

The Centrality of Translation to the Humanities: New Interdisciplinary Scholarship

An NEH Summer Institute for College and University Faculty

At the University of Illinois at Urbana-Champaign

July 7-26, 2013

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Dear Colleague,

Thank you for your interest in our NEH Summer Institute, "The Centrality of Translation to the Humanities: New Interdisciplinary Scholarship." Our institute considers translation as a scholarly craft and a cultural dynamic, examining its historical, philosophical, political, and poetic dimensions through an introduction to translation studies and four case studies. In the first case, we explore the role of translation in the rise of a 20th c. inter-American literature, focusing on the figures of Gabriel García-Márquez and Jorge Luis Borges. The Bible is the focus of the second case. Here we examine both the King James translation and contemporary efforts to uncover the authorial voices of the Hebrew Bible. In the third case, we look at the way translation has shaped the reception of Sigmund Freud, considering a new translation aiming to recapture the literary-humanistic dimension of Freud's work. Finally, we turn to the poet Rainer Rilke, examining the interplay of reading, interpretation, and translation at the level of the poetic line.

To lead us through these cases, we have assembled a faculty comprising some of the world's foremost translation scholars and practitioners. UIUC is represented by ourselves along with Valerie Hotchkiss and Joyce Tolliver. Our distinguished guest faculty is comprised of William Gass, Suzanne Jill Levine, Adam Phillips, Gregory Rabassa, David Rosenberg, and Rainer Schulte. Of course, it is ultimately the interest and expertise of the summer scholars that will drive this collective inquiry. In addition to working through the four cases together, each summer scholar must also come prepared to develop a further case, examining questions of translation as they arise in the context of his or her own teaching and scholarship. Projects may build on existing research, lead to new research programs or translation projects, or yield new or revised courses and curricula.

We welcome applications from faculty at a variety of institutions and all stages of their careers. We are also delighted to extend this invitation to three advanced graduate students. The institute is designed for scholars from across the humanities and humanistic social sciences, for example

those who teach history, literature, linguistics, philosophy, psychology, religion and multi-disciplinary core humanities courses (e.g., topical freshman seminars, great books courses, world culture surveys). The institute may hold special appeal for scholars working on topics related to literary cultures, cultural history, reception, adaptation, re-translation, hermeneutics, interpretation of texts, and translation practice. At the same time, we are looking less for specialists in translation as for bright, curious people whose teaching and scholarship (and life) have raised questions of translation they may never have had the opportunity to explore. We presume no background in the case material (Freud, Rilke, the Bible, and the Latin American novel), nor do we require knowledge of German, Hebrew, Aramaic, Greek, or Spanish. We do expect summer scholars to have some mastery of a second language and therefore some personal experience of the challenges and rewards of crossing linguistic and cultural horizons. And summer scholars must have proven interest and ability to engage across disciplinary boundaries. We seek a cohort who can sustain a dynamic interdisciplinary dialogue that enriches our scholarship and our understanding of the texts we teach.

The institute will be held on the campus of the University of Illinois at Urbana-Champaign. The University of Illinois provides exceptional resources for such a program, including its Center for Translation Studies, one of four comprehensive translation studies programs in the United States, housed in the School of Literatures, Cultures and Linguistics, where 37 languages are taught. The renowned University of Illinois Libraries, with its own translation studies resource section and its “crown jewel,” the Rare Book and Manuscript Library, contain one of the nation’s most significant collections of foreign language, area studies, and translation materials. The University is also home to the Dalkey Archive Press, an educational partner of the Center for Translation Studies, and an award-winning publisher of fiction, poetry, literary criticism and translation scholarship. The institute includes a chance to work with a Rare Book and Manuscript Librarian, an opportunity to meet the Dalkey editors, and a trip to Chicago (on Sunday-Monday, July 21 and 22) featuring a tour of the Art Institute and a visit to the Goethe-Institut for a presentation on their renowned translation program.

The institute will run for three weeks (July 7th through July 26th). We will begin with a welcome reception on Sunday evening, July 7th and end with a farewell dinner on Friday evening July 26th. Summer scholars must therefore arrive in Champaign-Urbana on or before July 7th and plan to depart on or after July 27th. Our formal sessions will begin on Monday, July 8th at 8:30 AM with an orientation session, followed by the launch of our regular sessions. On most days, morning will be devoted to two 2-hour seminars, one at 8:30 AM and one at 11 AM. Most afternoons will be free for individual work. On Wednesday evenings, we will gather for a “Stammtisch” at a local restaurant for a social hour. On Friday afternoons, summer scholars will share cases in progress in working groups. In the final days of the institute, all summer scholars will make brief formal presentations of their case studies. We will also highlight these projects on the institute website and provide online space where participants may continue to stay in touch and collaborate on conference presentations and publications. The institute will end in late July, but the research community we build may continue for years to come.

