

Degree	Type	Year
2500249 Translation and Interpreting	OB	3

Contact

Name: Maria del Mar Garcia Lopez

Email: mariamar.garcia@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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

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Translation competence extends beyond merely substituting words from one language to another. It encompasses a variety of interrelated linguistic and extra-linguistic sub-competences.

A translator's intercultural competence involves a deep understanding and knowledge of both the source culture and the target culture, as well as the ability to perform cross-cultural comparisons. It also includes 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, students will be able to:

- Demonstrate their acquired knowledge of different cultural areas related to their B language.
- Apply this knowledge to interpret cultural references in their B language.
- Integrate knowledge to make reasoned judgments about cultural aspects of their 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

0. Introduction: F(f)rancophonies.
1. Culture and culturemes: Translation as Cultural Mediation.
2. Natural Culture: Toponymy, Landscapes.
3. Material Culture: Art, Buildings, Monuments, Objects.
4. Historical Culture: Historical Facts and Figures, "Sites of Memory", Legends.
5. Social Culture: Conventions and Social Habits; Social and Economic Organization: Education, Work, Public Services.
6. Political Culture: Republican ideology, Welfare state, Postcolonial fracture.
7. Conceptual and Aesthetic Culture: Ideas, Artistic Movements.
8. Linguistic Culture: Proverbs, Interjections, Idioms, Curse Words, etc.
9. Cultural Interferences.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	20	0.8	2, 3, 4, 5, 10, 11
Type: Supervised			
Supervising Oral and Written Productions	62	2.48	2, 3, 1, 4, 5, 8, 6, 7, 9, 10, 11
Type: Autonomous			
Personal Study	60	2.4	1, 4, 5, 8

- Students' work primarily consists of attending lectures, conducting research, analyzing information, and completing assignments.
- The main tools used will include course materials, supplementary readings, and the course schedule.
- All activities have deadlines that must be met according to the proposed schedule.
- Assignments will be returned with comments and guidelines for further improvement.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral Exercises and Tests	20%	2.5	0.1	2, 3, 1, 4, 5, 8, 6, 7, 9, 10, 11
Written Exam. First Midterm	30%	1.5	0.06	1, 4, 8, 6, 7, 9
Written Exam. Second Midterm	30%	1.5	0.06	1, 4, 8, 6, 7, 9
Written exercises	20%	2.5	0.1	2, 3, 1, 4, 5, 8, 6, 7, 9, 10, 11

The information provided above regarding assessment is a guide. The lecturer will provide full details once teaching begins.

CONTINUOUS ASSESSMENT

Students must demonstrate their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

Review. When publishing final marks before recording them on students' transcripts, the lecturer will provide written notification of the 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 the completed activities 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 in writing when publishing final marks before recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover multiple activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Classification as "not assessable". If the assessment activities a student has completed account for 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, impersonation, etc.) in an assessment activity will receive a mark of "0" for that activity. In the case of misconduct in more than one assessment activity, the student involved will receive a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g., plagiarism, copying, impersonation) are excluded from recovery.

SINGLE ASSESSMENT

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must submit an online request within the period established by the faculty and send a copy to the teacher responsible for the subject for the record.

The single assessment will be conducted in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE, or passport).

Single assessment activities. The final grade for the subject will be calculated according to the following percentages:

- Written exam corresponding to the first and second midterm. 50%
- Submission of written exercises completed during the course. 25%
- Oral test. Content: exercises and oral tests conducted during the course. 25%"

Bibliography

Bibliographie générale

Andrey, Georges. *L'histoire de la Suisse pour les nuls*. First éditions, 2020.

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.

Bédard, Éric. *L'histoire du Québec pour les nuls*. First éditions, 2012.

Blanchard, Pascal et al. *Décolonisations françaises. La chute d'un empire*. Éditions de la Martinière, 2020.

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

Boucheron, Patrick. (dir.). *Histoire mondiale de la France*. Le Seuil, 2017.

Chadefaud, Catherine. *Histoire des femmes en France de la Renaissance à nos jours*. Ellipses, 2023.

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.

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

Mbembe, Achille. *Sortir de la grande nuit. Essai sur l'Afrique décolonisée*. La Découverte, 2013.

Mbembe, Achille, Sarr, Felwine (dir.). *Écrire l'Afrique-monde*. Ateliers de la pensée. 2021.

Noiriel, Gérard. *Une histoire populaire de la France. De la Guerre de Cent Ans à nos jours*. Agone, 2018.

Rochet, Caroline. *Comment (ne pas) devenir Parisien*. Leduc éditions, 2010.

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

Stevens, Fred et al. *Histoire de la Belgique pour les nuls*. First éditions, 2010.

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

Sitographie

Presse, radio, télévision

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/>

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

Mediapart. <https://www.mediapart.fr/>

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

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

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

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

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

TV5 monde. <https://www.tv5monde.com/>

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

Vidéos sous-titrées

Brut : <https://www.youtube.com/@BrutFR/videos>

Konbini : <https://www.youtube.com/@konbini>

Cours, conférences (non sous-titrés)

Imago TV : <https://imagotv.fr/>

Conférences de la BNF : <https://gallica.bnf.fr/html/und/videos/conferences-de-la-bnf?mode=desktop>

Canal U. <https://www.canal-u.tv/>

Collège de France. <https://www.youtube.com/channel/UCzZiy3EANVAx7h2XYqXsVbw>

Canal Académies : <https://www.canalacademies.com/education>

Podcasts audio

Parler comme jamais. <https://shows.acast.com/parler-comme-jamais>

France culture : <https://www.radiofrance.fr/franceculture>

RFI : <https://www.rfi.fr/fr/podcasts/>

Podcasts vidéo

Marianne TV : <https://www.youtube.com/@Mariannetv>

Le Monde : <https://www.youtube.com/c/lemondefr/videos>

Médiapart : <https://www.youtube.com/@mediapart/videos>

Bibliothèques numériques

Gallica : <https://gallica.bnf.fr/accueil/fr/content/accueil-fr?mode=desktop>

TV5Monde : <https://bibliothequenumerique.tv5monde.com/>

Livres audio

Au fil des lectures : <https://archive.org/details/AuFilDesLectures>

Librivox : <https://librivox.org/>

Bibliboom : <http://www.bibliboom.com/>

Autres

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>

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

La documentation française. www.ladocumentationfrancaise.fr/

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

Software

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	first semester	morning-mixed