SPECIAL REPORT

OF THE

ACADEMIC MATTERS COUNCIL,

concerning

REVISION TO THE UNDERGRADUATE CERTIFICATE IN TRANSLATION AND INTERPRETING STUDIES (#5704)

Presented at the 784th Regular Meeting of the Faculty Senate February 14, 2019

COUNCIL MEMBERSHIP

ACADEMIC MATTERS COUNCIL


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The Academic Matters Council recommends approval of this proposal.

Briefly describe the Proposal

I propose to change the designation of the current required Comp Lit courses for undergraduates pursuing this Certificate from CL 581 and CL 582 to CL 481 and CL 482.

Provide a brief overview of the process for developing this proposal.

Currently there are two required Comp Lit courses for the current undergrad certificate: CL 581 and CL 582. When the certificate was originally designed over a decade ago, the two required Comp Lit courses were listed at the 400 level. Three years ago, I proposed that they be changed to the 500 level to allow graduate students to attend for credit. The problem then arose for the grad students who completed these requirements that there was no certificate to bestow
at the graduate level. Therefore, in conversations with Patrick Sullivan and John McCarthy last year, it was determined that the thing to do would be to create a new graduate Certificate and to designate and present the courses as a 400/600-level split.

This split and the 4 relevant courses (481, 482, 681, 682) have been submitted, approved and are now with the Registrar. A proposal (#4122) submitted for a separate Graduate Certificate in Translation and Interpreting Studies is currently at the Faculty Senate for review.

Describe the purpose and particular goals for this proposal.

See above.

Resources

If this proposal requires no additional resources, say so and briefly explain why. If the proposed changes will require additional resources, explain how they will be paid for. Indicate how many new enrollments are expected as a result of these revisions and how the courses will accommodate them.

This is a minor change that will require no additional resources.

Curriculum

Describe both the current and proposed curricula for this certificate, indicating any changes, including the addition of any new courses to satisfy core or elective requirements. If the revisions include courses that have not yet received permanent status, please note their status as experimentals or in the Faculty Senate workflow. If the proposed revision does not affect the curriculum, please note so here. If you would like to attach any curricular worksheets or other materials describing the current or proposed curriculum, you may attach them below.

The proposal will not affect the curriculum. I attach the syllabi for each undergraduate course below.

Please attach any additional materials here.

MOTION: That the Faculty Senate approve the Revision to the Undergraduate Certificate in 16-19 Translation and Interpreting Studies, as presented in Sen. Doc. No. 19-041.
This 3 credit course, Introduction to Interpreting and Translation: Research and Practice I, is the first part of a two-semester certificate in the study of translation and interpreting across a range of contexts. While no prior experience in interpreting or translation is necessary, students must have command of English and at least one other language. This course introduces students to relevant research in the inter-disciplinary area of interpreting and translation studies and to a number of practical skills required of professional interpreters and translators. Interpreting and translation are viewed throughout the course as socio-cultural as well as linguistic activities. The social, cultural and ethical complexities of the role of interpreters and translators will therefore be an important focus of the course. In Part I of the course, students work with written and spoken texts to develop an understanding of micro-textual elements and macro-textual structures and patterns and understand how to analyze both written and spoken texts as part of translation or interpreting activity. The use of in-class scripted and improvised role plays and website archives will familiarize students with different modes of interpreted communication and facilitate their development of consecutive and simultaneous interpreting skills.

Academic Honesty Policy Statement
Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined below are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. For more information about what constitutes academic dishonesty, please see the Dean of Students’ website: http://umass.edu/dean_students/codeofconduct/acadhonesty/
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Assignments and Grading

- Class participation (20%)

- All students are expected to complete one translation assignment and four reading responses in total. Reading responses should be 3-4 pages in length. All reading responses are due on the Thursday of the week selected unless otherwise specified. (20%)

- The Midterm paper is based on a set of assigned readings concerned with ethics in the context of an actual interpreting event. The paper should be 8-10 pages in length. You will have three weeks to complete it. (30%)

- The Final assignment is a simultaneous interpreting/translation project begun at the end of the semester and due two weeks after classes end. (30%)

- All readings will be provided on Moodle. Format for all written assignments: Times New Roman, 12 pt font, double spaced, 1” margins.

