

PROPOSAL FOR A MAJOR IN TRANSLATION, BA
Division of World Languages, Literatures and Cultures
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Contact Information

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OVERVIEW

In the constellation of programs of distinction in the literary and other writing arts at the University of Iowa, translation has held a special place since 1964, when the first-ever translation workshop in a US academic institution was offered here to support the work of the international writers who held residency in Iowa City.

Our MFA in Literary Translation is currently the largest and arguably the strongest graduate program of its kind in the country while also offering a graduate certificate in literary translation for students in the other MFA and humanities programs. Historically, we have also offered undergraduate courses in translation. More recently and in response to the increasingly significant role translation has been playing in the current global context, we introduced in 2016 an undergraduate minor in Translation for Global Literacy. Student participation in the minor has been remarkable. By Spring 2020, 31 students will have completed the minor; in the last two years, anywhere between 40-50 students have been progressing through the minor, and our TRNS courses have enjoyed full enrollment.

Nationally, too, the teaching of translation in the undergraduate level has gained unprecedented importance and currency. This is due in part to the leadership of professional organizations, especially that of The American Literary Translators Association that has remained in the forefront of advocacy and training in translation across both undergraduate and graduate levels.

The proposed major in Translation is therefore in response to both campus interest and national and global urgencies.

DISCIPLINARY RATIONALE

The proposed program will be the first integrated major in Translation (BA) to be offered at a US R-1 institution. Therefore, it is useful to address the disciplinary and professional rationale for our undertaking.

Today's extensive exchange of material and nonmaterial cultures across national borders has made "interconnectedness" a defining feature of globalization. Translation has become at once the object, the conduit, and the method by which global culture gets generated, exchanged, and experienced.

To brave this vast geography of interconnectedness requires a special reserve of knowledge and skills – i.e. Global Literacy – to support intercultural understanding and communication; critical inquiry and creativity; an ethics of trust and empathy; and global engagement and collaboration. Consequently, training in translation ought to equip the student with the

proficiency in the complex, multifarious context in which texts are produced and processed. Critical reflection on and engaged practice of translation present unparalleled opportunities for undergraduate academic inquiry.

The current resurgence of translation as a crucial mode of inter-cultural exchange has engendered unprecedented attention to translation education on the part of The American Literary Translators Association (ALTA), The American Translation and Interpreting Studies Association (ATISA), and the American Translators Association (ATA), the leading professional organizations in the USA. Since 2014, these organizations have sponsored seminars, conferences and summer schools for faculty. Attendance at these events have been particularly noteworthy. All combined, over 200 faculty members from the USA and overseas have participated in these training opportunities since 2014.

Adding urgency to these efforts is the growing demand for trained translators to serve as language mediators in global sectors such as business, communication, and diplomacy. Forbes recently projected that language services (including translation) will be among the top ten growth fields in the coming decade. Principal employers of language mediators, such as the United Nations, the US federal and state governments, report a one-in-ten success rate in their internal certification exams for translators. Currently, with the noteworthy exception of the BS in translation at Kent State, and a handful undergraduate minors/tracks (i.e., the University of Michigan, University of Iowa, and Princeton), the presence of translation in the undergraduate curriculum is limited to discrete courses, modest tracks in language programs, and a few free-standing certificate programs.

What the proposed major in Translation (BA) envisages is an overdue articulation of translation as a field of academic training that spans both undergraduate and graduate levels, similar to any other field of study, and that would move the student from a point of novice learner through successive levels of proficiency in practice, methods and theory, to graduate level specialization in a sub-discipline – i.e. literary, legal, medical, technical translation.

Like any field of academic inquiry, translation, too, has its history, its observable and practicable methods, its canon of scholarly and theoretical literature, its exemplary objects of study, and so on. Exposure to those dimensions of the discipline would also engender learned users of translation, and critically reflective participants in the global circulation of information, people and cultures.

INSTITUTIONAL RATIONALE

The University of Iowa, as the first site of academic coursework in Translation, and, specifically the Division of World Languages, Literatures, and Cultures (DWLLC), present rich opportunities to develop an undergraduate program in translation. The steady expansion of the translation curriculum over the years has complemented the university's world-renowned International Writing Program and MFA programs. The 2013 relocation of the MFA in Literary Translation into the DWLLC has aligned the program closely with programs in world languages and international studies. Since 2014, the MFA in Literary Translation has become a catalyst for new interdisciplinary programs, including our undergraduate minor in Translation for Global Literacy.