Those who accept an offer to participate in the institute must agree to participate fully. Specifically, the responsibilities of each summer scholar are to:

- Attend all institute sessions, prepare all assigned reading, and participate thoughtfully.
- Develop a case study about translation, help to develop each other's projects in the working groups, and present your work to the institute.
- Serve in two of the following institute roles:
 - initiate discussion of a text with a brief précis and some questions;
 - provide the morning recap of the previous day's work;
 - introduce a project faculty member;
 - kick off a panel with a prepared question for the panelists;
 - offer a toast at the *Stammtisch* to share observations about the institute.

Immediately following the institute All summer scholars are also asked to submit online evaluations immediately following the institute, reviewing their work during the summer and assessing its value to their personal and professional development. These evaluations will become part of the project's grant file and may become part of an application to repeat the institute.

NEH provides each summer scholar with a \$2700 taxable stipend. This is intended to help cover travel expenses to and from the project location, books and other research expenses, and living expenses for the duration of the period spent in residence. NEH does not offer any supplementary stipend regardless of your actual costs. We have arranged discounted, dormitory style, on-campus lodging and will recommend affordable restaurants to help you live within the stipend budget.

We hope that you will find our project interesting, and we will be delighted to see your interest in our institute translate into an application to participate. Note that the application deadline is March 5, 2013. Successful applicants will be notified on April 1 by telephone or email and will have until April 5 to accept or reject the offer. In the pages that follow, you will find more about the project, people, place, program, logistics, and application process. We hope this information proves helpful, but please do not hesitate to contact us should you have any questions.

Sincerely,

Chris and Elizabeth

Traduttore, traditore (Italian saying) [English: translator, traitor]

El original es infiel a la traducción (J. L. Borges) [English: The original is unfaithful to the translation]

Homo sum, humani nihil a me alienum puto (Terence)

English translation 1: I am human; nothing human is alien to me. (A. Appiah, 2006)

Translation 2: I am a human being; I am interested in everything human (anonymously translated for Duckworth's *Complete Roman Dramas*, 1942)

Translation 3: I am a man, and nothing that concerns a man do I deem a matter of indifference to me (H. T. Riley, 1853)

Translation 4: I am a man and feel for all mankind (G. Colman, blank verse translation, 1768)

Project

Translation is everywhere, hiding in plain sight. Traditions are shaped by translations of canonical texts, wars launched on the basis of mistranslations, disciplines advanced through conceptual translation, relationships negotiated through constant translations across difference. In this broad sense, translation is at work in all human practices, a hidden catalyst of history and culture. Translation is also an explicit practice in its own right, a creative and scholarly craft with a long, reflective history. Too often, though, translation is treated as a technical skill, a mere auxiliary to the process of creation, the work of criticism, and the life of culture.

Over the last decade, the tide has turned. It may have taken the events of September, 2011 to awaken the United States to its urgent need for qualified linguists with cross-cultural competencies. And the academy seems ready to provide this new generation of translators, interpreters, and linguists. We see not only the creation of translation programs but a general reevaluation of the importance of translation studies. Full integration of this critical interdisciplinary field into the university curriculum promises to revitalize teaching and research. Not only do we teach many texts in translation, but also our reading of every text is deeply affected by a complex history of reception, adaptation, and re-translation. Translation studies draws together the diverse disciplines that study language and culture, history and politics, philosophy and religion. Translation also helps establish links between the humanities and the social and natural sciences.

Translation is central to the human condition and to those disciplines that explore our humanity. This is the premise of "The Centrality of Translation to the Humanities: New Interdisciplinary Scholarship," a three-week institute at the University of Illinois at Urbana-Champaign (UIUC) for twenty-five college and university faculty (including three doctoral students). With a faculty comprising some of the world's foremost translation scholars and practitioners, we will explore the idea that translation is no mere searching for lexical equivalents, but a profound act which builds bridges across times and cultures, opening new possibilities for texts and their readers. After an introduction to translation theory and practice, we will work through four diverse case studies, each designed to foreground the historical importance, philosophical depth, political perils, and poetic richness of translation.

The introduction to translation studies will be led by Elizabeth Lowe, Chris Higgins, and Joyce Tolliver. First, Elizabeth will lead discussion on the history of translation and its uncertain place in the contemporary research university. Then, Chris will introduce some major themes in the philosophy of translation, drawing on thinkers such as Walter Benjamin, Mikhail Bakhtin, and Hans-Georg Gadamer to show the limits of the common epistemological framing of translation as a more or less accurate reproduction of an original. Finally, Joyce will open up discussion of the poetic and political dimensions, exploring translation as a craft, as an ethical stance, and as a fraught intercultural power-laden dynamic.

