

**Department of Romance Languages**

Hunter College-CUNY

Winter 2025

**SPAN 380**

*Introduction to Translation: Museums and Art Galleries in  
La Palma de Gran Canaria*

Monday, Tuesday, Wednesday, and Thursday

10:00 am - 1:00 pm / 4:00 pm- 7:00 pm



*La torre de Babel (1563), Pieter Brueghel el Viejo*

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**PREREQUISITES:** SPAN 202 or SPAN 208

**COURSE OVERVIEW**

Welcome to Introduction to Translation: *Museums and Art Galleries in La Palma de Gran Canaria!* In this course, you will explore the world of translation with a focus on art. We will transform local galleries and museums into our classroom, engaging in real-world translation challenges.

You will learn how to translate art catalogues, museum descriptions, and exhibition texts, focusing on cultural nuances and practical techniques. Field trips to local museums are essential, allowing you to practice translation in real-time, reflecting on both language and

culture.

This course is not just about learning in the classroom but experiencing translation firsthand in the vibrant cultural setting of La Palma de Gran Canaria. Get ready to explore art, language, and culture, and bring the world of museums and galleries to life through your translations!

### **LEARNING OUTCOMES**

By the end of this course, you will:

- Develop an understanding of basic translation techniques in the context of art and museums.
- Translate art-related texts from Spanish to English and English to Spanish with a focus on cultural and linguistic nuances.
- Experience real-time translation challenges during museum visits.
- Collaborate with peers to produce translations of exhibition materials for non-Spanish-speaking audiences.
- Reflect on the cultural implications of translating art-related texts.
- Consult parallel texts and corpora and use them appropriately in the translation process.

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### **GRADING**

Participation..... (20%)

Active involvement in discussions, museum visits, and group activities.

Group Projects..... (30%)

Collaborative translations of exhibition guides and catalogues.

Translation Challenges ..... (30%)

Real-time translation tasks during museum visits.

Cultural Reflection Journal..... (20%)

Written reflections on cultural differences in translation.

### **COURSE PROJECTS**

#### **Group Exhibition Translation**

In small groups, you will translate an exhibition guide from a local museum, considering the cultural context and audience.

#### **Museum Translation Challenge**

During museum visits, you will engage in a series of real-time translation challenges, working in pairs or groups to translate exhibition texts on-site.

## **Cultural Reflection Journal**

Each student will maintain a journal reflecting on the cultural differences they encounter in their translations.

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### **Cultural Reflection Journal Requirements**

**Frequency:** You are expected to write one entry per week, reflecting on the museum visits, group projects, and translation challenges.

**Length:** Each entry should be 250 - 400 words in English or Spanish.

#### **Content Focus:**

Reflect on specific cultural differences you encountered while translating. Analyze how these cultural aspects influenced your translation choices. Discuss any linguistic challenges that arose from the cultural context. Consider how your perception of the art or exhibit changed through the translation process.

**Submission:** Journal entries are due every Friday at midnight and before the last day of class. It should be submitted via the course's online platform.

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### **STUDENTS WITH DISABILITIES**

Hunter College and CUNY have expressed a firm commitment to maintaining access for people with disabilities. Sometimes this necessitates special test taking procedures or other accommodations for students. If any such students have registered for this course, the Office for Access and Accommodation will send me a memo identifying the accommodation you require. This information will remain confidential and I will only discuss these issues in private. If you need further information please call the Office for Access and Accommodation at 212-772-4891 or visit their website at

*<http://studentservices.hunter.cuny.edu/DisabilitiesOffice.html>*

### **ACADEMIC HONESTY-PLAGIARISM-CHEATING**

"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

"Any deliberate borrowing of the ideas, terms, statements or knowledge of others without clear and specific acknowledgement of the source is plagiarism. It is, in fact, intellectual theft. Serious students, scholars, and teachers agree that they cannot tolerate plagiarism. It is not, of course, plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledge. Plagiarism will result in disciplinary proceedings. A more detailed explanation of plagiarism and the accepted procedures for acknowledging sources is available from the Department of English or the Office of the Hunter College Senate" (Undergraduate Catalog, p. 49).

## GRADING SYSTEM

A+	100-97.5%	C+	79.9-77.5%
A	97.4-92.5%	C	77.4-70%
A-	92.4-90%	B+	89.9-87.5%
B	87.4-82.5%	D	66-63%
B-	82.4-80%	F	59-0%

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\*Syllabus may be subject to changes

## TENTATIVE COURSE CALENDAR

### Saturday 4<sup>th</sup> – Sunday 5<sup>th</sup>

Arrival at Gran Canaria Airport. Get settled at the university dorms.

