

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Arabic 5401
Translation: Theory and Practice

Instructor:
Office:
Office Hours:
Email:

Course Description and Objectives: This course put the practice of Arabic-English translation in conversation with the field of translation studies, especially as it pertains to Arabic language, culture, and literature. One of our weekly meetings will serve as a workshop where students work on specific linguistic and cultural issues that emerge in Arabic-English translation. Students will eventually select their own translation projects and share, discuss, and revise them in a collaborative and supportive environment. In addition, we will read and discuss foundational texts in the field of translation studies on topics such as translatability, fidelity, and the role of the translator. Throughout the course, we will put translation theory and practice in conversation with each other. The field of translation studies has increasingly emphasized the political and ethical dimensions of translation. We will consider a number of different Arabic language contexts where translation has become a rich site of meaning. These include the aesthetics and politics of translation in colonial and postcolonial contexts and in zones of conflict, “translingual” immigrant literature, and the politics of Arabic translation in a global market for books. During the term we will speak to several guest translators about their approaches and endeavor to develop both the linguistic and theoretical skills to make translation an ever-evolving self-reflexive practice.

Prerequisites: Arabic 3105 or permission of instructor

Course Requirements and Grading:

Attendance and participation in translation workshops and discussions: 30 %
5 short response essays (at least 2 written in Arabic): 30%
Translation homework: 10 %
Final project: 30 %

Attendance and Participation:

Your thoughtful participation is essential to this course! Please come to class having prepared by reading and studying the required texts carefully. Asking question is a most welcome form of participation, whether they be questions about comprehension or questions that extend our discussions of translation theory and the Arabic translation contexts we are studying.

We will use both English and Arabic in class, as appropriate.

Attendance: Regular attendance is essential for success in this course. **You will be allowed three unexcused absences. After that your final grade will be lowered by 3% for every unexcused absence.**

However, if you are sick, please stay home and rest! If you are missing class due to illness or other reasons, please contact me to let me know. Other excused absences include religious holidays, OSU competitions, deaths in the family, etc. You will be responsible for making up lost work (though I am happy to help!).

Response essays: Each student will write five short response essays that reflect on our readings of translation theory. You can choose which five days you wish to respond to the readings. **Please submit the essays at least one day before class.** Your response essays should be concise and reflect on the implications of the readings. This is also a space where you can connect the ideas to previous discussion or other contexts. **Include questions that you would like to bring to the class discussion.**

Translation homework: Please bring a hard copy of your translation homework to class on the day of the translation workshop.

Final project: For your final project you will select your own translation project. Your final translation should be at least 5 pages long double-spaced (length is negotiable depending on the type of text that you select). In addition, you will write a reflection that integrates our work on the theory and practice of translation throughout the term. You will workshop your translation in class during the final four weeks of the semester.

Required Texts:

Husni, Ronak, and Daniel L. Newman. *A to Z of Arabic-English-Arabic Translation*. London: Saqi, 2013. Print. (Available at campus bookstore)

Kilito, Abdelfattah, and Wail S. Hassan. *Thou Shalt Not Speak My Language*. Syracuse, N.Y: Syracuse University Press, 2008. (Available at campus bookstore)

Mughazy, Mustafa. *The Georgetown Guide to Arabic-English Translation*. Washington DC: Georgetown University Press, 2016. (Available at campus bookstore)

Wehr, Hans, and J M. Cowan. *A Dictionary of Modern Written Arabic: (Arabic-English)*. 1994.

All other readings will be made available through library ebooks or on Canvas

Course Schedule:

Week 1: Getting started

1/11 Introductions

Be ready to introduce yourself in Arabic and English!

1/13 Translation workshop

Read and study:

The Georgetown Guide to Arabic-English Translation: The Georgetown Guide to Arabic-English Translation: Introduction (pp. 1-7), Chapter 1: Word-Level Translation Problems and Strategies (pp. 9-26)

A-Z of Arabic-English Translation: Abbreviations / Acronyms – Approval / Disapproval (pp. 15-67)

*Spend at least 30 minutes on translating annotated text 1 in *The Georgetown Guide* (p. 191)

Week 2: Translatability and the Arabic literary and cultural heritage

1/18 Read: Translator's Introduction, Prologue and chapters 1-3 in *Thou Shalt Not Speak My Language / Lan tatakallam lughtati* by Abdelfettah Kilito (Arabic original is on Canvas – read Chapter One or more in Arabic)

1/20 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation: Chapter 1: Translation Strategies (pp. 26-43)

A-Z of Arabic-English Translation: Arab / Arabic / Arabian – Border / Frontier / Borders (pp. 68-93)

*Complete before class: Exercises from Chapter One in *The Georgetown Guide* (pp 43-46) + translate sentences 1-5 on p. 46.

