

**JPN 425 Fall 2021**  
**Japanese to English Translation: Theory and Practice**

Class Schedule: TR 9:00-10:15

Synchronous Online

Instructor: Elizabeth Keith, Ph.D.

Virtual Office Hours Wednesdays 3:30-4:30pm by appointment

Email: [ekeith@hawaii.edu](mailto:ekeith@hawaii.edu)

**Zoom Link for Class and Office Hours**

<https://hawaii.zoom.us/j/93118717358>

Meeting ID: 931 1871 7358

Passcode: 196765

**Course Overview:**

This class is about translating from the source language of Japanese to the target language of English. The class will cover the theory of translation, readings about translations, reflections on the practices of translations, and evaluations of existing translations alongside their source texts. The emphasis will be on the practice of translation. The course will explore translations in different subject areas, examine various genres of texts and perform translations in-class as well as through assignments and projects. Translations offer a way of improving mastery in both the source language as well as in the target language. Moreover, the skill of translation can be a valuable asset in professional careers. This course is designed to demonstrate real world examples in the field of translation and provide opportunities for students to translate authentic texts.

**Course Format:**

This is an online synchronous zoom class. Every student is expected to attend every class meeting with the webcam turned on, ready to actively contribute to class discussions. Attendance and active participation in class discussion will count towards the grade for this course. Students in this class are also required to keep a weekly log of thoughts on the readings, writings, assignments, or translations. These weekly logs will be submitted to the instructor and will be graded. These entries can be brief and should include the students' thoughts on the challenges encountered, the strategies discovered, and responses to the feedback. Reading, writing or translation assignments should be completed in a timely manner before class. All instructions for submission should be followed. Students will be graded on six individual translation assignments, one individual presentation to the class, and a final group project which will be presented on the last days of class. The final group projects and group members will be announced around week 12 of the semester.

## Learning Outcomes:

By completing the requirements of this class, students will be able to:

- 1) demonstrate knowledge of the basic concepts of translation theory
- 2) analyze a text and devise an approach to translating it
- 3) translate consciously and reflexively, at times employing translation protocols that will track problems and solutions
- 4) collaborate with other students and offer constructive peer feedback

## Required Texts:

Pdf of required readings and assignments will be distributed online via Laulima throughout the semester

## Reference Texts:

Hasegawa, Yoko. *The Routledge Course in Japanese Translation*. New York: Routledge Taylor & Francis Group. 2012.

Mizumura, Minae, "On Translation" (2003). *International Writing Program Archive of Residents' Work*. 613. [https://ir.uiowa.edu/iwp\\_archive/613](https://ir.uiowa.edu/iwp_archive/613)

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, Taylor & Francis Group, 2016. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/uhm/detail.action?docID=4542283>.

Venuti, Lawrence. "Translation and the Formation of Cultural Identities" (1994). *Current Issues in Language and Society*. Vol 1-3, 1994. 201-217.

Jim Breen's WWWJDIC Japanese language dictionary server  
<http://nihongo.monash.edu/cgi-bin/wwwjdic>

Weblio: Includes Kenkyusha dictionaries  
<https://ejje.weblio.jp/>

Aozora bunko: Source for primary literary texts:  
<http://www.aozora.gr.jp/>

## Grading:

Attendance and active participation in class discussions:	15%
Weekly log:	15%
Individual translation assignments:	30%
Student presentation:	20%
Final group project:	20%

### **Grading Schema (points):**

**99, 98, 97 = A+**

**96, 95, 94 = A**

**93, 92, 91, 90 = A-**

**89, 88, 87 = B+**

**86, 85, 84 = B**

**83, 82, 81, 80 = B-**

**79, 78, 77 = C+**

**76, 75, 74 = C**

**73, 72, 71, 70 = C-**

**69, 68, 67 = D+**

**66, 65, 64 = D**

**63, 62, 61, 60 = D-**

**Below 60 = F**

### **Issues Related to Online Classes:**

1. Students will need to turn on their video and audio during classes and during various class activities or they may be marked as absent.
2. Students will need to use their own names to log in.
3. This course will require pair and group activities via zoom.
4. Out of respect for privacy, students may not record these classes without prior permission from the instructor or from all of the participants.
5. Materials such as readings, assignments, grading rubrics, video links, student presentations and additional materials will be posted on Laulima as needed.
6. The use of translation software such as google translate is unacceptable. Students will be asked to reflect on and explain their translation processes. Failure to follow this guideline may be considered a violation of the Student Conduct Code.
7. Students who have concerns with the above requirements should discuss them with the instructor.

### **Tentative Schedule of Activities**

(The schedule of readings, activities, and assignments may be adjusted with prior notice. The adjustments will occur in light of the class members' abilities, interests, and goals.)

