

## Lingua e Traduzione II/M, a.a 2018-19. Translating metaphor.

**Set texts** (These are book chapters / journal articles, not complete books!)

Arduini, S. 2014. "Metaphor, translation, cognition". In Miller & Monti (eds), *Tradurre Figure / Translating Figurative Language*. Bologna: Bononia University Press, pp. 41-52.

[http://amsacta.unibo.it/4030/1/TradurreFigure\\_Volume\\_MillerMonti2014.pdf](http://amsacta.unibo.it/4030/1/TradurreFigure_Volume_MillerMonti2014.pdf)

Deignan, A. 2005. *Metaphor and Corpus Linguistics*. Amsterdam/Philadelphia: John Benjamins. Introduction + capp. 1, 2, 3 (pp. 1-71)

Dickins, J. 2005. "Two models for metaphor translation" *Target* 17(2), pp. 227-273.

<http://usir.salford.ac.uk/1343/1/niTrOfMetArtTARGETtextFINAL.pdf>

Kövecses, Z. 2008. "Universality and Variation in the Use of Metaphor". In N.-L. Johannesson & D.C. Minugh (Eds.), *Selected Papers from the 2006 and 2007 Stockholm Metaphor Festival* (pp. 51-74). Stockholm: Department of English, Stockholm University. [http://remat.amu.edu.pl/wp-content/uploads/2014/04/Kovecses\\_Universality-and-Variation-in-the-Use-of-Metaphor.pdf](http://remat.amu.edu.pl/wp-content/uploads/2014/04/Kovecses_Universality-and-Variation-in-the-Use-of-Metaphor.pdf)

Prandi, M. 2010. "Typology of metaphors: Implications for Translation". *Mutatis Mutandis*, 3, 304-332.

<http://aprendeenlinea.udea.edu.co/revistas/index.php/mutatismutandis/article/download/7415/7005>

Shuttleworth, M. 2014. "Translation studies and metaphor studies: possible paths of interaction between two well-established disciplines." In Miller & Monti (eds), pp. 53-65

Steen, G. 2014. "Translating metaphor: what's the problem?" In Miller & Monti (eds), pp.11-24.

Steen, G., Dorst, A., Herrmann, B., Kaal, A., Krennmayr, T., & Pasma, T. 2010. *A Method for Linguistic Metaphor Identification: from MIP to MIPVU*. Amsterdam & Philadelphia: John Benjamins. Chapter 2 (pp. 25-42)

### How the course is structured.

The 30 hours of the course will be delivered in weekly 2-hour lessons (Mondays, 17.00-19.00). In each lesson, we will learn about theoretical and methodological aspects (normally via student seminars dealing with the texts listed above), then we will analyse your translations of the assigned text (see word file on *pagina docente*).

When you translate the texts (at home) use whatever resources you deem necessary (dictionaries, translation forums, corpora, translation databases, etc.), but work *individually* since we will discuss the draft translations in class (your texts will always be anonymised when shown in the classroom). Send your translations to the dedicated gmail account [gill.cilta@gmail.com](mailto:gill.cilta@gmail.com) indicating the TITLE of the text in the "Subject" heading and simply copy/pasting the translation into the body of the email (i.e. no attachments). You must send your translations *no later than* midnight on the day before the lesson (i.e. on Sunday evenings!) so that your prof has time to look at them before the lesson on Monday afternoon.

Please note that submission of translations is a course requirement and contributes significantly to your final grade.

### Assessment

Attending students will be assessed during the course, i.e. there is no final exam except for the *lettorato* component. Non-attending students should refer to the *pagina docente* for details of their alternative mode of assessment.

**Seminar work =30%**. The seminar you prepare and deliver is worth 30% of your final grade (qualitative assessment: half for 'content' and half for 'language @level C2'). The seminars will normally be held by two students, each taking responsibility for a 10-15 minute presentation, followed by open discussion. The topics, indicated on p2 of this document, will be assigned during the first lesson(s). Non-attending students will deliver their seminar directly at the oral exam.

**Translations = 30%**. This score is *numerical*, not *qualitative*, since they are for a training exercise, not a qualitative assessment: you are not expected to produce perfect texts. You will get 2 points for each translation you submit. The minimum number of submitted translations for attending students is 10. Non-attending students will translate at least 3 texts but these must be 'definitive' translations, each accompanied by a detailed translation commentary in Italian (formatted as a discursive essay and *not* merely as numbered translator's notes).

**Language exam: 40%** Exam based on *lettorato* course taught by David Tannert (Reading, Listening) and Masturah Alatas (Writing). The *lettorato* exam, although having three parts, should be considered as one component of the overall course the final score of which is calculated as an average grade (each part worth 1/3). To pass, students must have an average of at least 18/30 and no individual parts graded lower than 16/30.

DATE	TOPIC and text for discussion (seminar)	Translated text to discuss in class
1. 24/9/2017	<i>The decorative view of metaphor</i> Deignan 2005: Introduction, pp1-9	-
01/10/18	<i>Conceptual Metaphor Theory</i> Deignan 2005 Chapter 1, pp13-24	Zacharek. 2018. "Truth in the post-truth era".
08/10/18	<i>Linguistic and conceptual metaphors</i> Deignan 2005 Chapter 1, pp24-32, " " " Chapter 2, pp33-36	Orwell, "The prevention of literature" (extract)
15/10/18	<i>Metaphors dead and alive: Lakoff and Goatley</i> Deignan 2005 Chapter 2, pp36-47	Bryson, <i>A Short History of Nearly Everything</i> , p416-417
22/10/18	<i>The MIP(VU) Metaphor Identification Procedure</i> Steen et al. 2010 Chapter 2 (or Pragglejaz Group, 2007)	Meacham, "American hate: a history"
29/10/18	<i>Deliberate and non-deliberate metaphor</i> Steen 2014	Packard, <i>The Hidden Persuaders</i> . pp99-100.
05/11/18	<i>More MIP(VU): cotext and metaphor identification</i> Steen et al. 2010 Chapter 2	Dayell, "On the Decline of Intelligent Government"
12/11/18	<i>Translation Universals: Explicitation, simplification, normalization, levelling-out (or flattening)</i> Routledge Encyclopedia of Translation Studies	Tovey. 1937. "Verdi – Requiem in memory of Manzoni."
19/11/18	<i>Translating image / sensory metaphors</i> Shuttleworth 2014 (+ Newmark 1985)	Lee, "What Contemporary Art Means to Me" (part 1)
26/11/18	<i>Translating metaphors</i> Prandi 2010	Lee, "What Contemporary Art Means to Me" (part 2)
03/12/18	<i>Two models for translating metaphor</i> Dickins 2005	Warner, "Learning my lesson" (extract)
10/12/18	<i>Translation studies and metaphor studies</i> Arduini 2014	Letters. <i>London Review of Books</i> 37 (7)
17/12/18	<i>Cultural aspects of metaphor</i> Kövecses 2008	De Boton, <i>Religion for Atheists</i> , p175
<b>FINE 1° SEMESTRE</b>		
04/02/19	<i>Metaphor &amp; grammar: content/ structure words</i> Deignan 2005 Chapter 2, pp47-52	Gibbs, "Will the nation succeed where the president failed?"
11/02/19	<i>Metonymy and metonymy-based metaphor</i> Deignan 2005 Chapter 3, 53-58 and 59-69	<i>Grenache Wine Grapes</i> <a href="http://www.thewinecellarinsider.com">http://www.thewinecellarinsider.com</a> <i>Wine Tasting Notes</i> . <a href="http://www.thewinecellarinsider.com">http://www.thewinecellarinsider.com</a>