

FR BC 3001 Transatlantic Translation Workshop Spring 2021--3 pts.

M/W 10:10-11:25
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Office: 311 Milbank

Office hour: Monday and Tuesday 3-4 and by appointment online at calendly.com/lpostlewate

This translation workshop has a double purpose. The first is to explore through both discussion and practice with French and English texts, the challenges and opportunities in the translation of texts in the social sciences. The second is to provide students with experience in collaborative translation. The course includes work among the members of the class, and collaborative projects between students from Barnard and from the École Normale Supérieure in Lyon, France.

Learning Outcomes-Students who participate in this course will:

- practice translation, French to English and English to French, through weekly assignments.
- collaborate on two translations with partners from ENS-Lyon.
- prepare one of the translation projects for publication in the online journal "Lectures."
- complete an independent translation project in a field of the social sciences.

Why translation in the Social Sciences?

The global circulation of knowledge in the social sciences depends heavily on translation. Texts in sociology, psychology, anthropology, economics, history, and political science are typically grounded in the linguistic and epistemological paradigms of their fields; this is further complicated within the different sub-fields and schools of each discipline. Practitioners of the social sciences most often write in their native languages, each of which has a distinct cultural foundation which inflects the communication of ideas. This diversity of expression poses interesting challenges for the translator who, while striving to deliver the most 'accurate' and 'faithful' rendering of the source text, must confront the conceptual and lexical specificity of each discipline and the consequent fluidity of meaning. The related theoretical questions we will explore include:

- How does the expression of knowledge in the social sciences differ from language to language, culture to culture, from sub-field to sub-field?
- Does the translation of a text require a specialist in the field?
- How does translation challenge and broaden the conceptual norms of the source text? What might the implications be not only for that text, but for the field in general?

- To what extent can translation enrich both the target and source languages in a more general way through the introduction of new words and meanings?

The coursework includes practical translation exercises from across the social sciences, with attention to the particular problems of French to English translation.

Why collaborative translation?

Translation very often takes place in a collaborative environment, with translators consulting each other and sharing work. This course fosters an environment of cooperation and collective editing between students both within our class, and between Barnard and ENS-Lyon. The coursework for Barnard students includes two collaborative projects with partners from ENS-Lyon: one book review from French to English and one one book review from English to French.

- All readings and materials for the course will be provided on our course Google Drive “Transatlantic Translation Workshop 2020 course folder.” There are no books to purchase. Assignments for every class session will be found on the Google doc “Travail en cours”; please consult this document to keep track of work due.
- Each student will create a personal Google folder for the class “Your name--Transatlantic Translation 2019” and share it with Prof Postlewaite. This folder will be used for submission of assignments.

Our class will take place in 222 Milbank which is a computer lab classroom. However, you are welcome to use your own laptops if you prefer.

Breakdown of final grade:

- 20% Collaborative Fren>Eng Project #1 (with ENS-Lyon)
- 20% Collaborative Eng>Fren Project #2 (with ENS-Lyon)
- 25% Final independent translation project of 1800 words (Fren>Eng) + 600-word translator’s preface (Text in the social sciences; students will choose text.)
- 10% Oral presentation of your independent translation project.
- 10% Two peer translation critiques of 300 words minimum (5% each)
- 15% Participation in class discussions and homework assignments.

Explanation of coursework:

1. Collaborative projects with ENS-Lyon (2): With your ENS partner, you will translate one book review from French to English, and one review from English to French. These are each approximately 1500-2000 words in length. Each translation will include a 600-word translator's preface; you will be given instructions on the preface.

We will have a total of 11 in-class meetings with our partners at ENS-Lyon as marked on the syllabus. In addition, you will decide with your partner how you will communicate outside of class to work on your translations together. Translation work with your partner should be submitted online through Traduxio. Please also keep copies of your translation work on documents in your personal Google folder as back-up.

