

**Fundamentals of Cultural Mediation in Translation  
and Interpreting C (Portuguese)**

Code: 101354  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	2

### Contact

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### Use of Languages

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

### Other comments on languages

Spanish and/or English are occasionally used for clarification purposes

### Teachers

Priscilla Lopes d'El Rei

### Prerequisites

Basic knowledge of the Portuguese language.

### Objectives and Contextualisation

The aim of this course is to provide students with the basic knowledge of the C language culture necessary for translation and interpretation. At the end of the course, the student will be able to:

- Demonstrate knowledge of the different cultural aspects of the C language.
- Apply this knowledge to interpret cultural references related to the C language.
- Integrate knowledge to enter the judiciary on cultural aspects of the C language.
- To transmit information about cultural aspects of the language C.

### 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

Aspects of the contemporary history of Portuguese-speaking countries

Relevant aspects of the current social, political and economic fields of the Portuguese countries

Differential cultural aspects between the C language and the A language

Communication and behaviour patterns, stereotypes and rules of daily life in Portuguese-speaking countries

- The first part of the course aims to situate the student about the concepts that involve cultural mediation such as:

What it means to be a cultural mediator.

The importance of cultural mediation in intra- and intercultural contexts.

The interpreter as mediator and negotiator.

- The second part of the course aims at presenting Lusophony in general and its "Portuguese" variations.

What is Lusophony? How does it work?

The Portuguese language and the Portuguese languages.

- The third part of the course will focus more on specific cultural knowledge of the Lusophone countries, which aims to provide the student with the necessary apparatus for the translation and interpretation of the Portuguese language and its cultures.

Classes will consist of introductory lectures followed by student presentations and interpretations of books, oral interviews, and other material.

## Methodology

- Exercises

- Projects

- Debates

- Individual/group presentations

- Written assignments

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			
Debates (in class or online)	10	0.4	
Exercises	50	2	
Translation task	40	1.6	
Type: Supervised			
Self-assessment/Learning portfolio/Debate/Report/Written assignments/Exercises	15	0.6	
Type: Autonomous			
Written assignments and translation tasks	25	1	

## Assessment

Assessment is continuous. Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's 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 or compensate for any they have missed, 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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

### 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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Task 1	10 %	1.5	0.06	1, 4, 5, 8, 7, 10, 11
Task 2	10 %	1.5	0.06	2, 3, 1, 5, 8, 6, 7
Task 3	10 %	2	0.08	2, 4, 6, 7
Task 4 - oral presentation	30 %	2	0.08	2, 4, 5, 7, 9, 10, 11
Task 5 - final work	40%	3	0.12	2, 3, 4, 6, 7, 9, 10, 11

## Bibliography

Basic Bibliography (changes may occur during the course)

BIRMINGHAM, David, CHABAL, Patrick and FORREST, Joshua. *A History of Postcolonial Lusophone Africa*. Indiana University Press, 2002.

BOSI, Alfredo. *Cultura brasileira e culturas brasileiras*. In: *Dialética da colonização*. São Paulo: Companhia das Letras, 1992. p.308-345.

CARVALHO, Carla, NEITZEL, Adair de Aguiar e KUPIEC, Anne. *A mediação cultural e o processo de humanização do homem*. In: *Antares: Letras e Humanidades* | vol.6 | n°11 | jan-jun 2014

CHABAL, Patrick. *The postcolonial literature of lusophone Africa*. C Hurst & Co Publishers Ltd, 1996.

HALL, Edward T. *Beyond Culture*. New York, London et al: Anchor Books.1976.

JUNIOR, Hilário Franco. *Idade Média. Nascimento do ocidente*. São Paulo: Brasiliense, 2001.

KATAN, David. *Translating cultures an introduction for translators, interpreters and mediators*. 3ed. Routledge: New York, 2014.

LOURENÇO, Eduardo. *Da Literatura como Interpretação de Portugal. De Garrett a Fernando Pessoa*. In: Lourenço, Eduardo. *O Labirinto Da Saudade*. 5ª Edição, Lisboa: Dom Quixote, Lda, 1992.

OLIVEN, Ruben George. *Cultura brasileira e identidade nacional. (O eterno retorno). O que ler na ciência social brasileira: 1970-2002, 15-43*.

REAL, Miguel. *Traços fundamentais da cultura portuguesa*. Lisboa: Planeta, 2017.

RIBEIRO, Darcy. *O povo Brasileiro*. Global Editora; 2015.

SANTOS, Boaventura de Sousa. *Uma concepção multicultural dos direitos humanos*. In: *Revista Crítica de Ciências Sociais*, n° 48, junho 1997. Disponível em: [http://www.boaventuradesousasantos.pt/media/pdfs/Concepcao\\_multicultural\\_direitos\\_humanos\\_RCCS48.PDF](http://www.boaventuradesousasantos.pt/media/pdfs/Concepcao_multicultural_direitos_humanos_RCCS48.PDF). Acesso: 06/06/2022.

## Software

no software is used