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<th>Grading Scale</th>
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<tbody>
<tr>
<td>A = 100-93</td>
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<tr>
<td>A- = 92-90</td>
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<tr>
<td>B+ = 89-87</td>
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<tr>
<td>B = 86-83</td>
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<tr>
<td>B- = 82-80</td>
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<td>C+ = 79-77</td>
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Course Schedule

Week 1 (September 4 and 6) - Introduction

Prompt for response paper due Thursday 9/13:

For your first response paper please comment on the different language the authors use to talk about the visibility of the translator/interpreter. Does visibility mean a different thing in the translation of written and spoken language? What similarities or differences can you see in how translators and interpreters act as “intervenient beings” in relation to texts and contexts?

Thursday - Watch ‘Say It For Me’ - Community interpreting video (in class)

Week 2 (September 11 and 13)
Tuesday - scripted role plays (#1)
Thursday - Response #1 paper due - class discussion on Morini/Inghilleri readings

Week 3 (September 18 and 20) - Interpreting research and practice - varied perspectives
Tuesday – lecture/discussion
Thursday - scripted role plays (#2)

Week 4 (September 25 and 27) - Consecutive interpreting practice
Tuesday - improvised role plays (#1)
Thursday - improvised role plays (#2)

Week 5 (October 2 and 3) Philosophical/Sociological Approaches
Read (2): Wilson, “Reading the Source Text for Translation”; Inghilleri, “The sociology of Bourdieu and the construction of the ‘object’
Tuesday - Lecture
Thursday - Grad student(s) presentation week’s readings - Response #2 paper due

Week 6 (no class and October 11) Thinking about paratexts
Browse: Williams, *Keywords: A Vocabulary of Culture and Society.*
Thursday - Graduate student presentation(s) of readings

Week 6 (October 16 and October 18)
Thursday - turn in final translation/commentary of speech excerpt and be prepared to share/discuss in class.

Week 7 (October 23 and 25) - Ethics of Translation and Interpreting

Tuesday - Graduate student presentation(s) of readings
Thursday - Meet in Language Lab – intro to SI (#1)

Midterm Take Home Paper - The instructions and readings for this assignment will be given on Thursday 10/18 and due three weeks later on Thursday 11/08.

Week 8 (October 30 and November 1) - Consecutive to Simultaneous Interpreting I
Read: Jones, *Conference Interpreting Explained* [pdf]

Tues/Thurs - Meet in Language Lab (#2)

Week 9 (November 6 and 8) - Consecutive to Simultaneous Interpreting II

Tues/Thurs - Meet in Language Lab (#3)

Week 10 (November 13 and 15) - Applying for Political Asylum
Read (3): Inghilleri, “Habitus, Field and Discourse”; Jacquemet, “Asylum and Superdiversity”; Asylum decisions from UK Appellate Courts

Tuesday - Graduate student presentation(s) of this week’s readings
Thursday - Completing the asylum application - Response #3 paper due

THANKSGIVING BREAK

Week 11 (November 27 and 29) - Applying for Political Asylum

Tuesday - Completing the asylum application
Thursday - Rendering asylum narratives from the oral to the written

Week 12 (December 4 and 6) - Interpreting in conflict zones
Read (5) Guo, “Interpreting for the enemy: Chinese interpreters in the Second Sino-Japanese War (1931-1945)”; Inghilleri, “‘You Don’t Make a War Without Knowing Why”: The Decision to Interpret in Iraq”; Kujamäki, “And then the Germans came to town”: The lived experiences of an interpreter in Finland during the Second World War”; Snellman, “Constraints on and dimensions of military
interpreter neutrality”; Tryuk, “Interpreting and translating in Nazi concentration camps during World War II”

Tuesday - Graduate student presentation(s) of readings
Thursday - ‘Restrepo’ (2010) Dir. Sebastian Junger and Tim Hetherington (view and discuss clips in class) - Response #4 paper due

Week 13 (December 11) - Language Lab (#4) - Final exam prep

Reading List


Morini, Massimilliano 2012 The Pragmatic Translator: An Integral Theory of Translation, Bloomsbury Publishing.


