Universidad de Alcalá

GUÍA DOCENTE

Mediación cultural: Conexiones transculturales entre los países de habla inglesa y España // Cultural Mediation: Cross-linking English-speaking Countries and Spain

Grado en
Estudios Ingleses
Grado en Lenguas Modernas y Traducción
Universidad de Alcalá

Curso Académico
2022-2023
3º y 4º Curso – 1º Cuatrimestre

Universidad de Alcalá

GUÍA DOCENTE

Nombre de la asignatura:	Mediación cultural: Conexiones transculturales entre los países de habla inglesa y España // Cultural Mediation: Cross-linking English-speaking Countries and Spain
Código:	251064
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Área de Traducción e Interpretación
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3º y 4º curso, 1º cuatrimestre
Profesorado:	María Jesús Fernández Gil
Horario de Tutoría:	Se comunicará al comenzar el curso
Idioma en el que se imparte:	inglés y español

1. COURSE DESCRIPTION

The primary goal of this course is to introduce students to the key conceptual elements related to mediation between individuals and communities with differing cultural identities and backgrounds, focusing on: 1) how translation—as the invisible conveyor of cultural values from language to language—is theorized and practiced and 2) how these theories and practices have an impact on the macro-context of communication between English-speaking cultures and Spain. Specifically, the course is aimed at enhancing cross-cultural awareness and examining cases of manipulative interference in translation—ranging from subtle changes to outright censorship. Using different text types, emphasis will, therefore, be placed on preparing students to learn how to identify and deal with cultural-specific items as well as to assess language and allusions used to create a particular ideological perspective.

Prerequisites and recommendations

The course is taught in English and Spanish. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a C1 level in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills. Erasmus students will have to certify their level of English and Spanish (B2) at the beginning of the course. It is further highly recommended that students have passed the subject “Introducción a la traducción”, in which they will have studied the basic principles of translation theories.

Course summary

Cultural Mediation: Cross-linking English-speaking Countries and Spain is an 8 ECTS optative course included in the first semester of the third/fourth year of the English Studies Degree and the Modern Languages and Translation Degree. The objective of this course is to introduce students to the key conceptual elements related to mediation between individuals and communities with differing cultural identities and backgrounds. The main concepts covered are theoretical notions such as culture, identity and intercultural communication which students are expected to be able to identify, explain and employ. The course is related to Introduction to Translation Studies and to Translation Theory (*Fundamentos de la traducción)*, which are taught in the second year of the Modern Languages and Translation Degree and the English Degree and in the third year of the Modern Languages and Translation Degree, respectively.

2. COURSE OBJECTIVES

Generic competences

1. To gain awareness of political, historical and social contexts which concern English-speaking countries and Spain and which affect the reception, re-writing and translation of cultural texts.
2. To get acquainted with mainstream cultural theories and to develop a critique that allows students to assess the value of different perspectives.
3. To develop abilities to analyse and synthesize information.
4. To develop the ability of independent thinking based on supportive evidence.
5. To use specialized sources and tools efficiently and correctly.
6. To develop students' abilities for independent and co-operative learning.

Specific competences

1. To apply the appropriate skills in the analysis of a culturally-relevant text to be translated and to understand how cultural factors affect the communication process between English-speaking countries and Spain.
2. To identify the role of history, politics and religion in creating cultural stereotypes, perceptions, fears, desires and misunderstandings between English-speaking countries and Spain.
3. To understand the way communication functions in intercultural settings.
4. To be able to find resources and informed solutions to the problems posed by culturally-relevant texts.
5. To become aware of the role of translators as mediators.