The first case, led by Gregory Rabassa and Suzanne Jill Levine, concerns the rise of a 20th century, inter-American literature, sparked by dialogues between U.S. and Latin American writers and by a series of decisive English translations which generated an expanded reading public and dynamic intercultural space. Our investigation of this famous “boom” in Latin American literature will focus on Gabriel García Márquez and Jorge Luis Borges. García Márquez once quipped that Rabassa’s *One Hundred Years of Solitude* was better than his own *Cien Años de Soledad*, and this curious productivity of translation was exactly the sort of puzzle Borges loved to explore in his *ficciones*.

The second case takes us from secular to sacred literature, or does it? David Rosenberg will lead participants to look at the Hebrew Bible as a text whose sacred and secular dimensions have been shaped and occluded by a series of fateful translations and amendments. For the Bible case study, he will be joined by Valerie Hotchkiss who will shift our focus to the further transformation of the Judeo-Christian scriptures in the powerful cultural event that was the King James translation. The Bible, like no other text, brings out the historical and political stakes of translation, revealing the complex interplay of tradition and translation.

If the second case probes the boundary between the secular and the sacred, the third case investigates the borderlands between the humanities and the sciences. As it turns out, this contested border runs right through each of the modern social sciences. Indeed, the very term “social science” can be seen as the victory of a particular translation and interpretation of those disciplines the Germans call *Geisteswissenschaften*, rigorous inquiries into human culture, values, and spirit. We pick up the story as 20th c. psychology and psychiatry uncritically assimilates, only later to reflexively expel, the radical philosophical-anthropological insights of Sigmund Freud. As it turns out, translation is at the center of this century-long case of intellectual indigestion. Led by Adam Phillips, we examine how the reception of psychoanalysis was shaped by the translation of Freud’s humane, belle-lettristic German prose into a pseudo-scientific English.

With the final case, we return to literary translation, moving from prose to poetry. Focusing on the work of Rainer Maria Rilke, we consider the proposition that poetry demands a form of close reading that is itself a form of translation. Conversely, we could say that far from providing a pale replica, a careful process of translation offers us a model of what it means to be responsive to the fullness of meaning found in successful poetry. Our study of Rilke in translation is led by William Gass and Rainer Schulte, who will help us investigate, at the close scale of the poetic line, the fruitful intermingling of reading and writing, creation and criticism, translation and interpretation.

The diversity of these cases is intentional, allowing us to track key issues in translation across historical and geographical boundaries and provide multiple points of access to this interdisciplinary investigation. This richness of detail will only increase as the summer scholars bring their own areas of interest into the conversation. In addition to working through these four cases together, each summer scholar will work up an additional case examining questions of translation in the context of his or her own teaching and scholarship.

The institute is meant to be dialogical throughout. Seminar sessions will feature discussion of texts. Guest faculty will not only lead their own seminars but also participate in panel discussions with one another. Summer scholars will share work in progress within their working groups and present their cases at the conclusion of the institute. Through these conversations and cases, we will investigate together the nature of translation, its dynamic role in human affairs, and its central place in the humanities.

People

PROJECT DIRECTORS

Elizabeth Lowe is Professor and Director of the UIUC Center for Translation Studies, with specializations in translation theory and practice, and Inter-American literary studies. She is an affiliate faculty member in the Program in Comparative and World Literature and the Department of Spanish, Italian and Portuguese. Her book *The City in Brazilian Literature* (Fairleigh Dickinson, 1982) traces the history of urban literature in Brazil from colonial times to the 1970's and discusses how translation has played a central role in Brazil's intellectual formation. Her co-authored book with Earl E. Fitz, *Translation and the Rise of Inter-American Literature* (University Press of Florida, 2007) speaks to translation as interpretation and as creative transfer, and considers how the choices of translators have shaped the external reception of Portuguese and Spanish-speaking literature. She was honored by the Brazilian Academy of Letters in 2010 for her life work in translating Brazilian literature.

Chris Higgins is Associate Professor of Philosophy of Education at UIUC, with appointments in and the Center for Translation Studies, the Unit for Criticism and Interpretive Theory, and the Department of Education Policy, Organization and Leadership. Trained in philosophy at Yale and Columbia—with specific expertise in virtue ethics, hermeneutics, and the philosophy of history—Higgins' scholarly interests include humanism, liberal learning, and professional ethics. His book, *The Good Life of Teaching: An Ethics of Professional Practice* (Wiley-Blackwell, 2011) offers one of the first systematic extensions of virtue ethics to questions concerning work and professional identity. He has published on Rilke, Freud, and philosophers of history such as Hannah Arendt, Hans-Georg Gadamer, Michael Oakeshott, Alasdair MacIntyre, and Charles Taylor. His co-authored article, "Teaching and Translation" (*Philosophy of Education*, 2011), explores the epistemology of translation and the temporal dynamics of textual interpretation. He is currently working on book entitled *Humane Letters: Recovering a Humanistic Language for Teaching, Learning, and Scholarship*.

