

WORKSHOP IN LITERARY TRANSLATION

Meets: Mon 3:30PM-5:20PM & 5.30PM-6:20PM (x-hour), Wed 3:30PM-5:20PM

Instructor: Nirvana Tanoukhi

I. Course Description

This course is a space for multilingual students to put their language skills to creative use by engaging in the practice of literary translation.

The course will function as a specialized workshop for students who would like to explore the craft of literary translation. In addition to opportunity to hone their translation skill by practicing the craft, students will get the chance to take part in discussions about the merit and quality of works of literary translation by studying and providing feedback on translations prepared by their peers. Occasionally, the instructor will distribute short samples of published translations or selections of texts of translation theory for consideration, to complement questions that emerge from classroom discussion.

Over the course of term, each student will prepare two worksheets of translated fiction and/or poetry, varying in length depending on the genre and selection. As such, students will produce “original” literary translations, which they will have the opportunity to revise in the light of feedback from workshop participants, including peers and the instructor. Translations produced in the workshop may be presented at a public reading or published online if copyright permission can be secured, depending on student interest.

II. Course Prerequisites

Students who wish to take this workshop must be sufficiently fluent in a source language to:

- 1) be able to prepare literary translations of fiction and/or poetry from that language into English. (Old English counts as a source language),
- 2) be able to produce two “worksheets” over the course of the term, as described in the section on “Assignments” below.

III. Course Requirements

- 1) Translation Worksheets:

Each student will submit two worksheets over the course of the term. Each worksheet will consist of student translations of fiction and/or poems, to be presented alongside the corresponding pages of the text in the source language. Translators of poetry will submit, in addition, literal translations (or “trots”) of the translated poems.

Delivery: Students will submit their worksheets by e-mail to the rest of the class at least 5 days in advance of the class meeting during which their work is scheduled to be discussed.

Length: For fiction, 25-40 pages (350 words = 1 page); Poetry: 12-15 pages.

- 2) Translation Study and Editorial Feedback: Students will be expected to come to class, having studied the translation worksheet pre-circulated for discussion, and being prepared to share any

feedback that would be constructive in helping the translator improve their work by revision of specific parts of the text, or with an eye to the whole.

Workshop participants are expected to bring hard copies of the worksheet to class. In discussion of the material assigned, workshop participants will follow along by referring to their hard copies. Use of laptops for this purpose will not be permitted, except in cases when a student has special needs related to the use of printed learning materials. At the end of each class meeting, the contributing student will collect hardcopies printed by peers as a way of collecting any available feedback which could not be shared within the time and flow of the workshop.

3) Attendance/Participation: Class attendance and participation are required. Students are expected not only to attend regularly, but to have closely read the translation worksheets, including the “trots” in the case poetry translations, and marked or annotated the worksheet where you have feedback—any response to the translation that could give author a reader’s viewpoint, or help with revisions. Assigned readings are not optional. Class discussions and course assignments are designed with the assumption that you will read all texts carefully and completely.

IV. Grade Distribution

Translation Worksheets: 45%

Translation Review: 40%

Attendance/Participation: 15%

V. Course Texts

The texts used in the class include the translation worksheets submitted by students, which must include copies of the original text selected for translation. Additionally, the instructor will sometimes circulate excerpts from texts of translation theory or short samples of published translations, depending on the course of the discussion generated by the translations submitted by students (The full texts will be placed on reserve at Baker-Berry Library for perusal by students).

VI. Honors Option:

Students interested in preparing an extended literary translation as an honors thesis may discuss that option with the instructor.

COURSE POLICIES AND ETIQUETTE

What is the Attendance Policy?

After the first 2 absences, each absence will remove 2% of your attendance grade.

How do I know when there are changes to the course schedule or procedure?

Should the professor need to make any ad hoc adjustments, you will be notified via your Dartmouth email. You are expected to check your Dartmouth email regularly. Make sure that you are checking the email account listed for you in Canvas.

What Should I Do When I Miss a Class?