3. COURSE CONTENTS

Units	Hours
Unit 0. Introduction: Culture, Identity and Ideology	2 weeks – 4 hours
Unit 1. Culture: Understanding Ethnocentrism; Visualizing Difference	4 weeks – 8 hours
Unit 2. Culture: Cultural Identity and Cultural Biases	5 weeks – 10 hours
Unit 3. The Social Construction of Reality	4 weeks – 8 hours
Unit 4. The Transfer of Cultures	15 weeks 15 hours

N.B. Students are informed that the hours assigned for each unit are tentative, so that the instructor might vary the time dedicated to each unit in order to properly attend the learning needs of the group.

4. METHODOLOGY AND CLASS ACTIVITIES

Class time is devoted to lectures, seminars and workshops, which include group work, class discussions, critical reading, critical writing and oral presentations.

4.1. Student Workload

Class-contact hours	50 hours (15 lectures, 30 seminars, 2 workshops and 1 small group tutorial, and a two-hour exam)
Independent study (student work and study hours)	150 hours (study, readings and activities, papers and exam preparation)
Total hours	200 hours

4.2. Learning Activities

Lectures	Lectures, which will include short debates where students should be ready to participate with questions from readings, will provide an introduction and overview of the topic under discussion.
Seminars	Seminars will explore the issues in more detail through analysis and discussion of culturally-relevant texts, analysis of selected translated texts or texts for translation.
Small group tutorials and workshops	Students will have 1 small group tutorial and two workshop sessions in groups, the purpose of which is to assist them to prepare translation assignments and

4.3. Materials and resources

A wide range of texts and translated texts in English and Spanish will form the basis of the analysis and discussion in lectures and seminars. The instructor will provide copies of the materials for translation and compulsory reading texts via the Blackboard platform.

Resources:

Blackboard Teaching Platform
Integrated desk for presentations

5. ASSESSMENT

Assessment procedures and instruments

Students should demonstrate they have acquired the main concepts and competences related to this course. Thus, by the end of the course, students are expected to be able to:

- Demonstrate, through knowledge of the concepts and problems relating to Translation Studies, they have acquired understanding of the main issues around translations that display social, ideological and cultural particularities.
- Analyse culturally-relevant texts for the purposes of translation, identifying problems and applying solutions.
- Evaluate translated culturally-relevant texts, identifying methods and techniques used and problems solved.
- Use the appropriate strategies to translate texts that display social, ideological and cultural particularities from English into Spanish.
- Explain coherently and with justification all decisions made when translating.

The different aspects of the course will be evaluated separately throughout the semester in order to obtain an overall continuous and formative mark for the course final grade. This means that all the students will have to participate actively and effectively in classes as well as in all the group activities. A minimum of 80% attendance is compulsory.

Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the "NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES" (passed on 5/05/2016) may sit for a final exam. The exam will include: questions about the theoretical content explained along the course, completion of writing tasks and a translation task. Students who plan to take the overall exam should contact the teacher early on in the course in order to obtain specific information about the exam, since it will assess all the competences stated in the syllabus.

Those students who do not pass the continuous evaluation or final exam will have the right to be assessed again in June by a similar (extraordinary) exam *(convocatoria extraordinaria)*. The exam will include: questions about the theoretical content explained along the course, completion of writing tasks and a translation task.

Grading criteria

Continuous assessment is the standard procedure in this course, which requires continuous work by students and supervision by the lecturer. The final exam option is exceptional, and granted to students who follow the University regulations. Students will be assessed on the basis of the following requirements, tasks and papers in the following proportions:

- Individual assignment: 20%
- Worksheets and translation activities: 15%
- Group project: 10%
- Translation portfolio: 10%
- Participation: 5%
- Exam: 40%

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. According to Article 34 of Universidad de Alcalá's regulations concerning evaluation, any plagiarism found in the final version of a paper will be penalised and could result in the failure of the course.

OUTSTANDING (MATRÍCULA DE HONOR):
Students display an outstanding grasp of the aims and contents of the course. All assessment criteria have been achieved to an exceptionally high level. Students' performance in course activities shows that students have read and thought at a level well beyond what is expected in the course. Students are always well-prepared for discussion in seminars and participate actively in all activities.