INSTITUTE FACULTY

William H. Gass is Professor Emeritus of Philosophy and David May Distinguished University Professor in the Humanities at Washington University in St. Louis. He is an acclaimed author and critic. For his novels and stories, he has been honored with the American Academy and Institute of Arts and Letters Award for Fiction, the American Book Award, and the PEN/Nabokov Lifetime Achievement award. For his unique blend of philosophy, literary criticism, and belles lettres, he has received the National Book Critics Circle Award for Criticism and the Truman Capote Award for Literary Criticism. His book on translation, *Reading Rilke*, has become a classic reference for discussing poetry in translation.

Valerie Hotchkiss is the Director of the Rare Book and Manuscript Library at UIUC. She also serves as Professor of Medieval Studies, Religious Studies, and Library Science. She is the author of numerous books and articles on medieval cultural history and topics in the history of books and printing. Hotchkiss is the curator of two major exhibitions on the philology of reformation Bibles: *The Reformation of the Bible, the Bible of the Reformation* (1996); and “Out of Many Good Ones, One Principal Good One:” *Celebrating the King James Bible at 400* (2011).

Suzanne Jill Levine is a leading translator of Latin American literature, and a professor at the University of California in Santa Barbara where she directs a Translation Studies doctoral program. Her scholarly and critical works include her award-winning literary biography *Manuel Puig and the Spider Woman* and her groundbreaking book on the poetics of translation *The Subversive Scribe: Translating Latin American Fiction*. She has just completed a five-volume project as general editor of the works of Borges for Penguin Classics.

Adam Phillips is a psychoanalyst, literary critic, and essayist. In addition to his scholarly work on such figures as Edmund Burke, Charles Lamb, John Clare, and Walter Pater, he is the author of many well-regarded books of essays on the inner life. His provocative prose, intellectual range, and powers of insight have earned him the label “the Emerson of our time” (John Banville). Phillips is visiting professor at the University of York, a frequent contributor to the *London Review of Books*, and the editor of the *New Penguin Freud*.

Gregory Rabassa, Distinguished Professor Emeritus of the City University of New York, is the renowned translator of Gabriel García Márquez and winner of the National Medal of the Arts. Rabassa been called the “the translator’s translator” (Thomas Hoeksema) and was praised by Márquez himself as “the best Latin American writer in the English language.” His book, *If This be Treason: Translation and its Dyscontents* won the PEN/Martha Albrand award for the art of the memoir.

David Rosenberg is a poet and essayist, biblical scholar and translator, editor and cultural critic. Rosenberg is the author of a series of radical, literary retranslations of the Hebrew Bible, including his collaboration with Harold Bloom, *The Book of J*, his *A Poet’s Bible*, and his recently published *A Literary Bible*. David Rosenberg has taught literature and creative writing at CUNY, The New School, Princeton and elsewhere.

Rainer Schulte is the Director of the Center for Translation Studies at the University of Texas at Dallas and founding editor of *Translation Review*, a journal dedicated to the critical and

scholarly aspects of translation studies. He has edited several anthologies of contemporary international literature and written numerous studies on the craft and theory of literary translation, including his co-edited book with John Biguenet, *The Craft of Translation*.

Joyce Tolliver is Associate Professor of Spanish, Italian, and Portuguese at UIUC, with affiliate appointments in Translation Studies, Latin American and Caribbean Studies and Gender and Women's Studies. Tolliver is a scholar of modern Spanish literature and culture, whose work focuses on the role of gender and race in the cultural discourses of the modern Spanish Empire. Her books include "*El encaje roto*" y otros cuentos/"*Torn Lace*" and *Other Stories*, published in the MLA Texts and Translations Series; *Cigar Smoke and Violet Water: Gendered Discourse in the Stories of Emilia Pardo Bazán* (Bucknell, 1998); and *Disciplines on the Line: Feminist Research on Spanish, Latin American, and U.S. Spanish Women* (Juan de la Cuesta, 2004). She teaches translation theory and practice.

PROJECT COORDINATOR

Maria Cynthia Anderson is a UIUC PhD student in Education Policy, Organization and Leadership. Her areas of interest include ethics, aesthetics and international education. She is currently a research assistant in the Unit for Criticism and Interpretive Theory, responsible for organization, planning and research for unit events, conferences, symposia and archives for interdisciplinary scholarship on campus. She is also experienced with the creation of media materials and web maintenance.

