ Rudnytska, Nataliia (2023). "Literary Translation and Elimination of the Soviet Ideology in Contemporary Ukraine," *Academic Journal of Modern Philology* Vol. 19 (2023) p. 283–292.

Meeting 2. Linguistic heterogeneity, postcolonial resistance and border identities across geographical regions and historical circumstances.

Focus: The politics and poetics of self-translation: Between writing and translating, Italian and English, Russian and Ukrainian. After the dissolution of the Soviet Union: Retranslations towards the author's signature style. Reconsideration of the Soviet Canon of World Literature and the classics. Translation and ethics. The translator's position and positionality. Marketing the translator's image.

Basic theoretical sources:

Misrahi-Barak, Judith and Srilata Ravi (2017). *Translating the Postcolonial in Multilingual Contexts: Disruptive Transfers on the Borders,* Presses universitaires de la Méditerranée.

Lahiri, Jhumpa (2022). *Translating Myself and Others*, Princeton University Press.

Kalnychenko, Oleksandr & Natalia Kamovnikova (2019). "Oleksandr Finkel' on the Problem of Self-Translation," *inTRAlinea* Volumes, http://www.intralinea.org/specials/article/oleksandr_finkel_on_the_problem_of_self_translation

Rodríguez, Encarnación Gutiérrez (2006). "Translating Positionality On Post-Colonial Conjunctures and Transversal Understanding," *transversal texts*, 06.2006. https://transversal.at/transversal/0606/gutierrez-rodriguez/en

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.

Discussion

Reading for the next class:

> ➢ Bigelow, Alison (2020). "Decolonizing the Digital Humanities: Remediating the *Popol Wuj*," in *Transformative Digital Humanities: Challenges and Opportunities*, ed. Mary Balkun and Martha Deyrup. New York: Routledge, pp. 7-17. https://www.google.com/books/edition/_/huzeDwAAQBAJ?hl=en&gbpv=1

Research project progress report 2

Week 9. Decolonizing the Digital Humanities and Rehumanizing Translation Studies

Meeting 1. The translator's art as an act of linguistic and personal metamorphosis. The Mediterranean as/in Translation and Beyond

Focus: What is gained, lost, missed, ignored in translation: Imaginary homelands and the politics of (un)translatability. What is translatable? Translatability as a dynamic category. An outline of views on (un)translatability problem. Inevitable Losses in Translation. Shifts of meaning in translation as a decision-making process.

Basic theoretical sources:

Simon, Sherry and Paul St-Pierre, eds. (2000). *Changing the Terms: Translating in the Postcolonial Era*. [Part I. (Post)Colonialism and the Powers of Translation]. Series: Perspectives on Translation. University of Ottawa Press:

- ➤ Cronin, Michael. [Chapter 1]. "History, translation, Postcolonialism," pp. 33-52.
- ➤ Chan, Leo Tak-hung [Chapter 2]. "'Colonization', Resistance and the Uses of Postcolonial Translation Theory in the Twentieth-century China," pp. 53-70.
- ➤ Ramakrishna, Shantha [Chapter 4]. "Cultural Transmission Through Translation: An Indian Perspective," pp. 87-100.

Discussion

Reading for the next class:

- ➤ Chaudhuri, Supriya (2009). "Translating loss: place and language in Amitav Ghosh and Salman Rushdie," Études Anglaises 2009/3 (Vol. 62), pp. 266-279.

Meeting 2. Transmutation and translational imagination. Summary and further application of postcolonial translation theories.

Focus: Modelling the process of translation. Anisomorphisms, or the linguistic, cultural and textual areas in which systematic difference takes place in translation. Adaptation and inculturation in translation. Transformational model of translation. Redefinition of translation: "What if we erase the border completely and rethink translation as an always ongoing process of every communication. Translation becomes viewed less as a speech-act carried out between languages and cultures, and instead as a condition underlying the languages and cultures upon which communication is based" Gentzler (*Translation without Borders*, 06-17-2011, https://www.njzyw.com/thread/20110617/181234.html).

Basic theoretical sources:

- ➤ Lahiri, Jhumpa (2022). "Where I find myself," [this essay is an excerpt from Translating Myself and Others], May 16, 2022, https://press.princeton.edu/ideas/jhumpa-lahiri-where-i-find-myself

- ➤ Naydan, Michael (2022). In *UKRAINE. A SPRING FOR THE THIRSTY: Conversations about publishing Ukrainian literature in translation*. Edited by Arthur Thompson, London: Dupond, pp. 155-181.

- ➤ Robinson, Doug: *22 Theses on the Study of Translation*, https://home.olemiss.edu/~djr/pages/writer/articles/html/22theses.html 1/14 22 Theses on Translation Originally published in Journal of Translation Studies (Hong Kong) 2 (June 1998): 92-117.

Discussion

Watching:

➢ "Susan Bassnett: The Translational Imagination" on YouTube (also streaming on Canvas), https://youtu.be/Js-ANXknsFc

Week 10. Student Presentations and Discussion of Final Essays

Meeting 1. PowerPoint Presentations of students' research papers. Q&A Session.

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.

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.