Currently, courses in translation and those utilizing translation pedagogy are offered in French, Spanish, Japanese, Russian, and German. Thanks to student interest encouraged by interest in earning a minor, faculty in Korean, Arabic, and Chinese have also been mentoring students in their translation capstone projects (required for the minor). Additionally, the Linguistics department would be an especially important ally in the proposed major since coursework in linguistics (stylistics, typology, phonetics, etc.) is a crucial complement to any formal training in translation (as can be seen in European translation programs).

Concerning regular TRNS curriculum for the undergraduate minor and the MFA in Literary Translation, one faculty member teaches exclusively TRNS courses (2 courses each semester), with four other faculty members teaching 1 to 2 TRNS courses each semester. The Spanish department has two instructional faculty with formal graduate training in translation and interpreting, and they offer courses in professional translation, including medical, business and legal translation. To be sure, the curricular demands, compounded by staffing pressures in their home departments and programs have prevented these faculty members from dedicating consistent time and teaching to translation. However, the proposed BA program is likely to provide an exciting incubator for faculty development, collaboration, and curricular innovation.

PROGRAM DESIGN AND REQUIREMENTS

The proposed design of the major in Translation (BA) aims at meeting two complementary objectives: on the one hand, to deliver a program that reflects disciplinary logic, breadth and rigor; on the other hand, to bolster DWLLC's mission of global education by emphasizing advanced proficiency in world languages along with breadth in global literatures and cultures.

The proposed major will require 33 semester hours, leaving students ample time and semester hours to complete additional course work in languages as well as an additional major or minor in other DWLLC programs. As the accompanying four-year plan illustrates, a student pursuing the major in Translation and completing all GE requirements, including the WL GE, would still have at least 32 s.h. left to use toward additional areas of interest. Many students, of course, will come to UI with the WL completed; those needing to complete a WL might also enter at a higher GE level than first-semester proficiency in a language so counting these semester hours exactly can be difficult. Regardless, the proposed major in Translation will leave students additional electives to use on related electives, majors, and minors, with many students having a strong interest in programs offered by DWLLC.

Double-Counting Policy

Students may count a maximum of 9 semester hours of courses toward the translation major from another program of study.

Language Proficiency

Students majoring in the program are expected to attain advanced proficiency in a language by graduation (see four-year plan).

Requirements

The proposed design of the BA in Translation aims at meeting two complementary objectives:

- deliver, on the one hand, a program with disciplinary logic, intellectual breadth and rigor;

- bolster, on the other hand, DWLLC’s mission of global education by emphasizing breadth in global literatures and cultures and advanced proficiency in world languages.

Towards these aims, a student pursuing the BA will complete 12 semester hours in foundational courses, 12 semester hours in practicum and applied learning courses, and 9 semester hours in additional seminars and elective courses to provide him/her grounding in the cultural context regarding the source language of his/her choice.

The following identifies the disciplinary components of the proposed major:

<u>Component</u>	<u>SH required</u>
GATEWAY: <i>Translation and Global Society</i>	3
FOUNDATION COURSES: <i>Modes of Translation; Text Analysis</i> <i>Stylistics/Linguistics</i>	9
PRACTICUM: <i>Translation Workshops (sequential and include multilingual and language-specific workshops)</i>	6
APPLIED LEARNING: <i>Internships; Translate Iowa Projects</i> <i>Study Abroad</i>	3
ELECTIVES (WLLC): <i>To accommodate LLC courses, especially translation courses in the languages</i>	6
TRANSLATION SEMINAR: <i>Critical Reading Seminar</i>	3
CAPSTONE PROJECT:	3
Total Semester Hours required:	33

STUDENT LEARNING OUTCOMES

Students will achieve five learning outcomes:

- Develop critical global literacies necessary for purposeful and productive participation in global professional and cultural environments.
- Learn research methods to enhance creativity.
- Develop foundational knowledge and practice of translation, in its various modes and contexts, necessary for graduate study in specialized translation programs.
- Attain pre-professional competencies toward building a career as professional translators and language mediators.
- Gain awareness of the business & industrial dimensions of translation through networking and building communities

COLLABORATION

The proposed program will foster collaboration on three levels. Most centrally, all the departments and programs in the Division of World Languages, Literatures and Cultures will be in close collaboration to deliver language courses, courses in linguistics or translation in the languages, and to provide faculty mentorship for capstone projects, internships and community outreach projects. Departments of Spanish, French, German, Russian and Japanese already have courses in translation that will fulfill either the practicum or the elective requirements. We will also work closely with colleagues in Korean, Arabic, Chinese and Russian to offer translation workshops in these languages.