FRIENDS AND SPONSORS

In addition to the generous support of the National Endowment for the Humanities, we are grateful for the additional material and logistical support provided by:

University of Illinois at Urbana-Champaign:

Center for Advanced Study

Center for Translation Studies

College of Education

Presby House

School of Literatures Cultures and Linguistics

University Libraries

Americas Society, New York

The Art Institute of Chicago

Dalkey Archive Press, Champaign-Urbana, London and Dublin

Goethe Institut Chicago

Place

Champaign-Urbana, home to the University of Illinois, is a place where the sense of community found in small cities and towns meets the outstanding cultural and entertainment opportunities usually associated with major metropolitan areas. Located in east-central Illinois, it is situated about 140 miles south of Chicago, 125 miles west of Indianapolis and 180 miles northeast of St. Louis. Founded in 1867, UIUC is one of the oldest land-grant institutions in the U.S. The University has a longstanding commitment to humanities education and particularly to language and culture studies. The mission of the Center for Translation Studies, housed in the School of Literatures, Cultures and Linguistics, is to provide world class translation education with opportunities for real world experience for its students. The Dalkey Archive Press, an education partner of the Center, is an award-winning publisher of fiction, poetry and literary criticism. The School of Literatures, Cultures and Linguistics, where 37 languages are taught, houses nine academic departments, all of which have faculty who incorporate translation into their teaching and research. The renowned University Libraries, with their “crown jewel,” the Rare Book and Manuscript Library, contain one of the nation’s most significant collections of foreign language, area studies and translation collections. The Krannert Center for the Performing Arts offers world-class cultural programming in music, theater and dance.

Program (tentative, schedule and readings subject to change)

SCHEDULE

Week 1

- Arrivals (Saturday & Sunday, 7/6-7/7) & Opening Dinner (Sunday, 7/7, 7PM)
- *Introduction to Translation Studies*
- Case 1—*Borges, García-Márquez and the Rise of an Inter-American Literature*

Monday (7/8)	Tuesday (7/9)	Wednesday (7/10)	Thursday (7/11)	Friday (7/12)
INTRODUCTION TO TRANSLATION STUDIES I	INTRODUCTION TO TRANSLATION STUDIES II	INTRODUCTION TO TRANSLATION STUDIES III	RISE OF AN INTER-AMERICAN LITERATURE I	RISE OF AN INTER-AMERICAN LITERATURE II
Institute Orientation <8:30-9:30 AM>	Chris Higgins— Translation & Interpretation <8:30-10:30 AM>	Joyce Tolliver— The Craft of Translation <8:30-10:30 AM>	Lowe—The Boom: Causes & Effects <8:30-10:30 AM>	Suzanne Jill Levine— The Faulkner–García- Márquez dialogue <8:30-10:30 AM>
Elizabeth Lowe—The History of Translation <10 AM-12 PM>	Higgins— Translation & Tradition <11 AM-1 PM>	Tolliver—Translation & the Bridging of Cultures <11 AM-1 PM>	Gregory Rabassa: Trans. García-Márquez <11 AM-1 PM>	Levine: Borges at home & abroad <11 AM-1 PM>
Lowe—Translation: Current Conditions & Future Directions <1-3 PM>	Library tour <2:30-3 PM>			
Working Groups <3:30-5:30 PM>		<i>Stammtisch</i> <5-6 PM>		Working Groups <3:30-5:30 PM>

Week 2

- Case 2—*The Bible: Translation, Reformation, and Rediscovery*
- Case 3—*Freud in Translation: Rendering the Language of the Mind*

Monday (7/15) INTRO TO FREUD CASE / DALKEY VISIT	Tuesday (7/16) BIBLE CASE I	Wednesday (7/17) BIBLE CASE II	Thursday (7/18) FREUD IN TRANSLATION I	Friday (7/19) FREUD IN TRANSLATION II
Higgins—Freud’s Place in Humane Letters <8:30-10:30 AM>	Higgins—The Bible as Jewish, Christian, & Secular Text <8:30-10:30 AM>	Valerie Hotchkiss: The Origins & Impact of the <i>King James Bible</i> <8:30-10:30 AM>	Adam Phillips: The <i>Standard Edition</i> & the Scientized Freud <8:30-10:30 AM>	Phillips: Retrieving the Humanistic Freud <8:30-10:30 AM>
Dalkey Archive Press visit <11 AM-1 PM>	David Rosenberg: Translation & the Writers of the <i>Hebrew Bible</i> <11 AM-1 PM>	The Bible in Translation: A discussion with Rosenberg & Hotchkiss <11 AM-1 PM>	Rosenberg—Irony, Authorship & Translation (Response by Phillips) <11 AM-1 PM>	Phillips: Psychoanalysis & Translation (Response by Rosenberg) <11 AM-1 PM>
		Hotchkiss—Individual consults in Rare Book & Manuscript Library <2-5 PM>		Working Groups <3:30-5:30 PM>
		<i>Stammtisch</i> <5-6 PM>		

Week 3 (July 22nd-26th)

- Chicago trip (Depart early on Saturday, 7/20; return late Monday, 7/22)
- Case 4—*Poetry, Translation, and the Renewal of Language: Reading Rilke*
- Presentations (Thursday, 7/25–Friday, 7/26) and Closing Dinner (Friday, 7/26, 7PM)

