

**Fundamentals of cultural mediation in translation
 and interpreting B (French)**

Code: 101450
 ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

Contact

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Use of Languages

Principal working language: (fre)
 Some groups entirely in English: No
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: No

Prerequisites

- Level of French required for this course: B2.2/C1.1 (Common European Framework of Reference for Languages)

Students with C1 can understand a wide range of demanding, long texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Objectives and Contextualisation

Translation competence is more than simply substituting words from one language to another. It encompasses a number of interrelated linguistic and extra-linguistic sub-competences. Translators, as a mediators between cultures and languages, should be able to understand cultural references.

The translator's intercultural competence involves a deep knowledge and understanding of both source culture and target culture as well as abilities to perform cross-cultural comparisons, and attitudes of flexibility, open-mindedness, and adaptability. Identifying, interpreting and translating "culturemes" (cultural references) is a complex task that requires practice and training.

By the end of the course the students will be able to:

- Demonstrate they have acquired knowledge about different cultural areas of their B language.
- Apply this knowledge to interpret cultural references related to their B language.
- Incorporate this knowledge so they are able to make reasoned judgements about cultural aspects of the B language.
- Communicate information about cultural aspects of their B language.

Competences

- Applying cultural knowledge in order to interpret.

- Applying cultural knowledge in order to translate.
- Working in a multicultural context.

Learning Outcomes

1. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate.
2. Implementing strategies to acquire cultural knowledge in order to interpret: Implementing strategies to acquire cultural knowledge in order to interpret.
3. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire cultural knowledge in order to translate.
4. Incorporating cultural knowledge in order to solve interpretation problems: Incorporating cultural knowledge in order to solve interpretation problems.
5. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems.
6. Possessing cultural knowledge in order to interpret: Possessing cultural knowledge in order to interpret.
7. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
8. Recognising the need to mobilise cultural knowledge in order to interpret: Identifying the need to mobilise cultural knowledge in order to interpret.
9. Working in a multicultural context: Effectively interceding between one's own culture and the foreign one.
10. Working in a multicultural context: Recognising several strategies in order to make contact with people from a different culture.
11. Working in a multicultural context: Recognising the cultural and social diversity as a human phenomenon.

Content

"Culturemes" designates a variety of phenomena related to:

1. Natural culture: toponymy, climate, living species, natural resources, landscapes, places, etc.
2. Material culture: art, buildings, monuments, clothing, and other objects.
3. Social, historic and folkloric culture: historical facts and characters, legends, festivities, popular beliefs, etc.; conventions and social habits : moral values, politeness, gestures, eating manners, everyday activities, etc.; Social organisation: political, legal and educational systems, etc.
- 4, Religious culture and spirituality.
5. Conceptual culture.
6. Linguistic culture: proverbs, interjections, idioms, curse words, etc.
7. Cultural interferences

Methodology

- All activities have a deadline that must be met, according to the proposed schedule.
- Work by students mainly consists in assisting to the lectures, research and analysis of information and assignments.
- The readings are aimed to enable assignments.
- The different exercises will be returned with comments and guidelines for further improvement.

- The main tools used will be: course materials, complementary readings material, and course schedule.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	10	0.4	2, 3, 1, 8, 6, 7, 9, 10, 11
Oral and written productions	30	1.2	2, 3, 4, 5, 9, 10, 11
Type: Supervised			
Supervising oral and written productions	35	1.4	2, 3, 4, 5, 9, 10, 11
Type: Autonomous			
Personal study	60	2.4	1, 8, 6, 7

Assessment

The following information concerning student evaluation is only a general orientation. The lecturer will provide a detailed description at the beginning of the semester.

Revision

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark.

Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work, and who have an average of 3.5 or more.

The lecturer will inform students of the procedure for resitting or making up evaluated work. The lecturer may require an individual assignment / test to make up for each failed evaluated task, or task not performed, or choose to combine failed assessed tasks for the same purpose.

"No-evaluable" mark

A mark of (N/A Not Assessable) will be awarded if a student fails to hand in less than 30% of the assessed work.

Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student will be given a final mark of "0" for the course.

A student does not have the right to resitting or making up work in cases of plagiarism, copying or identity theft.

Special cases

Students whose mother tongue is French will have to achieve the same assessment conditions than the rest of students.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom participation	20%	3	0.12	2, 3, 4, 5, 9, 10, 11
Oral exercises and tests	40%	6	0.24	2, 3, 1, 4, 5, 8, 6, 7, 9, 10, 11
Written exercises and tests	40%	6	0.24	2, 3, 4, 5, 6, 7, 11

Bibliography

Avezou, Laurent. *100 Questions sur les mythes de l'histoire de France*. Les Éditions de La Boétie, 2013.

Bancel, Nicolas. et al. *Ruptures postcoloniales. Les nouveaux visages de la société française*. La Découverte, 2010.

Blanchard, Pascal. *La France noire*. La Découverte, 2011.

Citron, Suzanne. *L'histoire de France autrement*. Éditions de l'Atelier, 1992.

Citron, Suzanne. *Le mythe national. L'histoire de France revisitée*. Éditions de l'Atelier, 2008.

Cordonnier, Jean-Louis. *Traduction et culture*. Didier, 1995.

Être Français. *Le Monde*, hors-série, mars 2016.

Gérin, Anne-Marie. *La géographie de la France*. Nathan, 2007, coll. Repères pratiques.

Labrune, Gérard. *L'histoire de France*. Nathan, 2007, coll. Repères pratiques.

Labrune, Gérard. *Les institutions de la France*. Nathan, 2007, coll. Repères pratiques.

Marchon, Olivier. *Atlas de la France incroyable*. Autrement, 2014.

Morrison, Donald ; Compagnon, Antoine. *Que reste-t-il de la culture française?*. Denoël, 2008.

Nora, Pierre (éd.). *Les lieux de mémoire. Tome 1. La République; Tome 2. La Nation; T. 3. Les France*. Gallimard, 1984-1992.

Spear, Thomas C. (ed.). *La culture française vue d'ici et d'ailleurs. Treize auteurs témoignent*. Karthala, 2002.

Yahi, Naïma. et al. *La France arabo-orientale*. La Découverte, 2013.

Webography

TF1 <http://www.tf1.fr/>; France 2 <http://www.france2.fr/>; France 3 <http://www.france3.fr/>

Arte: <http://www.arte.tv/fr>

TV5 monde : http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_apprendre.php Arte: <http://www.arte.tv/fr/70.html>

Le Monde: <http://www.lemonde.fr/>

Le Figaro, <http://www.lefigaro.fr>

Libération: <http://www.liberation.fr/>

Courrier international: <http://www.courrierinternational.com>

L'Express: www.lexpress.fr/

Le Point: www.lepoint.fr/

Le Nouvel Observateur: <http://tempsreel.nouvelobs.com/>

Marianne: <http://www.marianne.net/>

Charlie Hebdo: <http://charliehebdo.fr/>

Les Inrockuptibles: <http://www.lesinrocks.com/>

Institut National de l'Audiovisuel (INA): <http://www.ina.fr/>

La documentation française: www.ladocumentationfrancaise.fr/

BNF: <http://classes.bnf.fr/index.php/>

Africultures: <http://www.africultures.com/>