Missing a class does not oblige you to email the professor. Emailing the professor to present an informal excuse for your absence will not affect the way your absences are recorded. Do contact the professor if you wish to present documentation to substantiate that your absence was due to extraneous circumstances. If your attendance suffers due to a documented but confidential reason, provide the relevant documentation to the Accessibility office (see below) and ask them to mediate with the professor on your behalf.

What To Do When I Miss Material Due to Absence?

It is your responsibility to get caught up on what was covered and learned in your absence. You may choose to get notes from another student, or to cover the material by yourself. It is not appropriate to request a meeting in which the professor is expected to repeat missed lectures or to summarize discussions. That said, do feel free to reach out to the professor if you have specific questions. Note that emailing the professor to ask questions about missed material will not change your absence record or your class participation grade.

May I leave class early?

Unless an emergency occurs, early departures must be clarified with Professor Tanoukhi in advance, preferably by email.

When is a class over?

The session ends at the end of the scheduled time, not minutes before.

Late Submissions

Do not turn in work late. Students are expected to submit their worksheets by e-mail to the rest of the class at least 5 days in advance of the class meeting during which their work is scheduled to be discussed. Timely submissions will give your peers sufficient time to read and provide substantive feedback. Your colleagues cannot be expected to give considered feedback without having the sufficient amount of time to do the work.

While working, save your file every 15 minutes; always make a back-up copy on a CD, a flash drive, etc. "The computer ate/erased/scrambled my paper" or any technology-related problem is simply not an acceptable excuse.

Paper Formatting

Your worksheet needs to be word processed: 1.5 to 2 spaced, font 11 to 12, with 1-inch margins, in Times. Please note that the length of fiction submissions is to be 25-40 pages (where, regardless of your choice of font and spacing, 1 page = 350 words)

Emailing Your Professor

All correspondence with the professor should follow a formal format. The professor reserves the right not to reply if correspondence deviates from the tone of formality. Correspondence should begin with a formal salutation such as "Hi Professor Tanoukhi," and should be signed "Best, [Your Name]." Training in professional rules of correspondence is part of your Dartmouth education.

Financial Difficulty

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

Modes of Address

Please address the professor for this course as Professor Tanoukhi. Conversely, if there is a particular way you prefer to be addressed, for example, formally by your last name or by a name different from what appears on the Dartmouth student roster, feel free to let Professor Tanoukhi know.

Plagiarism

Submitting someone else's writing or ideas as your own will lead to a grade of F on the assignment, and could lead to an F in the course as well as further disciplinary action by the College, up to and including suspension. The most common form of plagiarism is copying material from websites or books into your assignments without attribution. All quotations from primary and secondary sources should be properly documented. For more information on plagiarism and penalties, see the Academic Honor Principle.

Disability-Related Accommodations

Students requesting disability-related accommodations and services for this course are encouraged to schedule a meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; student.accessibility.services@dartmouth.edu; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Religious Observances

Some students 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 appropriate accommodations.

Student Accessibility and Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS 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.

Mental Health and Wellness

The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the [Counseling Center](#) which allows you to book triage appointments online, the [Student Wellness Center](#) which offers wellness check-ins, and your [undergraduate dean](#). The student-led [Dartmouth Student Mental Health Union](#) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the counselor on-call at (603) 646-9442 at any time. Please make me aware of anything that will hinder your ability to succeed in this course.

Title IX

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community. The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see https://dartgo.org/titleix_resources).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their *contact information can be found on the sexual respect website* at: <https://sexual-respect.dartmouth.edu>.

Academic Integrity

As Dartmouth Students, your participation in this course is bound by the Academic Honor Principle.

Summary of Policy

Any instance of academic dishonesty is considered a violation of the Academic Honor Principle. Included in this policy are guidelines for faculty reporting of violations.

Affected Parties

All students in the AB, BE, MS, MA, MALS, MHCDS, MEM, MEng, MPH, and PhD degree programs. For MD students, see the Geisel [website](#); for MBA students, see the Tuck [website](#).