Monday (7/22) CHICAGO & RETURN	Tuesday (7/23) RILKE CASE I	Wednesday (7/24) RILKE CASE II	Thursday (7/25) RILKE III/PRESENTATIONS	Friday (7/26) PRESENTATIONS
Visit to Goethe Institute <9 AM-12 PM>	Higgins— Intro to Rilke case <8:30-10:30 AM>	Gass—The World Within the Word <8:30-10:30 AM>	Schulte—Toward an Aesthetic of Complexity <8:30-10:30 AM>	Presentation Panel 3 <8:30-10:30 AM>
	William Gass— Reading Rilke <11 AM-1 PM>	What Can Rilke Say in English? A discussion with Gass & Rainer Schulte <11 AM-1 PM>	Schulte— Traveling Between Languages <11 AM-1 PM>	Presentation Panel 4 <11 AM-1 PM>
Return from Chicago		<i>Stammtisch</i> <5-6 PM>	Presentation Panel 1 <2:30-5 PM>	Presentation Panel 5 <2-4 PM>
				Presentation Panel 6 <4:30-6:30 PM>
			Presentation Panel 2 <7-9 PM>	

READINGS

Pre-Institute Readings

- Rabassa, *If This be Treason: Translation and its Dyscontents*
- Pelikan, *Whose Bible Is It? A Short History of the Scriptures*
- Lear, *Freud*
- Gass, *Reading Rilke: Reflections on the Problems of Translation*

Introduction to Translation Studies

The history of translation

- Friederich, “On the Art of Translation”
- Venuti, *The Translator’s Invisibility: A History of Translation* (selections)

Current conditions and future directions

- Grossman, *Why Translation Matters* (Introduction and Chap. 1)
- Lowe, “Seeing the World with Eyes of Pearls: Charting the Future of Translation Studies in the United States with Guidance from France and Brazil”
- Porter, “Translation in the Curriculum”
- Porter, “Translation as Scholarship”
- Porter, “English is not Enough”
- Schulte, “Translation Studies: A Dynamic Model for Revitalizing the Humanities”
- Raley, “Machine Translation and Global English”

Translation and interpretation

- Borges, “Pierre Menard, Author of the Quixote”
- Jakobson, “On Linguistic Aspects of Translation”
- Steiner, “The Hermeneutic Motion”

Translation and tradition

- Benjamin, “The Task of the Translator”
- Bakhtin, “Discourse in the Novel”
- Gadamer, *Truth and Method* (excerpt)

The craft of translation

- Eco, *Experiences in Translation* (excerpt)
- Selections from Biguenet & Schulte (eds.), *The Craft of Translation*
- Tolliver (ed.) & Urruela (trans.), “*Torn Lace*” and *Other Stories by Emilia Pardo Bazán* (excerpt)

Translation and the bridging of cultures

- Bassnet & Trivedi, *Post-Colonial Translation: Theory and Practice* (selections)
- Venuti, *The Scandals of Translation: Towards an Ethics of Difference* (excerpt)

Borges, García-Márquez and the Rise of an Inter-American Literature

The “boom”: Causes and effects

- Lowe & Fitz, *Translation and the Rise of Inter-American Literature* (excerpt)
- Rabassa, *If This be Treason: Translation and its Dyscontents* (selections)
- Levine, *The Subversive Scribe: Translating Latin American Fiction* (excerpt)

The Faulkner–García-Márquez dialogue

- Davis, "The Haunted Voice: Echoes of William Faulkner in García-Márquez, Fuentes and Vargas Llosa"
- Oberhelman, "García-Márquez and the American South"
- Rodriguez "A Game of Shifting Mirrors: The New Latin American Narrative and the North American Novel"

Borges at home and abroad

- Borges, “On the Translators of *A Thousand and One Nights*”
- Borges, *On Writing* (selections)
- Borges, *On Argentina* (excerpt)

The Bible: Translation, Reformation, and Rediscovery

The Bible as Jewish, Christian, and secular text

- Pelikan, *Whose Bible Is It? A Short History of the Scriptures* (chaps. 2-4, 6, & 8)
- Rosenberg, *An Educated Man: A Dual Biography of Moses and Jesus* (chap. 5)
- Seidman, *Faithful Renderings: Jewish-Christian Difference and the Politics of Translation* (selections)

Translation and the writers of the *Hebrew Bible*

- Bloom & Rosenberg, *The Book of J* (excerpt)
- Rosenberg, *A Literary Bible* (selections)
- Rosenberg, *A Poet’s Bible: Rediscovering the Voices of the Original Text* (excerpt)

The *King James Bible*: Origins and Impact

- Pelikan, *The Reformation of the Bible/The Bible of the Reformation (Catalog of the Exhibition by Valerie R. Hotchkiss and David Price)* (selections)
- Alter, "The Glories and the Glitches of the King James Bible: Ecclesiastes as Test-case"
- Alter, *Pen of Iron: American Prose and the King James Bible* (excerpt)

Freud in Translation: Rendering the Language of the Mind

Freud’s place in humane letters

- Lear, *Freud* (selections)
- Montaigne, “On Repenting”