2. Final Independent Translation: Each student will choose, in consultation with Prof. Postlewate, an article or a passage from a text in English that interests you (1800 word minimum.) The selection will depend on your personal disciplinary interests. In addition to the translation itself, you will include a 600-word translator's preface. Directions for submission of this work will be given as we proceed.
3. Oral presentation of independent projects: On Wednesday, May 6, each student will make a 10-minute presentation with slides of their independent project. We will discuss the content and format of the presentations after spring break. The presentations will take place at 11a.m. and a lunch will follow.
4. Peer critiques of translations (2): Twice during the semester you will write a 500-word critique of the translation work of one of your colleagues.
5. Participation and daily assignments: This part of your grade is based on
 - participation in class working sessions and discussions
 - completion of daily assignments
 - class journal (Carnet de bord) to document your work in progress.

Note: The below syllabus is subject to modifications in the schedule.

Programme général du semestre
(à suivre sur le fichier Google "Travail en cours")

lundi 11 janvier:

Introduction au cours

Traduxio: Mode d'emploi

Exercice pratique: extraits de *Le Deuxième Sexe* de Simone de Beauvoir

À faire pour le prochain cours:

- Lecture: *Guidelines for Translation in the Social Sciences* p. 1-13

mercredi 13 janvier

En cours:

ENS-Lyon #1

Présentations

Discussion: *Guidelines for Translation in the Social Sciences* p. 1-13

À faire pour le prochain cours:

- Exercice avec DeepL

lundi 18 janvier

En cours:

Discussion de la séance de lundi.

Discussion de l'exercice avec DeepL

À faire pour le prochain cours:

- Contactez votre partenaire ; utilisant la liste des qui vous a été distribuée, choisissez en ordre de préférence trois comptes-rendus du journal *Lectures* (FR>EN) et trois comptes-rendus du journal *Europe Now* (EN>FR).
- Envoyez vos préférences au Prof Postlewate avant dimanche 2 février à 12h00 (midi).

mercredi 20 janvier

En cours:

ENS-Lyon #2

Traduction du passage #1 du CR #1

À faire pour le prochain cours:

Carnet de bord #1

lundi 25 janvier

En cours:

Discussion de la séance de lundi.
Discussion des phrases traduites.
Exercice de traduction sur place.

À faire pour le prochain cours:

- Traduction du passage #2 du CR #1 avant dimanche 9 février à 12h00 (midi)

mercredi 27 janvier

En cours:

ENS-Lyon #3
Traduction du passage #2 du CR #1

À faire pour le prochain cours:

- Carnet de bord #2
- Passage collectif #1 à traduire

lundi 1 février

En cours:

Discussion de la séance de lundi
Traduction du passage collectif #1
Exercice de traduction sur place

À faire pour le prochain cours:

- Traduction du passage #3 du CR #1 avant dimanche 16 février à 12h00 (midi)

mercredi 3 février

En cours:

ENS-Lyon #4
Traduction du passage #3 du CR #1

À faire pour le prochain cours:

- Carnet de bord #3

- Passage collectif #2 à traduire

lundi 8 février

En cours:

Discussion de la séance de lundi
Traduction du passage collectif #2
Exercice de traduction sur place

À faire pour le prochain cours:

- Traduction du passage #4 du CR #1 avant dimanche 23 février à 12h00 (midi)

mercredi 10 février

En cours:

ENS-Lyon #5
Traduction du passage #4 du CR #1

À faire pour le prochain cours:

- Version intégrale #1 du CR #1 avant mardi 25 février à 20h00 (8:00 pm)

lundi 15 février

En cours:

Discussion de la séance de lundi
Préparation pour la critique du CR #1 de votre partenaire-Barnard.

À faire pour le prochain cours:

- Préparez votre critique du CR #1 de votre partenaire-Barnard.

mercredi 17 février

En cours:

Atelier de travail sur CR #1; présentation de vos critiques.