Williams, Raymond (1985) *Keywords: A Vocabulary of Culture and Society*. Oxford University Press. [pdf]

Comp Lit 482
Interpreting and Translation Research and Practice II

Spring 2020
Tues and Thur 2:30-3:45
Professor Cristiano Mazzei
Herter 518
cmazzei@umass.edu

Comp Lit 482 is the second part of a two-semester Certificate in the study of interpreting and translation across a range of contexts. In this 3 credit course, students will continue to build on the knowledge and skills they acquired in the previous semester. The course is structured around four social and professional domains in which interpreting and translation play a significant role: Diplomatic, Healthcare, Business, and the Law (Court/Prison/Police, International Tribunals and Truth and Reconciliation Committees). Students will work on understanding the institutional and discursive structures of these particular domains, gain relevant vocabulary in English and other languages, and practice translating, sight translating and interpreting a variety of relevant texts.

This course is a designated “Service-Learning” course and endorsed by the office of Civic Engagement and Service-Learning at UMass. A part of the course has been designed to provide opportunities for students to engage in a service project outside the classroom that is guided by appropriate input from a community partner and contributes to the public good. Selected project sites are selected each year and students, with their input and the help of faculty, are matched with one or more community partners in the first three weeks of the semester.

The “Service Learning” component of this course is designed to increase students’ understanding of the social, cultural, and ethical complexities of the role of interpreters and translators and to give them first-hand knowledge of the significance of interpreting and translation (or its absence) for individuals and members of communities for whom English is not their primary language.

Students are expected to spend approximately 20 hours with their chosen agency over a period of 10 weeks (February-April). The type of activities undertaken over this period will depend on the needs of the organization. For those whose languages match with those served by the organization, you may be asked to provide interpreting or translation services. Another role might be to explore the extent of translated materials or interpreter services available at a particular institution; explore the extent to which a public service institution recognizes the role of translation or interpreting to reach local communities in their websites or other informational or public relations materials; or observe others involved in translation and interpreting and record and reflect on these observations.
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Assignments and Grading
Students will be graded on the following: class participation (10%); student presentation of readings (10%); three 3-4 page reading response papers (15%); two 3-5 page reflective service learning ‘journal’ entries (15%); five translation/interpreting assignments with reflection (10%) one final presentation on service-learning project (10%); and one final 8-10 page paper related to the service learning experience (30%).

The final paper/project (some version of which to be made available to the community partner at the end of the course) should include constructive commentary and critique of the experience. These final papers/projects should also include additional reading of relevant scholarship, at least 4-6 relevant bibliographical references.
Course Schedule

Week 1 - Interpreting and Translating through History

Tues 1/22 - Course Introduction and explanation of CESL component

- What does service learning mean to you?
- Discuss time commitment/management and organization/planning
- Talk about assessments and expectations


https://www.youtube.com/watch?v=cvY_1bMAZWY - Nuremberg Interpreter (6:50 - 30:00) (23 min)

Thurs 1/24 – Lab work – short translation – interpreting exercises

Week 2 - Diplomatic Settings

Tues 1/29 - Class discussion of readings


Herbert, Jean. “Preface” and “The Object and Spirit of Conference Interpretation” in The Interpreter’s Handbook.” [pdf]
Gile, Daniel “Chapter 8: Facing and Coping with Online Problems in Interpreting.” In Basic Concepts and Models for Interpreter and Translator Training. [e-book]

Thurs 1/31 - Lab: Simultaneous Interpreting Exercises

❖ **Assignment due:** 1st Reading Response paper (due Feb 6 by 2:30 pm) on history of interpreting.