Policy Statement

On February 13, 1962, the Dartmouth College Faculty passed unanimously the following resolution; the text was updated by Faculty vote on May 17, 1999: Whereas, on February 1, 1962, a majority vote of the student body adopted the principle that "all academic activities will be based on student honor" and thereby accepted the responsibility, individually and collectively, to maintain and perpetuate the principle of academic honor. Therefore be it resolved that,

1. The Faculty of Dartmouth College, in recognizing the responsibility of students for their own education, assumes intellectual honesty and integrity in the performance of academic assignments, both in the classroom and outside. Each student upon enrollment at Dartmouth College accepts this responsibility with the understanding that any student who submits work which is not his or her own violates the purpose of the College and is subject to disciplinary actions, up to and including suspension and separation.
2. The Faculty recognizes its obligation: (a) to provide continuing guidance as to what constitutes academic honesty; (b) to promote procedures and circumstances which will reinforce the principle of academic honor; (c) to review constantly the effective operation of this principle.

3. The practice of proctoring examinations is hereby discontinued, though a teacher may be present at appropriate times for the purpose of administration or to answer questions.
4. The Committee on Standards shall undertake to:
 - 1) Publish and interpret the Resolution on Academic Honor to the student body each year
 - 2) Adjudicate reported violations according to established procedures;
 - 3) Review constantly the effective operation of this principle and, if necessary, make recommendations to the Faculty for maintaining the spirit of this Resolution.

The faculty, administration, and students of Dartmouth College recognize the Academic Honor Principle as fundamental to the education process. Any instance of academic dishonesty is considered a violation of the Academic Honor Principle.

Fundamental to the principle of independent learning are the requirements of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Dartmouth operates on the principle of academic honor, without proctoring of examinations. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the college and is subject to disciplinary actions, up to and including suspension or separation. The Academic Honor Principle depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each Dartmouth student accepts the responsibility to be honorable in the student's own academic affairs, as well as to support the Principle as it applies to others.

Any student who becomes aware of a violation of the Academic Honor Principle is bound by honor to report the violation to an appropriate authority, such as an instructor, department or program chair, academic dean, or the Office of Community Standards & Accountability. If Dartmouth students stand by and do nothing, both the spirit and operation of the Academic Honor Principle are severely threatened.

A number of actions are specifically prohibited by the Academic Honor Principle. These focus on plagiarism and on academic dishonesty in the taking of examinations, the writing of papers, the use of the same work in more than one course, and unauthorized collaboration.

This list of examples covers the more common violations but is not intended to be exhaustive.

1. **Examinations.** Any student giving or receiving assistance during an examination or quiz violates the Academic Honor Principle.
2. **Plagiarism.** Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the source. With specific regard to papers, a simple rule dictates when it is necessary to acknowledge sources. If a student obtains information or ideas from an outside source, that source must be acknowledged. Another rule to follow is that any direct quotation must be placed in quotation marks, and the source immediately cited. Students are responsible for the information concerning plagiarism found in Sources and Citation at Dartmouth College, available in the Deans' Offices or at Sources and Citations.
3. **Use of the same work in more than one course.** Submission of the same work in more than one course without the prior approval of all professors responsible for the courses violates the Academic Honor Principle. The intent of this rule is that a student should not receive

academic credit more than once for the same work product without permission. The rule is not intended to regulate repeated use of an idea or a body of learning developed by the student, but rather the identical formulation and presentation of that idea. Thus the same paper, computer program, research project or results, or other academic work product should not be submitted in more than one course (whether in identical or rewritten form) without first obtaining the permission of all professors responsible for the courses involved. Students with questions about the application of this rule in a specific case should seek faculty advice.