EXCELLENT (SOBRESALIENTE):
Students display an excellent grasp of the aims and contents of the course. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Students' performance in course activities shows that students meet all, or a considerable majority of, the desiderata for this type of work and demonstrating impressive all-round competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Students are always well-prepared for discussion in seminars and participate actively in all activities.

GOOD (NOTABLE):
Students display a good grasp of the aims and contents of the course. All assessment criteria have been met fully and many have been achieved to a good or very good standard. Students' performance in course activities shows solid all-round competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Students are prepared for discussion in seminars and participate actively in all activities.

SATISTFACTORY (APROBADO):
Students show a satisfactory grasp of the aims and contents of the course. All assessment criteria have been met, but some barely exceed the threshold standard to pass the course. Students' performance in course activities shows some basic competence and application of certain of the main concepts and techniques introduced and practiced in lectures and seminars. Students tend not to be prepared for discussion in seminars and barely participate in activities.

FAIL (SUPENSO):
Students show an unsatisfactory grasp of the aims and contents of the course. Some assessment criteria do not reach the threshold standard to pass the module. Students' performance in course activities is incomplete and/or, together with examination performance, shows insufficient competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Class attendance is below 80% and participation tends to be slight.

6. BIBLIOGRAPHY

Basic Bibliography

Bassnett, Susan and Lefevere, Andre (1998). *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters.

Bennett, Milton J. (2013). *Basic Concepts of Intercultural Communication: Paradigms, Principles & Practices.* Boston. Intercultural Press.

Carbonell i Cortés, Ovidi (1997). *Traducir al otro: traducción, exotismo, poscolonialismo*. Ciudad Real: Universidad de Castilla-La Mancha.

Cunico, Sonia and Munday, Jeremy. (2007). *Translation and Ideology: Encounters and Clashes*. New York: St. Jerome Publishing.

Katan, David. (1999). *Translating Cultures. An Introduction for Translators, Interpreters and Mediators*. Manchester: St. Jerome.

Hermans, Theo (2006). *Translating Others*. Manchester: St. Jerome Publishing.

Luque Nadal, Lucía. (2009). "Los culturemas: ¿unidades lingüísticas, ideológicas o culturales?" *Language Design* 11: 93-120.

Muñoz-Calvo, Micaela y Buesa-Gómez, Carmen. (2010). *Translation and Cultural Identity: Selected Essays on Translation and Cross-Cultural Communication*. Cambridge: Cambridge Scholars Publishing.

Novinger, Tracy. (2001). *Intercultural Communication: A Practical Guide*. Austin, TX: Austin UP.

Snell-Hornby, M. (1999). "Communicating in the Global Village: On Language, Translation and Cultural Identity". *Current Issues in Language and Society* 6(2), 103-120.

Snell-Hornby, M., Jettmarova, Zuzana and Kaindl, Klaus, eds. (1997). *Translation and Intercultural Communication: Selected Papers from the EST Congress-Prague 1995*. Amsterdam: John Benjamins Publishing Company.

Further Reading

Álvarez Rodríguez, Román y Vidal Claramonte, M.C. África, eds. *Translation, Power, Subversion*. Philadelphia: Multilingual Matters.

Calzada-Pérez, María, ed. (2003). *Apropos of Ideology: Translation Studies on Ideology-Ideologies in Translation Studies*. London and New York: Routledge.

Evan-Zohar, Itamar. (1978/2000). "The Position of Translated Literature within the Literary Polysystem". In Venuti, Lawrence (ed.), *The Translation Studies Reader*. London and New York: Routledge, 192-197.

Hatim, Basil and Mason, Ian. (1990). *Discourse and the Translator*. London: Longman.

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

Tymoczko, Maria. (2002). *Translation and Power*. Amherst: University of Massachusetts Press.

Venuti, Lawrence, ed. (2000). *The Translations Studies Reader*. London and New York: Routledge.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.