The second level of collaboration will involve International Studies and English Creative Writing, two populations that have been quite active in our undergraduate minor and are likely to pursue coursework in the BA program as well.

The third level of collaboration will entail reaching out to History, Classics, Journalism, Communication Studies, Cinematic Arts, Political Science, the Fine and Performing Arts programs, among others in the CLAS. In these programs, translation is quite integral to the modes of investigation, collaboration, research and creativity concerning global interests and functions of these disciplines. Concerning Classics, we already share an instructional faculty line and look forward to strengthening curricular collaborations.

STAFFING NEEDS

The proposed BA in Translation will require, in the short-run, one additional FTE in instructional support. Currently, we deliver 24 semester hours of coursework per semester to support the MFA in Literary Translation and the Undergraduate Minor in Translation for Global Literacy. Virtually all of our current courses are running at, and many above, capacity. The proposed major in Translation will bring into rotation three additional courses and at least one additional section of either TRNS 2000 or TRNS 3179 per semester, necessitating additional staffing for 12 s.h. per semester. As the program grows, it may be possible to encourage existing faculty to reorient their teaching to include more TRNS courses. However, anywhere beyond modest growth, and certainly to support a 'destination' program in Translation, it is highly likely that we will need additional faculty lines beyond the one FTE we are requesting.

IMPLEMENTATION TIMELINE

We anticipate immediate implementation in Fall 2020, contingent on abovementioned staffing assignment, and on successful reviews and approval by the College, the Provost and the Board of Regents.

UNDERGRADUATE INTEREST

The most compelling evidence we can cite is the rapid growth we have experienced in the number of students who have been pursuing the undergraduate minor in Translation and Global Literacy. When the minor was introduced in 2016, we started with two students, and we have already reached the 45-50 range per year. The number of students who have graduated with the minor has grown from 1 in 2016 to 8 in 2018, to 15 (projected) in 2020. We anticipate that the proposed BA in Translation will be very attractive to this same cohort and give us a healthy start.

As cited earlier, the US is experiencing a growing demand for trained translators to serve as language mediators in global sectors such as business, communication, and diplomacy; and Forbes magazine recently projected that language services (including translation) will be among the top ten growth fields in the coming decade. Since these facts are not widely known among the public, they clearly justify planning intentional and targeted recruitment strategies in the coming years.

Along with general promotion and recruitment, we will conduct targeted recruitment among two particular cohorts of high school students (sophomores to seniors). The first cohort will comprise students with demonstrated interest in language learning who have sustained foreign language study during high school. These students likely place at high intermediate proficiency beyond UI’s General Education language requirement and would be motivated to attain advanced proficiency while at Iowa. The remarkably accomplished profiles of our current Minors corroborate this assumption since the majority pursue at least one additional language minor or major, with some even more than that.

The second cohort for targeted recruitment will be the State’s steadily growing population of high school students with heritage languages. In Iowa City and Coralville school districts, for instance, over forty different heritage languages are spoken among the students. While these students possess an inestimable skill needed in the global society, their pragmatic anxieties as first generation college students often prevent them from capitalizing on their heritage languages. The proposed BA in Translation, we hope, will present them with an attractive degree option expressly because it combines language and cultural inquiry with career opportunities. Also given UI’s strategic priority to strengthen Diversity, Equity and Inclusion, the proposed BA consistent with our institutional commitment to welcome and educate this new generation of multi-lingual, multi-cultural students.

ENROLLMENT EXPECTATIONS (YEARS 1-5)*

Undergraduate	Year 1	Year 2	Year 3	Year 4	Year 5
Majors	30	60	100	130	150

*Growth at this rate beyond the third year would require additional instructional resources.

ADVISING

All entering first-year students will be advised in the [Academic Advising Center](#) until they have completed 24-30 hours of coursework. Students will then be advised by the faculty coordinator of the BA Translation program and the DWLLC current senior academic advisor. Majors are encouraged by the Department to seek academic advising as often as needed or desired.

Additional faculty members in translation and elsewhere in DWLLC will also offer mentoring for students related to their specific areas of study. Students are particularly encouraged to talk with faculty about honors in the major, graduate school, careers, and ways to gain additional expertise in their interests.

