

A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed

We are applying for GEC status for this course (CS373) in the categories of “Cultures and Ideas” and “Diversity. The course fulfills the general principles of the GEC by teaching students

- to write and speak with clarity and precision so as to advance thoughts and arguments coherently and persuasively
- to engage in critical analysis
- to understand research methods used in the field of translation studies
- to understand, evaluate and present data based on critical inquiry and analysis
- to comprehend the forces that have shaped societies and thus understand aspects of the contemporary world in terms of both individuals and groups
- achieve an understanding of and develop an appreciation for cultural diversity and global interdependence of the world
- appreciate and understand other cultures and modes of thinking through facility with languages other than English

The course fulfill the objectives of the “Cultures and Ideas” category by addressing the following:

- the course requires students to reflect upon a range of theoretical questions relevant to the study of cross-cultural communication
- students are made aware of the historical nature of language
- students engage with theoretical readings that highlight central issue of translating texts from one language into another, from one cultural and historical context to another, and from one time period to another
- individual translation projects presented in class expose students to a wide range of cultural concepts
- students are encouraged to think about the ways in which cultural concepts are expressed through culturally and historically distinct languages
- students learn about the relationship between belief systems and linguistic expressions
- students are encouraged to reflect upon the various challenges of cross-cultural communication
- student have to write critically about central issues related to cross-cultural communication by drawing upon relevant theoretical paradigms

The course fulfill the objectives of the “Diversity (2) International Issues, Non-Western or Global” category by addressing the following:

- students learn about a belief systems and cultural concepts central to a range of languages; in the past, languages that were addressed in this course included Arabic, Korean, Spanish, Italian, German, French, Chinese and Latin
- the course requires students to reflect upon a range of theoretical questions relevant to the study of cross-cultural communication
- students engage with theoretical readings that highlight central issue of translating texts from one language into another and from one cultural context to another
- individual translation projects presented in class expose students to a wide range of cultural concepts

- students are encouraged to think about the ways in which cultural concepts are expressed through distinct languages
- students are encouraged to reflect upon the challenges of cross-cultural communication
- student have to write critically about central issues related to cross-cultural communication by drawing upon relevant theoretical paradigms

The course addresses diversity in the above category of the “Diversity” requirement; even if students are not themselves translating a non-Western language, they will be exposed to presentations on non-Western languages, and some of the reading material assigned in the course deals with non-Western material. Even if the language that is discussed is not non-Western, cross-cultural issues can come up in various ways: French in Africa and English in Asia brings up particular challenges related to cross-cultural translation because it requires cultural and additional linguistic knowledge of non-Western contexts.

An assessment plan for the course

Assessment is embedded in the grading criteria for the assignments; that is, assignments will be evaluated based on the goals and objectives of the course. Specifically I will evaluate whether students’ written and oral assignments display that they have learned to

- write and speak with clarity and precision so as to advance thoughts and arguments coherently and persuasively
- engage in critical analysis
- understand research methods used in the field of translation studies
- achieve an understanding of and develop an appreciation for cultural diversity and global interdependence of the world
- appreciate and understand other cultures and modes of thinking through facility with languages other than English

I will assess the degree to which the main objectives of the course, as stated above, have been achieved in the various course assignments. In particular I will focus on students’ ability to express a critical understanding of the challenges of cross-cultural translation and their awareness regarding the ideological dimensions of translation, in written assignments and oral contributions.

In addition, I will ask students to fill out narrative evaluations at the end of the quarter. Narrative evaluation forms used in Comparative Studies ask detailed questions regarding the effectiveness of the course, including the teaching materials. Based on the comments of the students, but also including my own assessment of the course (which includes an evaluation of the materials and pedagogy employed to reach the objectives of the course), I will make the appropriate changes to the course.

The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).