

**COURSE DATA****Data Subject**

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| Code | 44246 |
| Name | Translating and adapting English literary texts: Ideology, culture and power |
| Cycle | Master's degree |
| ECTS Credits | 3.0 |
| Academic year | 2020 - 2021 |

Study (s)

| Degree | Center | Acad. year | Period |
|---|---|-------------------|---------------|
| 2196 - M.D. in Advanced English Studies | Faculty of Philology, Translation and Communication | 1 | Second term |

Subject-matter

| Degree | Subject-matter | Character |
|---|--|------------------|
| 2196 - M.D. in Advanced English Studies | 23 - Traslating 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 good command of the two languages in the translating process is required.

OUTCOMES

2196 - M.D. 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.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- 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 masters theses within the field of English Studies.

LEARNING OUTCOMES

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.

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



- Zatlin, 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.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents of the course syllabus remain unchanged.

2. Workload and teaching schedule

The workload expected from students remains unchanged.

3. Methodology

1. Face-to-face sessions + synchronous videoconference (Aula Virtual UV)
2. Face-to-face sessions + materials uploaded to Aula Virtual UV
3. Face-to-face sessions + moodle quizzes and tasks available at Aula Virtual UV

4. Assessment

Assessment criteria and instruments remain unchanged.

5. Bibliography



The bibliographical selection for the course remains unchanged.

DISTANCE (ONLINE) LEARNING

1. Contents

The contents of the course syllabus remain unchanged.

2. Workload and teaching schedule

The workload expected from students remains unchanged.

3. Methodology

1. Online instruction via videoconference (tool available at Aula Virtual UV)
2. Materials uploaded to Aula Virtual UV
3. Moodle quizzes and tasks available at Aula Virtual UV

4. Assessment

The assessment criteria and breakdown remain unchanged. Attendance and active participation in class involves participation in synchronous online sessions, forums and quizzes in Aula Virtual UV. The oral test will be taken via videoconference.

5. Bibliography

The bibliographical selection for the course remains unchanged.