INTERNSHIP/COMMUNITY ENGAGEMENT OPPORTUNITIES

The major requires at least 3 semester hours in applied learning, in the form of internship, individually designed community outreach or professional projects. The program will also offer information sessions on careers, including visits by alumni, which gives students additional help on finding internships and other strategies to prepare for the next step in the student's career choice or education.

HONORS IN THE MAJOR

Students in Translation BA will have the opportunity of earning Honors in the Major, with the following required:

- A cumulative UI GPA of at least 3.50 and cumulative GPA 3.50 in courses required for the major
- Completion a minimum of 3 s.h. Advanced Translation Workshop, and
- Completion of the thesis or project.

Students are not required to be a member of the University of Iowa Honors Program in order to earn Honors in the Translation major; students, however, are encouraged to learn more about the opportunities offered by the UI Honors Program.

MINOR IN TRANSLATION

The current minor in Translation for Global Literacy will function as the minor option for the proposed program.

FOUR YEAR GRADUATION PLAN CHECKPOINTS

The proposed major can be completed in four year. The following timeline will guide the students and faculty advisors through steady progress in the Major.

Before the fifth semester begins: at least four courses for the Major, including Translation and Global Society, Approaches to Modes of Translation, and Textual Analysis, should be completed. General Education Foreign Language requirement should be met.

Before the seventh semester begins: at least four more courses for the major, including Undergraduate Translation Workshop, a course in Linguistics, and a second Translation Workshop in a foreign language, should be completed. Students should attain intermediate (3000) level foreign language proficiency.

Before the eighth semester begins: at least two more courses for the major, including Critical Reading Seminar, should be completed. Students should also meet the Applied Learning requirement.

During the eighth semester: Students should complete the remaining requirements, including the Capstone Seminar, and attain advanced (3000) level foreign language proficiency. Enrollment in all remaining course work for the major, all remaining General Education CLAS Core requirements, and sufficient number of semester hours to graduate.

REQUIRED AND ELECTIVE COURSES

New Required Courses (to be developed):

TRNS 2578 Modes of Translation

The course introduces students to the basics of translation history, translation theory, and the current translation industry, including literary translation, localization, medical translation, legal translation, and developments in the use of Computer Assisted Translation (CAT) tools.

TRNS 3001 Textual Analysis

The course gives students the skills and vocabulary required to identify and discuss elements of literary texts. Subjects covered include formal and genre distinctions, historical and theoretical approaches to analyzing literature, and comparative methods. An emphasis on translation is achieved through readings of texts in translation as the objects of analysis, and by regular reminders of the overlapping but non-identical plurality of literary contexts that make up world literature.

TRNS 4180 Advanced Translation Workshop

Prerequisite “Undergraduate Translation Workshop” or a language-specific translation workshop. The workshop will allow students to work on substantial translation projects in a subfield of their choosing (literary, medical, legal, business, etc.) in the company of other, similarly well-prepared peers.

TRNS 4050 Critical Reading Seminar

An advanced level seminar, this course develops students’ reading skills through challenging literary as well as critical works. It introduces students to existing scholarship on reading and language and promotes self-reflexive and innovative work with literary texts that is indispensable for truly superlative translation practice. The course requires students to produce scholarly projects that combine research and literary translation criticism.

New Elective Courses (to be developed)

TRNS 3569: Translation and Technology (to be developed)

A course on translation and multilingual computing. Covers a range of technologies that are useful for students of all languages, helping them expand their international communication skills. Technologies covered include multilingual word processing, desktop publishing, proofing tools, Web translation and design, video subtitling, and the transfer and translation of sound and image files.

TRNS4569 Translating Critical and Philosophical Texts (to be developed)

This is an advanced elective course that introduces students to the scholarship specialized sub-field on the translation of philosophical texts. Combines practical exercises in a workshop format with critical readings of recent scholarship to introduces students to key issues specific to the translation of specialized, terminologically sensitive discourses.

