



COURSE DATA

Data Subject

Code	44246
Name	Translating and adapting English literary texts: Ideology, culture and power
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2196 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term
2243 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
2196 - Master's Degree in Advanced English Studies	23 - Traslating and Adapting English Literary Texts: Ideology, Culture and Power	Obligatory
2243 - Master's Degree in Advanced English Studies	23 - Translating and adapting English literary texts: Ideology, culture and power	Obligatory

Coordination

Name	Department
TRONCH PEREZ, JESUS	155 - English and German

SUMMARY

The course "Translating and adapting English literary texts: Ideology, culture and power" deals with the translation and adaptation of English literary texts in relation to their context of production and reception. In this sense, critics such as Bassnett or Lefevere led the way for a line of research which has given notable fruits by analysing the ideological, political, commercial and cultural reasons which have historically conditioned the selection of certain literary texts to be translated, as well as the need or convenience of using mechanisms of adaptation aimed at facilitating the continued existence of some texts in new contexts.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

A strong command of both languages involved in the translation process is essential.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2196 - Master's Degree in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present ? from an advanced and more complex perspective than that of undergraduate studies ? experiences, ideas, or reports within the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los ?Estudios Ingleses.



- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects ? master?s theses ? within the field of English Studies.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Upon completion of the subject "Translating and adapting English literary texts: Ideology, culture and power", the student will have acquired the knowledge, skills and abilities which allow for a theoretical and practical understanding of the principles inherent to the process of translating and adapting a literary text in diverse ideological, cultural and political contexts.

DESCRIPTION OF CONTENTS

1. Principles, procedures and problems in literary translation.

Translation principles, strategies and methods. Translation problems as applied to literary texts: genre, register, dialect, chronolect, cultural elements, humour.

2. Formal and cultural aspects in the description and review of literary translations.

Descriptive studies in translation. Criteria for translation quality assessment. A case study in translation of HAMLET.

3. Analysis of ideological, political, commercial and cultural conditions in translated literary texts.

Ideology analysed on a micro-level. Ideology as a general approach: the Manipulation School and the cultural turn in Translation Studies; the cultural capital of translations.

4. Mechanisms of adaptation of literary works: texts and contexts.

Types of adaptation. Textual operations and their results. The sociological turn in adaptation studies. Tradaptation. Examples from HAMLET: adapting from theatre to theatre in David Garrick (1772); from theatre to narrative (adaptations for children) in Charles Lamb (1807), and Andrew Matthews (2001).



5. Film adaptation of literary texts

Review of features of the film medium. Modes of relation between film and literary text and adaptation techniques (focalization, narrative voice, characters mind, time, ambiguity). From theatre to film: Almereyda's HAMLET (2000)

6. Case studies in translation and adaptation.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of individual work	20,00	0
Readings supplementary material	15,00	0
Resolution of case studies	16,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

TM1_ Introduction of theoretical content through lectures, with IT support where relevant

TM2_Pair or group work

TM3_ Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

TM5_ Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

TM6_ Individual paper (design and development of a project for its oral or written presentation)

TM7_Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising)

EVALUATION

Assessment breakdown for the first and second calls:

1. Attendance and active participation in class: 20%
2. Individual written essay on translation and adaptation: 70%
3. Oral test: 10%



Marks above 5 achieved in the first call will be carried over to the second call, except for attendance and active participation in class; whatever mark is obtained in this assessment (A) will be carried forward. A final average mark will only be given if the written assessment (B) is marked above 5.

***Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.**

REFERENCES

Basic

- Bassnett, Susan and A. Lefevere. *Constructing Cultures: Essays in Literary Translation*. Clevedon: Multilingual Matters, 1998.
- Cartmell, Deborah, and Imelda Whelehan, eds. *The Cambridge Companion to Literature on Screen*. Cambridge: Cambridge University Press, 2007.
- Lefevere, André. *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge, 1992
- Hutcheon, Linda. *A Theory of Adaptation*. New York: Routledge, 2006.
- Munday, Jeremy. *Style and Ideology in Translation*. New York and London: Routledge, 2008.
- Munday, Jeremy. *The Routledge Companion to Translation Studies*. Revised. London and New York: Routledge, 2009.
- Sanders, Julie. *Adaptation and Appropriation*. London: Routledge, 2006.
- Raw, Lawrence ed. *Translation, Adaptation, and Transformation*. London: Bloomsbury, 2012.

Additional

- Andrew, Dudley. "Adaptation". *Concepts in Film Theory*. Oxford: Oxford UP, 1984. 96-107.
- Jackson, Russell. *The Cambridge Companion to Shakespeare on Film*. Cambridge: Cambridge University Press, 2000.
- Kidnie, Margaret Jane. *Shakespeare and the Problem of Adaptation*. London: Routledge, 2009.
- Landers, Clifford. *Literary Translation: A Practical Guide*. Clevedon: Multilingual Matters, 2001.



- Lefevere, André. *Translation / History / Culture : A Sourcebook*. London and New York: Routledge, 1992
- Stam, Robert, and Alessandra Raengo. *A Companion to Literature and Film*. Malden, MA: Blackwell, 200
- Zatin, Phylis. *Theatrical Translation and Film Adaptation: A Practitioner's View*. Clevedon: Multilingual. 2005
- Calzada Pérez, María, ed. *Apropos of Ideology: Translation Studies on Ideology-Ideologies in Translation Studies*. London: Routledge, 2014.
- Lefevere, André. *Translating Literature: Practice and Theory in a Comparative Literature Context*. New York: Modern Language Association of America, 1992.
- Burnett, Mark Thornton. " 'To Hear and See the Matter': Communicating Technology in Michael Almereyda's *Hamlet* (2000)." *Cinema Journal* 42.3 (2003): 48-69
- Dawson, Anthony. *Hamlet. Shakespeare in Performance*. Manchester: Manchester UP, 1995.
- Kliman, Bernice W. *Hamlet, Film, Television, and Audio Performance*. Cranbury, NJ: Associated University Press, 1988.