Week 3: Negotiating Arabic and the foreign

1/25: Read chapters 4-7 in *Thou Shalt Not Speak My Language / Lan tatakallam lughtati* by Abdelfettah Kilito (Arabic original on Canvas – read Chapter Seven or more in Arabic)

1/27 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation: Chapter 2: Phrase-Level Translation Problems (pp. 47-70)

A-Z of Arabic-English Translation: Both – Cry / shout / sob (pp. 94-135)

*Spend at least 30 minutes translating annotated text 2

Week 4: Colonialism and the Nahda

2/1 Excerpt from *Disarming Words: Empire and the Seductions of Translation in Egypt* by Shaden M. Tageldin, and “Rifa a Rafi al-Tahtawi and His Contribution to the Lexical Development of Modern Literary Arabic” by Mohammed Sawaie

2/3 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation: Chapter Two: Translation Strategies pp. 70-88)

A-Z of Arabic-English Translation: Dare / dare say – Everyone / every one (pp. 136-156)

*Complete before class:

Exercises 1-5 in *The Georgetown Guide to Arabic-English Translation* (pp. 88-92) + translate sentences 1-5 in Exercise 5: Advanced Translation

Week 5: Translating the 1,001 Nights

2/8 Read “The Translators of the 1,001 Nights” by Jorge Louis Borges (in *The Translation Studies Reader*) and excerpts of Arabic text and its different translations on Canvas

2/10 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation: Chapter 3: Inside the Sentence: Functional Categories (Temporal Reference, Negation) (pp. 93-119)

A-Z of Arabic-English Translation: Exception – In Case / In Spite of (pp. 156-182)

*Spend at least 30 minutes translating annotated text 3

Week 6: The politics of postcolonial translation

2/15 Read excerpt from *in Two Languages / Amour bilingue* by Abdelkebir Khatibi and “The Politics of Translation” by Gayatri Chakravorty Spivak (in *The Translation Studies Reader*)

2/17 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation Chapter 3: Inside the Sentence: Functional Categories (Modality, Voice) (pp. 119-140)

A-Z of Arabic-English Translation: Incredible / incredulous – Northeast / southeast / ... (pp. 182-199)

*Complete before class:

Exercises 1-5 in *The Georgetown Guide to Arabic-English Translation* (pp. 140-143) + translate sentences 1-5 in Exercise 5: Advanced Translation on p. 143

Week 7: Orientalism and cultural translation

2/22 Read excerpt from *Immigrant Narratives: Orientalism and Cultural Translation in Arab American and Arab British Literature* by Wail Hassan and Arabic and English excerpts from *The Translator* by Leila Aboulela

2/24 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation Chapter 4: The Sentence and Beyond: Discourse and Genre Features (Sentence Structure, Rhetorical Structure, Punctuation) (pp. 145-166)

A-Z of Arabic-English Translation: Not long before... - Say / tell (pp. 200-244)

*spend at least 30 minutes translating annotated text 4

***Due: Project description for final translation project**

Week 8: The translator

3/1 “The Task of the Translator” by Walter Benjamin (in *The Translation Studies Reader*), excerpts from Taht sama’ Kubinhaghin

3/3 Translation workshop

Read and Study:

The Georgetown Guide to Arabic-English Translation Chapter 4: The Sentence and Beyond: Discourse and Genre Features (Text Cohesion, Tone, Genre) (pp. 166-189)

A-Z of Arabic-English Translation: Self – Wish (pp. 247-297)

*Complete before class:

Exercises (pp. 189-190) + translate sentences 1-2

Week 9: The conflict in translation

3/8 Guest translator speaking on Arabic-Hebrew translation, reading TBA

3/10 Translation workshop

Work on final projects

Week 10: Spring break

Week 11: Translation in war zones

3/22 Read “Dragomen and Checkpoints” by Elliot Colla and excerpt from *The American Granddaughter* / *Al-Hafida al-Amrikiya* by Inaam Kachachi

3/24 Translation workshop

Work on final projects

Week 12: Translation and translingual writing

3/29 Read the play “Invasion” by Jonas Hassen Khemiri and excerpt from *The Translingual Imagination* by Steven G. Kellman

3/31 Translation workshop

Work on final projects

Week 13: Translation and the market for books

4/5 Read “Foreign Languages and Translation” in *Conscience of the Nation: Writers, State, and Society in Modern Egypt* by Richard Jaquemond and “Scale in the Balance: Reading with the IPAF (The Arabic Booker Prize)” by Anne-Marie McManus

4/7 Translation workshop

Work on Final Projects

Week 14:

4/12: Conversation with guest translator

4/14: Translation workshop

Work on final project translations

Week 15: Between text and image

4/19 Read Arabic and English Excerpts of *Limbo Beirut* / *Limbu Beirut* and *A Bit of Air* / *Hawa' qalil*

4/21 Visit and talk on Arabic translation by Anna Ziajka Stanton time TBA

Schedule is subject to change!

Global Studies:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cultures and Ideas:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#) at <http://studentconduct.osu.edu>

Students with Disabilities

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

Diversity

"The Ohio State University affirms the importance and value of diversity in the

student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

Counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu