

Degree	Type	Year
2500249 Translation and Interpreting	OT	4

## Contact

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## Teaching groups languages

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

## Prerequisites

Students should have a general B2 level in Spanish.

## Objectives and Contextualisation

This course is essentially designed for exchange students.

It is an introduction to Catalonia and the Catalan-speaking area: geography, history, language and literature, politics and institutions, art and culture, and identity.

The aim of the course is to make students more familiar with Catalan society and aware of its distinctive traits. At the end of the course, students should be able to:

- Demonstrate their knowledge of different aspects about Catalonia and the Catalan-speaking area, and their idiosyncracies and particularities.
- Convey information about Catalan society and the different cultural aspects of this reality.
- Apply their knowledge to interpret general, identity and cultural references in translation work.

## 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

1. Physical and political geography.
2. History.
3. Institutions.
4. Politics
5. Society.
6. Language and Literature.
7. Art.
8. Traditional and popular culture.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual/group presentations in class	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Lectures, debates and discussions in class	35	1.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Type: Supervised			
Exercises to be performed in class and outside class	35	1.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Type: Autonomous			
Reading assignments	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Reading materials published on the Virtual Campus	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
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To achieve the established objectives, this subject involves both lectures and practical items.

Students must keep abreast of the news and information published on the Virtual Campus / Moodle.

The work students carry out mainly consists of lectures, debates and discussions, individual/group presentations, reading assignments, written assignments, exercises and oral and/or written tests.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam on a reading text	25	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Two multiple-choice tests on the first and second part of the syllabus. 25% each of them	50	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Written assignment and oral presentation on a syllabus topic	25	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

### CONTINUOUS ASSESSMENT

Students must provide evidence of their progress by completing various tasks, all mandatory. These activities are detailed in the table at the end of this section of the Study Guide.

#### 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. In case of retaking, maximum grade will be 5 (Pass).

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.

### 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 make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out 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:

- Examen with open questions and multiple choice questions on the contents of the course (40%).
- Exam on a reading text (30%).
- Written assignment and oral presentation on an syllabus topic (30%).

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

## **Bibliography**

Note: The teaching staff will provide specific and/or complementary bibliography for each subject.

In Spanish:

Agustí, David (2002). *Historia breve de Cataluña*. Madrid: Sílex.

Balcells, Albert (2006). *Historia de Cataluña*. Madrid: La Esfera de los Libros.

Majoral, Roser (coord.) (2002). *Cataluña: un análisis territorial*. Barcelona: Ariel.

Melchor, Vicent de; Branchadell, Albert (2002). *El catalán: una lengua de Europa para compartir*. Bellaterra: Universitat Autònoma de Barcelona. Servei de Publicacions.

Molinero, Carme; Ysàs, Pere (2014). *La cuestión catalana: Cataluña en la transición española*. Barcelona: Crítica.

Vilar, Pierre (2011). *Breve historia de Cataluña*. Bellaterra: Edicions UAB.

In Catalan:

Alcoberro, Agustí. (2015). *100 episodis clau de la història de Catalunya*. Barcelona: Cosetania Edicions.

Clotet, Jaume (2014). *50 moments imprescindibles de la història de Catalunya*. Barcelona: Columna.

Fontana, Josep (2014). *La formació d'una identitat: una història de Catalunya*. Vic: Eumo.

Puig, Lluís (dir.) (1999) *Les Festes a Catalunya*. Barcelona: Generalitat de Catalunya / Edicions 62.

Tort, Joan (2002). *Per què Catalunya és com és: 32 preguntes per descobrir la geografia del Principat*. Barcelona: Edicions 62.

In English:

Eaude, Michael (2007). *Catalonia. A Cultural History*. Oxford: Signal Books.

Keown, Dominique (ed.) (2011). *A Companion to Catalan Culture*. Woobridge: Boydell & Brewer Ltd.

McRoberts, Kenneth (2001). *Catalonia: Nation Building Without A State*. Oxford: Oxford University Press.

In several languages:

*Tot el que cal saber sobre la cultura catalana / Everything you need to know about Catalan culture / Alles wissenswertes über die katalanische Kultur / Todo lo que hay que saber sobre la cultura catalana*. Barcelona: Generalitat de Catalunya; Institut Ramon Llull; Edicions 62, 2007.

## Software

No specific software used.

## Language list

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