Existing Elective Courses

The courses below are illustrative and do not comprise an exhaustive list:

Practicum Electives:

TRNS:3179/CLSA:3979/ENGL:3850 Undergraduate Translation Workshop
TRNS:3491 Translation Internship
TRNS:3498 Translate Iowa Project
TRNS:4050 Translation Independent Study
ENGL:4724 Writer's Seminar: Literary Translation
FREN:3232 French Literary Translation Workshop
FREN:4890/TRNS 4497 Techniques of Translation
GRMN:3200 Literary Translation from German
IWP:5205/TRNS:5205 International Translation Workshop
JPNS:3201/TRNS:3201 Workshop in Japanese Literary Translation
SPAN:3030 Translation Workshop: English to Spanish
SPAN:3050 Translation Workshop: Spanish to English
SPAN:4980 Advanced Translation: Spanish to English
SPAN:3035-Translation Practicum

Open Electives:

ARAB 3005: Culture and Resistance: Modern Middle East
ANTH:1401 Language, Culture, and Communication
ASLE:2500 Introduction to Interpreting
ASIA:1510 Ghost & Weird in Pre-Modern Chinese Literature
ASIA:3208 Classical Chinese Literature through Translation
ASL:3600 American Sign Language Literature
CHIN:4203/CL:4203 Modern Chinese Writers
CL:1510 Ghost & the Weird in Pre-Modern Chinese Literature
CL:1240 World Literature: antiquity-1700
CL:1241 World Literature:1700- present
CL:4800/TRNS:4800 Seminar in Comparative Literature
FREN:1501 Cultural Misunderstandings: France & USA
FREN:3130 French-Speaking Cultures
FREN:4017 Global Comics
GRMN:2618/CL:2618 The Third Reich and Literature
GRMN:2666/CL:2666 Pact with the Devil
GRMN:3550 German Multicultural Literature and Film
GRMN 2265 Scandinavian Crime Fiction
IWP:3191/WLLC:3191/ENGL:3595 International Literature Today
ITAL:2550 Images of Modern Italy

ITAL:4633 Dante's Inferno
JPNS 3202 Traditional Japanese Literature in Translation
JPNS 3203 Modern Japanese Fiction in Translation
JPNS 3204 Topics in Japanese Literature in Translation
JPNS 3205 Major Authors in Modern Japanese Literature
JPNS 3206 Warriors' Dreams
JPNS 3207 Japan Illuminated: Japanese Literature and Visual Culture
JPNS 3208 Japanese Film
JPNS 3210 Japanese Theater
JPNS 3601 Contemporary Japanese Culture
JPNS 4201 The Tale of Genji
LING:1040 Language Rights
LING:1060 Languages of the World
LING:3001 Introduction to Linguistics
RUSS 2232 Romani (Gypsy) Eastern Europe Cultures
RUSS 3202 Russian Literature in Translation, 1860-1917
TRNS:4480 Literature in Translation
WLLC:2001 Global Science Fiction

SAMPLE FOUR-YEAR GRADUATION PLAN: MAJOR IN TRANSLATION (BA)

Fall: Year 1	
TRNS 2000 Trans & Global Society (GE D&I)	3
<i>GE World Languages</i>	5
GE Rhetoric	4
General Education Course (e.g. VC)	3
Total semester hours	15

Spring: Year 1	
<i>GE World Languages</i>	5
GE Interpretation of Literature	3
General Education Course (e.g. HP)	3
General Education Course (e.g. IGI)	3
Total semester hours	14

Fall: Year 2	
TRNS 2578 Modes of Translation	3
Linguistics/Stylistics Course	3
GE World Languages (Intermediate)	5
General Education Course (e.g. LVP)	3
Total semester hours	14

Spring: Year 2	
TRNS 3001 Textual Analysis	3
GE World Languages Intermediate	5
GE Natural Science w/ Lab	4
Total semester hours	12

Fall: Year 3	
TRNS 3179 Translation Workshop	3
<i>Advanced World Language 1</i>	3
General Education Course (e.g. QFR)	3
ELECTIVE	3
Total semester hours	12

Spring: Year 3	
TRNS 3180 Translation Workshop Or LLC Lang Specific Translation Course	3
<i>Advanced World Language 2</i>	3
General Education Course (e.g. SS)	3
GE Natural Science	3
Total semester hours	12

Fall: Year 4	
TRNS 4050 Critical Reading Seminar	3
TRNS 4179 Advanced Translation Workshop OR LLC Lang Specific Translation Course	3
Total semester hours	6

Spring: Year 4	
TRNS 4500 Capstone Seminar OR LLC Capstone (with translation focus)	3
TRNS 3498/3491 Translate Iowa/Internship	3
ELECTIVE	3
Total semester hours	9

ENDORSEMENT LETTERS

- Division of World Languages, Literatures and Cultures
- Spanish and Portuguese
- French and Italian
- German
- Linguistics
- Asian and Slavic Studies
- International Studies
- English
- History