- Freud, “Some Character-Types Met with in Psychoanalytic Work”
- Freud, “On the Psychology of the Grammar School Boy”
- Phillips, “On Being Bored”

The *Standard Edition* and the Scientized Freud

- Bettelheim, “Freud and the Soul”
- Phillips, “After Strachey: Translating Freud”
- Phillips, “Introduction” to the Penguin *Freud Reader*

Retrieving the humanistic Freud

- Freud, *The Wolf Man*, trans. Huish
- Freud, *Wild Analysis*, trans. Bance, intro. Phillips

Poetry Re-Created in Re-Translation: Reading Rilke

Reading Rilke

- Gass, *Reading Rilke* (selections)
- Schulte, "The Challenge of Translating Contemporary German Poetry"

Finding the right word

- Rilke, *Duino Elegies* (Gass, trans.)
- Rilke, *Duino Elegies* (Mitchell, trans.)
- Rilke, *Duineser Elegien*

The world within the word

- Gass, “Metaphor”
- Gass, “The Ontology of the Sentence, or How to Make a World of Words”
- Gass, “The Aesthetic Structure of the Sentence”

Toward an Aesthetic of Complexity

- Schulte, "The American Poet as Translator: Correspondences and Renewal”
- Schulte, "Literary Translation: Toward an Esthetic of Complexity”

Traveling between languages

- Schulte, *The Geography of Translation and Interpretation: Traveling Between Languages* (selections)
- Schulte, "The Art and Craft of Translation: Re-Creative Dynamics in Cross-Cultural Communication"

Principles

EQUAL OPPORTUNITY STATEMENT

NEH programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD: 202.606.8282 (this is a special telephone device for the Deaf).

PRINCIPLES OF CIVILITY

NEH institutes are intended to extend and deepen knowledge and understanding of the humanities by focusing on significant topics, texts, and issues; contribute to the intellectual vitality and professional development of participants; and foster a community of inquiry that provides models of excellence in scholarship and teaching.

To achieve these goals requires an ethos of openness and respect. The project directors accept primary responsibility for ensuring that all Institute discussions are:

- (1) firmly grounded in rigorous scholarship, and thoughtful analysis;
- (2) conducted without partisan advocacy;
- (3) respectful of divergent views;
- (4) free of ad hominem commentary; and
- (5) devoid of ethnic, religious, gender or racial bias.

All institute participants must abide by these norms of civil discourse.

Logistics

Stipend:

Individuals selected to participate in this three-week institute will receive a stipend of \$2,700. Stipends are intended to help cover travel expenses to and from the project location, books and other research expenses, and living expenses for the 3 weeks spent in residence. Please note:

- No supplements will be given in cases where the stipend is insufficient to cover all expenses;
- Stipends are taxable.

The first check, for half of the stipend, will be available on the first day of the seminar. The second check, for the remaining amount, will come halfway through the project. Please note:

- Institute participants are required to attend all meetings and to engage fully as professionals in the work of the project.
- During the project's tenure, they may not undertake teaching assignments or any other professional activities unrelated to their participation in the project.
- Participants who, for any reason, do not complete the full tenure of the project must refund a pro-rata portion of the stipend.

Housing:

Institute participants will be housed at Presby Hall on the UIUC campus. Opened in 2008, its location gives immediate access to libraries, shops, and restaurants. It is the University's first "green" residence hall, achieving the Silver Standard from the Energy and Environmental design organization. Presby Hall contains a fitness center and a full service dining hall.

Summer scholars will stay in suites with one or two, same-gender suite-mates:

- Each suite offers a living room and a full kitchen.
- Rooms are equipped with beds, desk, dressers, and closets.
- There is free "wi-fi" access throughout the building.

Room and nightly rate options are as follows:

- Single room in 3-person suite; shared bath (with 1 other person) adjacent to room (\$24)
- Double room in 3-person suite; shared bath (with 1 other person) adjacent to room (\$27)
- Double room in 3-person suite; private bath adjacent to room (\$32)
- Double room in 2-person suite; private bath adjacent to room (\$37)
- Double room in 2-person suite; private bath within room (\$40)

Please note: Regardless of individual arrival and departure dates, all Presby Hall suites will be reserved from Saturday, July 6, through Sunday, July 28. All who elect this housing option are responsible for 22 nights.

Off-campus options—For those desiring an alternative to this on-campus, dormitory-style arrangement, Champaign-Urbana has residence inns, hotels, and bed and breakfast accommodations.

Bookstores & Libraries

The library is a short walk from Presby Hall. All institute participants will have access not only to the main library but also to the Rare Books and Manuscripts Library and the Literatures and Languages library.

The Literatures and Languages library contains one of the country's best collections of foreign language, area studies, and translation collections.

- It is open M-Th 9 am-7 pm; F:9 am-5 pm; Sa: 1-5 pm and Su: 1-8 pm.