### WEEK 1

#### Monday, January 6<sup>th</sup>

The University of Las Palmas de Gran Canaria will be closed on January 6th in observance of "**Día de Reyes Magos**" (Three Kings' Day). This important holiday, also known as Epiphany, marks the end of the Christmas season in Spain. It is celebrated with colorful parades and offers a unique opportunity for Hunter College students to immerse themselves in local traditions.

#### Tuesday, January 7<sup>th</sup>

Visit the facilities at the University of Las Palmas de Gran Canaria. We will meet at 10:00 am for an orientation session at the university, followed by a **Historic Tour of Vegueta**, one of the oldest quarters of the city, rich in cultural and architectural heritage.

In the afternoon, we will take a field trip to the **Museo Canario**, where students will have the opportunity to explore the **permanent exhibition** dedicated to the aboriginal population of Gran Canaria, known as the *canarios*. This exhibition covers the way of life of this Berber-origin group, who inhabited the islands from the second half of the first millennium BC until the 15th century, when the conquest and colonization by the Crown of Castile took place.

Activity: Students will take notes on key aspects of the museum exhibits, paying close attention to cultural references. These notes will be used in the real-time translation challenge, where students, in pairs, will translate exhibit descriptions into English for a non-Spanish-speaking audience.

#### Wednesday, January 8<sup>th</sup>

*Morning (10:00 am – 1:00 pm)*

We will delve into key translation concepts, building on the foundational techniques. This session will focus on applying these concepts to art-related texts, preparing students for real-world translation challenges in museum contexts.

Readings: Capítulo 1 - *Introducción a la traducción*. Antonio F. Jiménez Jiménez

*Afternoon (4:00 pm – 7:00pm)*

The session will explore the History of Translation I, focusing on the evolution of translation practices in the context of art and culture. We will examine how translation shaped the dissemination of art throughout history and its impact on cultural exchange.

Activity: Group discussion on how historical perspectives on translation apply to modern-day translation work in museums and galleries.

### **Thursday, January 9th**

*Morning (10:00 am – 1:00 pm)*

We will continue with an in-depth exploration of translation techniques. This session will further develop your skills in handling complex cultural and linguistic nuances in art translation.

Readings: Capítulo 2 - *Introducción a la traducción*. Antonio F. Jiménez Jiménez

*Afternoon (4:00 pm – 7:00pm)*

We will continue our exploration of the History of Translation II. Following the session, we will take a trip to the **Centro Atlántico de Arte Moderno (CAAM)** in Las Palmas de Gran Canaria, a museum dedicated to contemporary art.

Activity: Students will engage in a real-time translation challenge at CAAM, working in pairs to translate exhibition texts for international visitors. This practical exercise will serve as a foundation for future collaborative translation projects.

## WEEK 2

### **Monday, January 13th**

*Morning (10:00 am – 1:00 pm)*

In this session, we will focus on analyzing audience, topic, text type, parallel texts, and linguistic and stylistic features in translation. Understanding these elements is key when adapting texts for different audiences. We will continue building on the translation techniques discussed in previous sessions.

Readings: Capítulo 3 - *Introducción a la traducción*. Antonio F. Jiménez Jiménez

*Afternoon (4:00 pm – 7:00pm)*

We will explore Fansubbing (Amateur Audiovisual Translation) and its role in cultural exchange. Following this, we will visit the San Martín Centro de Cultura Contemporánea in Las Palmas de Gran Canaria.

Activity: Students will record a short video on their phones, explaining a selected work of art to an English speaking audience. Then, they will translate their spoken text into written form, focusing on adapting it to the cultural context and audience of the museum.

## **Tuesday, January 14<sup>th</sup>**

*Morning (10:00 am – 1:00 pm)*

This session will cover the characteristics of a good translation, focusing on different types of translation: non-translation, interlinear translation, literal translation, and communicative translation. We will continue refining translation techniques, emphasizing the importance of selecting the right approach depending on the context and audience.

Readings: Chapter 4 – *Introducción a la traducción*. Antonio F. Jiménez Jiménez

*Afternoon (4:00 pm – 7:00pm)*

We will continue with the history of translation, focusing on significant works like the translations of the Bible and Martin Luther's contributions. Afterward, we will visit the Catedral de Santa Ana, also known as the **Cathedral of the Canary Islands**, located in the historic quarter of Vegueta.

Activity: Working in groups, students will choose an artistic element from the cathedral that captures their attention and create a descriptive text about it. They will then translate this text into English or Spanish, focusing on how to adapt it for an international audience interested in the history and art of the cathedral.