**Week 3 - Diplomatic settings (cont.)**

Tues 2/5 - **Student presentation of readings**

Class activity – Prepare for a simultaneous interpreting assignment (video)

Thurs 2/7 - Record simultaneous interpreting assignment and reflect on performance.

❖ **Assignment due:** 1st Reflective Service Learning Journal Entry (due 2/12, by 11:55pm)
❖ **1st T/I assignment due:** Simultaneous Interpretation and Reflection (due 2/12, by 2:30pm)

**Week 4 - Business Settings**

Tues 2/12 - **Student presentation of readings**


Thurs 2/14 - Lab: Sight Translation

❖ **2nd T/I assignment due:** Business Translation and Reflection (due 2/19 by 2:30pm)

**Week 5 - Healthcare Settings**

Tues 2/19 - **Student presentation of readings**

**Read:** Hale, Sandra. “Analysing the Interpreter’s Code of Ethics.”


Thur 2/21 - Lab: Consecutive interpreting in dialogue setting (Healthcare)

**Week 6 – Healthcare Settings**

Tues 2/26 - **Student presentation of readings**


Thurs 2/28 - Class activity: Translation of a short medical text.

- **Assignment due:** 2nd Reading Response paper (due 3/5 by 2:30pm) on healthcare interpreting
- **3rd T/I assignment due:** Dialogue Interpreting with Reflection (due 3/5 by 2:30pm)

**Week 7 - Healthcare Settings in Mental Health**

Tues 3/5 - **Student presentation of readings**


Thurs 3/7 - **Lab:** Simultaneous interpreting in mental health

- **Assignment due:** 2nd Reflective Service Learning Journal Entry (due March 9, by noon)

**SPRING BREAK**
Week 8 - Note-taking

Tues 3/19 - Consecutive Interpretation and Note-taking.

(http://interpreters.free.fr/consecnotes/UNHCR%20on%20consec.pdf)

Thurs 3/21 - Lab: Long consecutive interpreting with notes

❖ 4th T/I assignment due: Long Consecutive with Notes and Reflection (due 3/26 by 2:30pm)

Week 9 - Legal Settings - Courts and Prisons

Tues 3/26 - Student presentation of readings

Read: Mikkelson, Holly “Garbage In, Garbage Out: The Court Interpreter’s Lament”
https://www.openstarts.units.it/dspace/bitstream/10077/7380/1/Mikkelson.pdf


Thur 3/28 - Lab: Consecutive/Simultaneous interpreting

Week 10 - Legal Settings - Police Interviewing

Tues 4/2 - Student presentation of readings

Translation of legal document, accompanied by self-assessment/reflection

Read: Mulayim, Sedat and Miranda Lai (selected chapters) Ethics for Police Translators and Interpreters. 2017

Thur 4/4 - Lab: Dialogue interpreting - police interview

❖ Assignment due: 3rd Reading Response paper due 4/9 (by 2:30pm) on legal interpreting.
Week 11 - Translating Trauma – War Tribunals/Truth and Reconciliation Committees

Tues 4/9 - Student presentation of readings


Thurs 4/11 - Lab: Consecutive/Simultaneous interpreting

❖ 5th T/I assignment due: Simultaneous Interpreting with Reflection (due 4/16 by 2:30pm)

Week 12-14 – Practice and Service Learning Activities

Tues 4/16 - Lab: Consecutive/Simultaneous interpreting

Thurs 4/18 - Final presentations of students’ service learning experience

Tues 4/23 - Final presentations of students’ service learning experience

Thurs 4/25 - Final presentations of students’ service learning experience

Tues 5/1 - Final class