



Course : Critiquing Translation & Interpretation
Code : IG 479
Chs : 2
Semester : 7 /2011
Prerequisites : Foundation of Translation and Interpreting
Liaison Interpreting
Conference Interpreting
Translating Literary Works
Lecturer : Susi Septaviana Rakhmawati, M.Pd. (2624)

1. Objectives:

Upon completion of the course the students will be able:

- to explain with the basis of intermediate knowledge acquired on the theory related to Critiquing Translation and Interpretation and its practice
- to develop their understanding and skills in critical analysis of the products of translation and interpretation in a range of public domains.
- to critically analyze the product of translation and interpretation.

under different learning activities by 80% correctness.

2. Course Description:

This course provides students intermediate knowledge of theory related to Critiquing Translation and Interpretation and its practice that can lead to their understanding and skills in critical analysis of the products of translation and interpretation in a range of public domains. Thus, the course will focus on themes such as: Politics and dynamics of representation, Modes and strategies: the language(s) of translation, Text, Discourse and ideology, The voice of authority: institutional settings and alliances, Individual voice and positionality, Interpreting justice in a global context, Minority Issues: cultural identity and survival, Translation in world systems, Critiquing the practice with a native speaker of English, The making of literary traditions, Translation and war; Interpreters in war or conflict, Machine Translation and Global English, Translation in the age of postmodernism.

3. Learning Activities:

- Lecture
- Group work and presentation
- Mini-project work
- Practice in analyzing products of translation and interpretation (text, audio, video, with native guess speaker)

4. Media

3. Media

1. materials

- textbooks (see Reference).
- PowerPoint Presentation
- Audio
- Video

2. resources

- built-in projector,
- white screen
- whiteboard
- flip chart
- markers
- speakers
- laptops
- Internet connection (WiFi or Modem if WiFi is not working)

3. technology needed for this lesson.

- To practice : <http://www.youtube.com/watch?v=UqfhTAj7d8>
- <http://allaboutinterpreting.blogspot.com>
- <http://critinterpretingtranslation.blogspot.com>

5. Evaluation:

- Participation : *Weekly performance on group presentation and discussion (students who are active in giving feedback and asking questions) (30%). The group who present the chapter **must submit their reflection paper in subsequent week** based on the chapter presentation and discussion and lecturer's input.*
- Mid-term Test : *Written test to measure what the students have learnt. (25%)*
- Group Project : *Mini-Research Project (45%) to be submitted at the end of the course.*

Critiques on Translation and Interpretation Project/Paper - group.

The Project is your opportunity to apply what you have learned in class. You will choose a translation/interpretation product (text, articles, books, audio, video, transcribed text from audio or video). You will use the chapter that you have presented as the theoretical basis and tool to analyze the products. On **November 15** you will have to come up with suggestions on products you will use to analyze (title, audio etc.) and research questions to be consulted with the lecturer.

Your answer to your research questions will be discovered in a careful, systematic investigation that involves the following.

- Literature Review (6)** Find a minimum of 15 scholarly sources (journal articles, books) about your project.
- Data collection, analysis and/or transcript (10)** describe how you collect and analyse your data and provide *verbatim transcription* for audio/video data.

- c. **Final Paper (14)** Write a 10-15 page paper that presents findings from this project. The paper must be structured in the form of an argument that includes the following: 1) pose a research question or questions, 2) discuss the relevant literature, 3) explain the method or methods used to answer the question or questions, 4) present findings, 5) summarize important issues found through the project, and 6) look forward by posing issues for future study. A hard copy of the paper must be turned in class and in CD format (*one CD for one class*).