- The translation resource page is found at this link: uiuc.libguides.com/translationstudies,

The campus bookstore, located on Wright Street, is a short walk from Presby Hall.

Application

Eligibility

These projects are designed primarily for teachers of American undergraduate students.

- An applicant need not have an advanced degree in order to qualify.
- Adjunct and part-time lecturers are eligible to apply.
- Qualified independent scholars and those employed by museums, libraries, historical societies, and other organizations may be eligible to compete provided they can effectively advance the teaching and research goals of the seminar or institute.
- Three institute spaces are reserved for current full-time, advanced graduate students in the humanities (and humanistic social sciences).

Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least three years immediately preceding the application deadline.

- Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply.

Please note these further eligibility restrictions:

- An individual may not apply to study with a director of an NEH Summer Institute who is a current colleague or a family member.
- Individuals must not apply to seminars directed by scholars with whom they have studied. Institute selection committees are advised that only under the most compelling and exceptional circumstances may an individual participate in an institute with a director or a lead faculty member who has guided that individual's research or in whose previous institute or seminar he or she has participated.
- An individual may apply to up to two projects in any one year (NEH Summer Seminars, Institutes or Landmarks Workshops for Community College Faculty), but may participate in only one.

Applicants must complete the NEH application cover sheet and provide all the information requested below to be considered eligible.

Selection Criteria

A selection committee will read and evaluate all properly completed applications in order to select the most promising applicants and to identify a number of alternates.

- While recent participants are eligible to apply, first consideration will be given to applicants who have not participated in an NEH-supported Seminar, Institute or Landmarks Workshop in the last three years (2010, 2011, 2012).

The most important consideration in the selection of participants is the likelihood that an applicant will benefit professionally. This is determined by committee members from the conjunction of several factors, each of which should be addressed in the application essay. These factors include:

- quality and commitment as a teacher, scholar, and interpreter of the humanities;
- intellectual interests, both generally and as they relate to the work of the institute;
- special perspectives, skills, or experiences that would contribute to the institute;
- commitment to participate fully in the formal and informal collegial life of the institute;
- the likelihood that the experience will enhance the applicant's teaching and scholarship.

When choices must be made among equally qualified candidates, several additional factors will be considered. Preference will be given to applicants who have not previously participated in an NEH Summer Seminar, Institute, or Landmarks Workshop, or who will significantly contribute to the diversity of the seminar or institute.

Application Process:

A complete application consists the following.

- The completed application **cover sheet**.
 - The application cover sheet must be filled out online at this address: <https://securegrants.neh.gov/education/participants/>.
 - Please follow the online prompts. When you are finished, be sure to click on the “submit” button. Print out the cover sheet and add it to your application package.
 - At this point you will be asked if you want to fill out a cover sheet for another project. If you do, follow the prompts and select another project and then print out the cover sheet for that project.
 - Note that filling out a cover sheet is not the same as applying, so there is no penalty for changing your mind and filling out cover sheets for several projects.
- A detailed résumé, **curriculum vitae**, or brief biography (not to exceed five pages).
- An **application essay** (not to exceed four double-spaced pages) explaining the applicant’s reasons for applying, including any relevant personal and academic information. It should address:
 - the applicant's interest, both academic and personal, in the subject to be studied;

- qualifications and experiences that equip the applicant to do the work of the institute and to make a contribution to a learning community;
- a statement of what the applicant wants to accomplish by participating;
- the relation of the project to the applicant's professional responsibilities, including scholarship, teaching, program leadership, and curriculum development.
- **Two letters of recommendation.**
 - The two referees may be from inside or outside the applicant's home institution.
 - They should be familiar with the applicant's professional accomplishments or promise, teaching and/or research interests, and ability to contribute to and benefit from participation in the institute.
 - Referees should be provided with the director's description of the institute and the applicant's essay.
 - Applicants who are current graduate students should secure a letter from a professor or advisor.
 - Please ask each of your referees to sign across the seal on the back of the envelope containing the letter.

Send the letters of recommendation and three collated copies of the other materials to:

Professor Elizabeth Lowe, Director
 Center for Translation Studies
 University of Illinois at Urbana-Champaign
 707 South Mathews—MC-171
 Urbana, Illinois 61801
 Attention: NEH Institute Application

The application process follows a strict timeline:

- The postmark deadline for all applications is March 5, 2013.
- Successful applicants will be notified, by email and phone, of their selection on Monday, April 1, 2013. They will have until Friday, April 5 to accept or decline the offer.
- Several alternates will also be selected. These applicants will be notified of their alternate status on Monday, April 1, 2013. Beginning on Monday, April 8, alternates will be invited to fill any open spots.

Once you have accepted an offer to attend any NEH Summer Program (NEH Summer Seminar, Institute or Landmarks Workshop), you may not accept an additional offer or withdraw in order to accept a different offer.