Week 1:

8/24 (T) Introductions; Overview

8/26 (R) What is Translation? Theoretical perspectives. Reading assignment: Translation: A Theoretical Perspective by Yoko Hasegawa (article pp.415-423)

Week 2:

8/31 (T) Translation approaches; Reading assignment: Hasegawa article pp.423-437

9/2 (R) Different genres of texts: Buddhist captions; Ryukoku University Museum caption translation project: in-class translation exercises

Week 3:

9/7 (T) Assignment #1 due museum captions; In-class review of caption translation project

9/9 (R) Ryukoku University Museum caption translation project; challenges and strategies

Week 4:

9/14 (T) Reading assignment: "On Translation" by Mizumura Minae. In-class translation exercises

9/16 (R) Different genres of texts; Ministry of Foreign Affairs (MFA) promotional articles; in-class translation exercises #1, #2

Week 5:

9/21 (T) Assignment #2 due: MFA articles #3 and #4; In-class review of assigned MFA promotional articles #3 & #4

9/23 (R) MFA articles; challenges and strategies

Week 6:

9/28 (T) Reading assignment: from "Introducing Translation Studies: Theories and Applications" pages 1-15; Different genres of texts: legal deposition transcripts; in-class translation exercises

9/30 (R) Types of documents in legal cases; in-class translation exercises

Week 7:

10/5 (T) Assignment #3 due: samples of actual legal transcripts; in-class review of assigned translations of legal documents; Student presentations #1, #2

10/7 (R) Legal documents: challenges and strategies

Week 8:

10/12 (T) Reading assignment: from "Introducing Translation Studies: Theories and Applications" pages 16-22; In-class translation exercises: letter from the Japanese Consulate; Student presentations #3, #4

10/14 (R) Different genres of texts: translations of published bestsellers; in-class translation exercise

Week 9:

10/19 (T) Assignment #4 due: texts of published bestseller; in-class review of assigned translations of published bestsellers; Student presentations #5, #6, #7

10/21 (R) Bestselling texts: challenges and strategies

Week 10:

10/26 (T) Different genres of texts: subtitle translations; in-class translation exercises; Student presentations #8, #9

10/28 (R) Subtitle translations continued

Week 11:

11/2 (T) Assignment #5 due: subtitle translation; in-class review of assigned subtitle translations of film Student presentations #10, #11

11/4 (R) Subtitle translations: challenges and strategies

Week 12:

11/9 (T) Reading assignment: "Translation and Formation of Cultural Identities" Different genres of texts: literary translations; in-class translation exercises; Student presentations #12, #13, #14; Final Group Project assignments and topics;

11/11 (R) NO CLASS: VETERAN'S DAY HOLIDAY

Week 13:

11/16 (T) Literary translations continued: in-class translation; Student presentations #15, #16

11/18 (R) Assignment #6 due: literary translations; in-class review of assigned literary translations

Week 14:

11/23 (T) Literary translations: challenges and strategies; Student presentations #17, #18

11/25 (R) NO CLASS: THANKSGIVING HOLIDAY

Week 15:

11/30 (T) Student presentations #19; outlines for final project due

12/2 (R) Collaboration and consultation session.

Week 16:

12/7 (T) Final group presentation session I

12/9 (R) Final group presentation session II

#### **University and Class Policies (the fine print)**

**Attendance Policy:** Regular and punctual attendance is required. UHM policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen. Absences from class can result in reductions from attendance and discussion participation scores, which will lower your final grade. Absences may be "excused" through prior consultation or with written documentation (doctor's note, obit, police report). It is your responsibility to provide it. Students with more than five unexcused absences will have their grades reduced.

**Cell Phones and Technology:** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

#### **Student Conduct Code:**

Students who enroll in this course are required to abide by the **Student Conduct Code**. See:

[http://studentaffairs.manoa.hawaii.edu/downloads/conduct\\_code/UHM\\_Student\\_Conduct\\_Code.pdf](http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf)

for complete details. The most relevant section, on Academic Dishonesty, is as follows:

Because UHM is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

- Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about examination before it is given; submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record

of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

- Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea in particular phrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing", which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

**Office of Title IX:**

Title IX is a landmark federal civil rights act that prohibits sex discrimination in education. Members of the University of Hawai'i at Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The university believes in zero tolerance for sex/gender-based misconduct. Zero tolerance means that when an allegation of misconduct is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the victim and community are remedied. The Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. The Title IX Coordinator reports directly to the Chancellor of the University. Any questions about this policy should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sex discrimination or harassment may do so by reporting the concern to the University's Title IX Coordinator.

See: <http://manoa.hawaii.edu/titleix/>

**KOKUA Program:**

KOKUA is UH Mānoa office for students with disabilities. It serves undergraduate, graduate and professional students with learning, physical, psychiatric and other documented disabilities. In the spirit of "aloha" and respect, it works together -- students, faculty, staff and KOKUA -- to facilitate equal access by students with disabilities to the Mānoa experience.

KOKUA provides disability access services to individuals on a case by case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission. KOKUA has served thousands of students with disabilities since our inception in 1966 and will continue to be here to serve the needs of students with disabilities on our campus in the years to come.

See: <http://www.hawaii.edu/kokua/>

**Employability and your {Chinese/Japanese/Korean language study}:** The Department of East Asian Languages & Literatures is committed to providing students with information about the value of the skills and learning they develop in conjunction with their {Chinese/Japanese/Korean language study} for future employment. The Department works with the Hawai'i Language Roadmap, a statewide initiative for a multilingual workforce for Hawai'i housed in the College of Arts, Languages and Letters, to provide students with opportunities to learn about marketing their language proficiency to employers (e.g., resume writing, interview training), to meet employers who are hiring for bilingual proficiency, and to credential their language proficiency with the nationally-recognized Global Seal of Biliteracy, a valued workforce credential. For more information: [roadmap@hawaii.edu](mailto:roadmap@hawaii.edu), or visit the Roadmap website at: <https://nflrc.hawaii.edu/languageroadmap>

**UH System Basic Needs:**

Basic Needs for UH Students Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: UH System Basic Needs. <https://www.hawaii.edu/student-basic-needs/about/>