Grading policy will be either criterion-or-norm based, depending on the final distribution of the students' scores. Students with **attendance less than 80% ARE NOT ENTITLED TO A GRADE.**

6. Course Outline

| Weeks | Topics | Sources |
|-------|---|---|
| 1 | Introduction to course outline and overview of the Foundation of translation and interpreting | Syllabus. Munday, Hale http://critinterpretingtranslation.blogspot.com |
| 2 | Politics and dynamics of representation | Baker (2010) p.7-26 https://sites.google.com/site/crittransint/ |
| 3 | Modes and strategies: the language(s) of translation | Baker (2010) p.49-75 https://sites.google.com/site/crittransint/ |
| 4 | Text, Discourse and ideology | Baker (2010) p.81-113 https://sites.google.com/site/crittransint/ |
| 5 | The voice of authority: institutional settings and alliances | Baker (2010) p.133-170 https://sites.google.com/site/crittransint/ |
| 6 | Individual voice and positionality | Baker (2010) p.191-213 https://sites.google.com/site/crittransint/ |
| 7 | Interpreting justice in a global context | Baker (2010) p.229-240 https://sites.google.com/site/crittransint/ |
| 8 | Minority Issues: cultural identity and survival | Baker (2010) p.245-263 https://sites.google.com/site/crittransint/ |
| 9 | Translation in world systems | Baker (2010) p.283-304 https://sites.google.com/site/crittransint/ |
| 10 | Mid-term Test Discussion on mini-project | |
| 11 | Critiquing the practice with a native speaker of English | TBC |
| 12 | The making of literary traditions | Baker (2010) p.319-359 https://sites.google.com/site/crittransint/ |
| 13 | Translation and war; Interpreters in war or conflict | Baker (2010) p.381-391 https://sites.google.com/site/crittransint/ |
| 14 | Machine Translation and Global English | Baker (2010) p.417 https://sites.google.com/site/crittransint/ |
| 15 | Translation in the age of postmodernism | Baker (2010) p.435 https://sites.google.com/site/crittransint/ |
| 16 | Wrap-up and Mini-projects must be submitted | |

TO BE NOTED:

All papers submitted (for chapter report and mini-project work) must be typed in 12 Calibri font size, 1 Space and printed on **BOTH SIDES**. Use regular binding, **NO PLASTIC COVER**.

Ideas for Mini-Research projects (based on Baker, 2010)

- Critique subtitle of movies
- Critique translated book
- Critique translated articles
- Critique interpreting process/audio video
- Critique film, the interpreter.
- Critique film, Spanglish

7. References:

Baker, M. (2010). *Critical Readings in Translation Studies*. Routledge

Hale, B. S. (2007). *Community Interpreting*. Palgrave MacMillan. N.Y.

Pöchhacker, F. (2004). *Introducing Interpreting Studies*. Routledge. London.

Munday, J. (2009). *Translation Studies*. Routledge. London

Septaviana, SR. (2011) <http://critinterpretingtranslation.blogspot.com>

**COURSE DESCRIPTION
(SATUAN ACARA PERKULIAHAN)**

| Sessions | Topics | Objectives | Learning Activities | Evaluation | Sources |
|----------|---|---|---|--------------------------|--|
| 1 | Introduction to course outline and overview of the Foundation of translation and interpreting | Students can refresh their knowledge and lesson learnt previously on main theoretical concepts and practices of translation and interpretation. | Introduce course outline and review of main theoretical concepts and practices of translation and interpretation. Elicit respond and feedback from the students on their previous classes on translation and interpretation. | | Syllabus. Munday, Hale. http://critinterpretingtranslation.blogspot.com |
| 2 | Politics and dynamics of representation | Students understand the concept of cultural translation and representation in relation to the reception environment. | Group Presentation on the topic and discussion and explanation from the lecturer on cultural translation and representation – its dynamics and politics. | Presentation, discussion | Baker (2010) p.7-26 https://sites.google.com/site/crittransint/ |
| 3 | Modes and strategies: the language(s) of translation | Students can develop understanding on the modes and strategies | Group Presentation on the topic and discussion. | Presentation, discussion | Baker (2010) p.49-75 https://sites.google.com/site/crittransint/ |

