

**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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Maria del Mar García López
Email: MariaMar.Garcia@uab.cat

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, landscapes.
2. Material culture: art, buildings, monuments, objects.
3. Historical culture: historical facts and characters, "sites of memory", legends.
4. Social culture: conventions and social habits; social and economic organization: education, work, public services.
5. Political culture: the republican ideology, the welfare state, the postcolonial fracture.
6. Conceptual and aesthetic culture: ideas, movements.
7. Linguistic culture: proverbs, interjections, idioms, curse words, etc.
8. 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 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	10	0.4	2, 3, 4, 5, 10, 11
Oral and written productions	30	1.2	2, 3, 4, 5, 6, 7, 9
Type: Supervised			
Supervising oral and written productions	41.4	1.66	2, 3, 6, 7
Type: Autonomous			
Personal study	60	2.4	1, 4, 5, 8

Assessment

The above information on assessment is a guide. The lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct (plagiarism, copying, personation).

Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral exercises and tests	30%	2.6	0.1	2, 3, 4, 5, 6, 7, 9, 10
Tutored work	40%	3.4	0.14	2, 3, 1, 4, 5, 8, 6, 7, 11
Written exercises and tests	30%	2.6	0.1	2, 3, 4, 5, 6, 7, 9, 10

Bibliography

- Adoumié, Vincent (dir.). *Géographie de la France*. Hachette, 2013.
- 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 et al. *Décolonisations françaises. La chute d'un empire*. Éditions de la Martinière, 2020.
- Blanchard, Pascal. *La France noire*. La Découverte, 2011.
- Blum Le Coat, Jean-Yves (dir.). *Les immigrés en France*. La Documentation française, 2014.
- Boucheron, Patrick. (dir.). *Histoire mondiale de la France*. Le Seuil, 2017.
- 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.
- Grefre, Xavier et al. *La politique culturelle en France*. La Documentation française, 2015.
- Marchon, Olivier. *Atlas de la France incroyable*. Autrement, 2014.
- Morrison, Donald ; Compagnon, Antoine. *Que reste-t-il de la culture française?*. Denoël, 2008.
- Noiriel, Gérard. *Une histoire populaire de la France. De la Guerre de Cent Ans à nos jours*. Agone, 2018.
- Nora, Pierre (éd.). *Les lieux de mémoire. Tome 1. La République; Tome 2. La Nation; T. 3. Les France*. Gallimard, 1984-1992.
- Prédal, René. *Histoire du cinéma français. Des origines à nos jours*. Nouveau monde éd., 2013.
- Rochet, Caroline. *Comment (ne pas) devenir Parisien*. Leduc éditions, 2010.
- Sébillot, Paul. *Croyances, mythes et légendes des pays de France*. Omnibus, 2002.
- Spear, Thomas C. (ed.). *La culture française vue d'ici et d'ailleurs. Treize auteurs témoignent*. Karthala, 2002.

Waline, Charles et al. *Les institutions de la France en questions*. La Documentation française, 2013.

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

Webgraphy

Media

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

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

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

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

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

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

France Culture : <https://www.franceculture.fr/>

France Inter : <https://www.franceinter.fr/>

Radio France Internationale : <https://www.rfi.fr/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/>

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

Varia

Atlas sonore des langues régionales de France : <https://atlas.limsi.fr/>

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

Encyclopédie Larousse en ligne : <https://www.larousse.fr/encyclopedie>

Hérodote. Le média de l'Histoire : <https://www.herodote.net/>

L'Histoire pour tous : <https://www.histoire-pour-tous.fr/>

La documentation française : www.ladocumentationfrancaise.fr/

Lumni enseignement : <https://enseignants.lumni.fr/>

Software

Open Office, Word.