4. **Unauthorized Collaboration.** Whether or not collaboration in course work (labs, reports, papers, homework assignments, take-home tests, or other academic work for credit) is permitted depends on expectations established in individual courses. Students are sometimes encouraged to collaborate on laboratory work, for example, but told to write their laboratory reports independently. Students should presume that collaboration on academic work is not permitted, and that submission of collaborative work would constitute a violation of the academic honor principle, unless an instructor specifically authorizes collaboration. Students should not presume that authorization in one class applies to any other class, even classes in the same subject area. Students should discuss with instructors in advance any questions or uncertainty regarding permitted collaboration.

Academic Honor Principle Sanctions

Given the fundamental nature of the Academic Honor Principle in an academic community, students should expect to be suspended if they engage in acts of academic dishonesty. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the College and is subject to disciplinary action, up to and including suspension or separation.

The COS will consider aggravating and mitigating factors, sanctions imposed in other Academic Honor Principle cases and the student's prior disciplinary history in determining appropriate sanctions in individual cases. If a student is found responsible for violating the Academic Honor Principle, the COS acknowledges that the faculty may reserve the right to fail the student for the exercise, the course, or both.

Faculty Guidelines For Responding to Violations of the Academic Honor Principle

(Voted by the Faculty of Arts and Sciences, May 23, 1983.)

An instructor who suspects that a student may have violated the Academic Honor Principle of the College should observe the following guidelines:

1. The instructor may want to discuss the suspected violation with the student(s) in order to determine that there has been no misunderstanding between the instructor and the student(s).
2. The instructor is strongly encouraged to test the validity of his or her suspicion by consulting a colleague or the department/program chair.
3. If, after consultation, the instructor believes that the suspicion is valid, the instructor should immediately bring the matter to the attention of the COS and should inform the department/program chair. Under no circumstances should the instructor who suspects a violation of the Academic Honor Principle attempt to resolve the matter independently or in camera with the student in question.

Course Meetings (3A)

Mon: 3:30PM to 5:20PM
 Mon(X-hour) 5:30PM to 6:20PM
 Wed 3:30PM-5:20PM

January

Week 1:

Wed 4 Course introduction, guidelines overview, 2 volunteers sign up for Week 2

Week 2:

Mon 9 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Students sign up; students pick two dates for their translations to be workshopped
 Discussion of pre-circulated supplementary materials if/as needed
 Wed 11 Translation Workshop of pre-circulated Worksheets

Week 3:

Mon 16 Martin Luther King Jr. Day (no class meeting at 3:30PM to 5:20PM)
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed
 Wed 18 Translation Workshop of pre-circulated Worksheets

Week 4:

Mon 23 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed
 Wed 25 Translation Workshop of pre-circulated Worksheets

Week 5:

Mon 30 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed

February

Wed 1 Translation Workshop of pre-circulated Worksheets

Week 6:

Mon 6 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed
 Wed 8 Translation Workshop of pre-circulated Worksheets

Week 7:

Mon 13 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed
 Wed 15 Translation Workshop of pre-circulated Worksheets

Week 8:

Mon 20 Translation Workshop of pre-circulated Worksheets
 Mon (X-hour) Discussion of pre-circulated supplementary materials if/as needed
 Wed 22 Translation Workshop of pre-circulated Worksheets

Week 9:

Mon 27	Translation Workshop of pre-circulated Worksheets
Mon (X-hour)	Discussion of pre-circulated supplementary materials if/as needed
Wed 29	Translation Workshop of pre-circulated Worksheets

*March*Week 10:

Mon 6	Translation Workshop of pre-circulated Worksheets
Mon (X-hour)	Discussion of pre-circulated supplementary materials if/as needed
Wed	Translation Workshop of pre-circulated Worksheets

Week 11:

Mon	Translation Workshop of pre-circulated Worksheets
Mon (X-hour)	Discussion of pre-circulated supplementary materials if/as needed
Wed	Translation Workshop of pre-circulated Worksheets

Week 12:

Mon	Translation Workshop of pre-circulated Worksheets
Mon (X-hour)	Discussion of pre-circulated supplementary materials if/as needed
Wed	Translation Workshop of pre-circulated Worksheets