À faire pour le prochain cours:

- Avec les commentaires de votre partenaire-Barnard, révisez la version intégrale du CR #1.
- Lecture du texte de votre CR #2 (EN>FR)

lundi 22 février

En cours:

Introduction à la traduction EN>FR
Exercice de traduction sur place

À faire pour le prochain cours:

- Préparez la version finale du CR #1
- Traduction du passage #1 du CR #2.

mercredi 24 février

En cours:

ENS-Lyon #6
Négociation de la version finale de votre compte rendu #1

À faire pour le prochain cours:

- Carnet de bord #4
- Version finale du CR #1 (à rendre mercredi 11 mars à 20h00)

lundi 1 mars et mercredi 3 mars

Spring Break

lundi 8 mars

En cours:

Discussion de la séance de lundi
Traduction du passage #1 du CR #2
Exercice de traduction sur place

À faire pour le prochain cours:

- Traduction du passage #2 du CR #2 avant dimanche 22 mars à 12h00 (midi)

mercredi 10 mars

En cours:

ENS-Lyon #7
Traduction du passage #1 du CR #2

À faire pour le prochain cours:

- Carnet de bord #5
- Passage collectif #3 à traduire

lundi 15 mars

En cours:

Discussion de la séance de lundi
Traduction du passage collectif #3
Exercice de traduction sur place

À faire pour le prochain cours:

- Traduction du passage #2 du CR # 2 avant dimanche 29 mars à 12h00 (midi)

mercredi 17 mars

En cours:

ENS-Lyon #8
Traduction du passage #2 du CR #2

À faire pour le prochain cours:

- Carnet de bord #6
- Passage collectif #4 à traduire

lundi 22 mars

En cours:

Discussion de la séance de lundi
Traduction du passage collectif #4
Exercice de traduction sur place

À faire pour le prochain cours:

- Traduction du passage #3 du CR #2 avant dimanche 5 avril à 12h00 (midi)

mercredi 24 mars

En cours:

ENS-Lyon #9
Traduction du passage #3 du CR #2

À faire pour le prochain cours:

- Carnet de bord #7
- Passage collectif #5 à traduire

lundi 29 mars

En cours:

Discussion de la séance de lundi
Traduction du passage collectif #5
Exercice de traduction sur place

À faire pour le prochain cours:

- Version intégrale du CR #2 avant dimanche 12 avril à 12h00 (midi)

mercredi 31 mars

En cours:

ENS-Lyon #10
Négocier avec votre partenaire la version finale du CR #2

À faire pour le prochain cours:

- Préparez la version finale du CR #2 à rendre mercredi 15 avril à 20h00

lundi 5 avril

En cours:

Discussion de la version finale du CR #2

mercredi 7 avril

En cours:

ENS-Lyon #11
Séance de conclusion au cours; discussion de notre expérience collective

À faire pour le prochain cours:

- Carnet de bord #8
- Travail indiqué sur votre projet indépendant

lundi 12 avril

En cours:

Atelier sur les projets indépendants

À faire avant lundi 27 avril:

- Préparez la critique du projet indépendant de votre partenaire-Barnard

mercredi 14 avril

En cours:

Atelier sur les projets indépendants

mercredi 21 avril

11h00-13h00

Présentation des projets indépendants suivie d'un déjeuner

PLEASE NOTE these four items of importance to all Barnard students!

Wellness Statement

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

<https://barnard.edu/primarycare>

<https://barnard.edu/rosemary-furman-counseling-center>

<https://barnard.edu/wellwoman>

Accessibility Resources & Disability Services

If you are a student with a disability and require academic accommodations in this course, you must register with the Center for Accessibility Resources & Disability Services (CARDS), which is located in Altschul Hall, Room 101. Students requesting accommodations will need to first meet with a CARDS case manager for approval.

Once registered, students are required to request accommodation letters each semester to notify faculty. Students are not eligible to use their accommodations in this course until I have signed their accommodation plan.

Accommodations are not retroactive, so it is best to contact CARDS early each semester to access your accommodations. If you are registered with CARDS, you are

encouraged to contact me during office hours or by e-mailing me to schedule an appointment.

The Barnard College Honor Code

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Affordable Access to Course Texts and Materials Statement

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the Barnard Library Textbook Affordability guide (library.barnard.edu/textbook-affordability). Undergraduate students who identify as first-generation and/or low-income students may check out items from the FLIP lending libraries in the Barnard Library (library.barnard.edu/flip) and in Butler Library for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details."