## **Wednesday, January 15<sup>th</sup>**

*Morning (10:00 am – 1:00 pm)*

In this session, we will explore key translation strategies, including literal translation, borrowing, calque, neologism, and dynamic equivalence. These techniques are essential for adapting texts while maintaining meaning and cultural relevance. We will discuss when and how to use these strategies in art-related translations.

Readings: Chapters 5 and 6 of *Introducción a la traducción* by Antonio F. Jiménez Jiménez.

*Afternoon (4:00 pm – 7:00pm)*

We will dive into cultural adaptation and the contextualization of concepts for different audiences. This session will emphasize the importance of understanding local cultural references and adjusting metaphors and examples to make them more relevant to the target audience.

Activity: Students will work in pairs to review an art text, identifying cultural references and adjusting them for an international audience. The goal is to enhance the cultural accessibility of the translated material while preserving the essence of the original text.

## Thursday, January 16<sup>th</sup>

*Morning (10:00 am – 1:00 pm)*

In this session, we will focus on translation strategies such as reduction, condensation, generalization, compensation, and the translation of proverbs, popular expressions, and intertextual references. These techniques are essential for handling complex cultural and linguistic challenges in art-related texts.

Readings: Chapter 7 - *Introducción a la traducción* by Antonio F. Jiménez Jiménez.

*Afternoon (4:00 pm – 7:00pm)*

We will take a historical field trip to the **Cueva Pintada de Gáldar**, a pre-Hispanic rock chamber decorated with geometric paintings. This site is one of the most authentic examples of Canarian mural art and an important part of the island's cultural heritage.

Activity: During the visit to the Cueva Pintada, students will take notes and photograph (with permission) elements of the murals and architectural features. In small groups, they will then create a translation of a museum text or exhibit description related to the cave, ensuring they capture both the cultural and historical significance of the site. They will present their translations in class the next day for group discussion and feedback.

## WEEK 3

### Monday, January 20<sup>th</sup>

*Morning (10:00 am – 1:00 pm)*

In this session, students will present their translations from the Cueva Pintada de Gáldar field trip. We will review and discuss the translations, focusing on how well they captured the cultural and historical elements of the site. Afterward, we will shift to the translation of fiestas and popular traditions, as well as the translation and interpretation of ancient texts, exploring the challenges of translating attitudes and beliefs from different historical periods.

Activity: Each group will present their translations from the Cueva Pintada visit, followed by a class discussion on how to improve cultural and linguistic accuracy.

*Afternoon (4:00 pm – 7:00pm)*

We will visit the **Casa de Colón**, a museum dedicated to the history of Christopher Columbus and the Canary Islands' role in his voyages to the Americas.

Activity: During the visit, students will select an exhibit or historical artifact to translate for a non-Spanish-speaking audience. They will focus on how to adapt historical references and complex cultural concepts for a broader audience.

## **Tuesday, January 21<sup>th</sup>**

*Morning (10:00 am – 1:00 pm)*

In this session, we will focus on the integration of text with visual and auditory elements, discussing how to adapt content for different formats such as audio guides, apps, and other digital platforms. We will also cover the challenges posed by spatial and design restrictions and how these influence translation choices.

**Activity:** Students will work in pairs to adapt a museum text into an audio guide format, considering the limitations and requirements of this medium.

*Afternoon (4:00 pm – 7:00pm)*

We will cover podcast creation, focusing on the phases of scripting and adapting content, as well as the formal conventions involved in producing audio content. We will also explore digital content localization and its importance in translating for modern platforms, ensuring podcasts are accessible to diverse audiences while maintaining cultural relevance.

Afterward, we will visit the **Teatro Pérez Galdós**, the main theater in Las Palmas de Gran Canaria located near the sea in the historic Triana neighborhood, is one of the most iconic monuments in the city and one of Spain's most modern theaters.

**Activity:** Students will focus on the architecture of the building and record a podcast explaining its design, history, and significance. They will prepare and translate a script for the podcast, ensuring it is accessible and engaging for an international audience.

## **Wednesday, January 22<sup>th</sup>**

*Morning (10:00 am – 12:00 pm)*

In this final session, we will come together to reflect on the course and share insights. Students will present their written reflections on the cultural differences they encountered during their translations, discussing how these differences influenced their work.

**Activity:** Each student will give a short presentation on what they have learned throughout the course, highlighting key takeaways and personal growth in the field of translation. We will also review the overall impact of cultural immersion on their translation experience and discuss how they can apply these skills in future translation projects.

This session will serve as a space for final thoughts, feedback, and course wrap-up.

## **Thursday, January 23<sup>th</sup>**

Students will depart back home.