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| | | of translation: writing between the lines and translation as cultural politics. | Explanation from the lecturer on translation as cultural politics with examples from Indonesian context. | | |
| 4 | Text, Discourse and ideology | Students know how to analyse ideology in translation and how conflict can be reframed in translation. | Group Presentation on the topic and discussion. Explanation from the lecturer on Ideology in translation and Reframing Conflict in Translation | Presentation, discussion | Baker (2010) p.81-113 https://sites.google.com/site/crittransint/ |
| 5 | The voice of authority: institutional settings and alliances | Students understand the role of interpreters in the client's narrative performance and as institutional gatekeeper in medical discourse. | Group Presentation on the topic and discussion. Explanation from the lecturer on narrative theory and translation and code of ethics of interpreters. | Presentation, discussion | Baker (2010) p.133-170 https://sites.google.com/site/crittransint/ |
| 6 | Individual voice and positionality | Students can develop sharp analysis and understanding on the position and ideology of translator and interpreter as well as their voice. | Group Presentation on the topic and discussion. Explanation from the lecturer on translator's voice, invisibility, | Presentation, discussion | Baker (2010) p.191-213 https://sites.google.com/site/crittransint/ |

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| | | | impartiality and ideology. | | |
| 7 | Interpreting justice in a global context | Students develop their understanding and awareness on interpreting justice in global context. | Group Presentation on the topic and discussion. Explanation from the lecturer on the role of interpreters in court settings. | Presentation, discussion | Baker (2010) p.229-240 https://sites.google.com/site/crittransint/ |
| 8 | Minority Issues: cultural identity and survival | Students understand the possible encounter with minority issues when acting as translator and how their role is played in relation to power among source and target culture. | Group Presentation on the topic and discussion. Explanation from the lecturer on Power Relation in different cultures and how translator and interpreter can be located in the power discourse. | Presentation, discussion | Baker (2010) p.245-263 https://sites.google.com/site/crittransint/ |
| 9 | Translation in world systems | Students aware of the idea that translation as a part of cultural world system | Group Presentation on the topic and discussion. Explanation from the lecturer on translation as unequal exchange and cultural world system | Presentation, discussion | Baker (2010) p.283-304 http://critinterpretingtranslation.blogspot.com |
| 10 | Mid-term Test | | | | |
| 11 | Critiquing the practice | Students develop | Students volunteers | Observation | TBC |

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| | with a native speaker of English | critical analysis skills on aspects of good interpreting performance. | take turn in interpreting for an English native speaker while the rest of the group observe and analyse and give feedback. | | |
| 12 | The making of literary traditions | Students develop improved knowledge on literary translation by learning the history of literary and translation. | Group Presentation on the topic and discussion. Explanation from the lecturer on literary history and translation. | Presentation, discussion | Baker (2010) p.319-359 https://sites.google.com/site/crittransint/ |
| 13 | Translation and war; Interpreters in war or conflict | Students understand the role of translators and interpreters in war and conflict time | Group Presentation on the topic and discussion. Explanation from the lecturer on translation in wartime and interpreters in conflict situation. | Presentation, discussion | Baker (2010) p.381-391 https://sites.google.com/site/crittransint/ |
| 14 | Machine Translation and Global English | Students have ideas on how machine translation works. | Group Presentation on the topic and discussion. Explanation from the lecturer on machine translation, and computer-aided translation. | Presentation, discussion | Baker (2010) p.417 https://sites.google.com/site/crittransint/ |

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| 15 | Translation in the age of postmodernism | Students gain knowledge on how translation takes place in the age of post modernism | Group Presentation on the topic and discussion. Explanation from the lecturer on Postmodernism | Presentation, discussion | Baker (2010) p.435 https://sites.google.com/site/crittransint/ |
| 16 | Wrap-up and Mini-projects must be submitted | Students completed the mini-project and submit them to the lecturer | Closing of the course. Listen to the students' feedback in doing their mini-project | Discussion | |