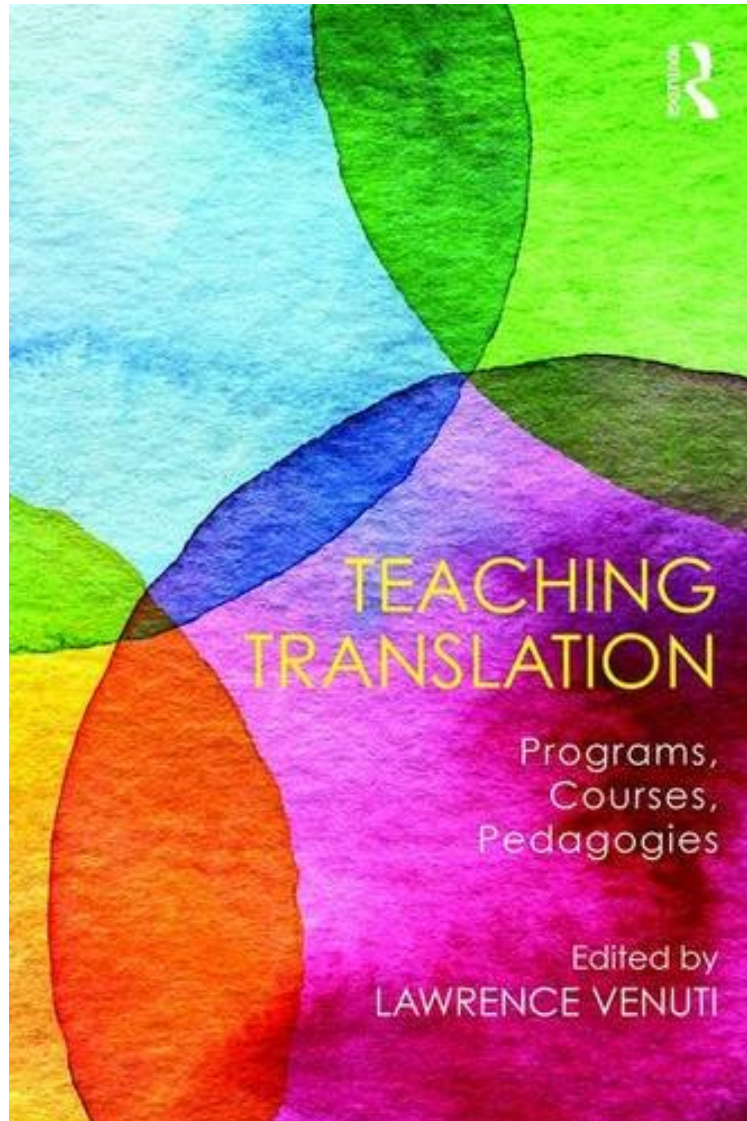


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Teaching Translation: Programs, courses, pedagogies

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Over the past half century, translation studies has emerged decisively as an academic field around the world, and in

recent years the number of academic institutions offering instruction in translation has risen along with an increased demand for translators, interpreters and translator trainers. *Teaching Translation* is the most comprehensive and theoretically informed overview of current translation teaching. Contributions from leading figures in translation studies are preceded by a substantial introduction by Lawrence Venuti, in which he presents a view of translation as the ultimate humanistic task an interpretive act that varies the form, meaning, and effect of the source text. 26 incisive chapters are divided into four parts, covering: certificate and degree programs teaching translation practices studying translation theory, history, and practice surveys of translation pedagogies and key textbooks The chapters describe long-standing programs and courses in the US, Canada, the UK, and Spain, and each one presents an exemplary model for teaching that can be replicated or adapted in other institutions. Each contributor responds to fundamental questions at the core of any translation course for example, how is translation defined? What qualifies students for admission to the course? What impact does the institutional site have upon the course or pedagogy? *Teaching Translation* will be relevant for all those working and teaching in the areas of translation and translation studies. Additional resources for Translation and Interpreting Studies are available on the Routledge Translation Studies Portal: <http://cw.routledge.com/textbooks/translationstudies/>.

Anyone interested in the teaching of translation from experienced scholars and administrators to graduate students to professional translators will find much to learn from in this collection. The research takes up current debates in writing that is accessible to non-specialists. Faculty who want to integrate translation into their teaching would do well to start here. Michael Gibbs Hill, College of William and Mary, USA The premise is very interesting: the less standardized methods found in the US leave room for more innovative and humanistic approaches to teaching translation. This is amply borne out by the detailed accounts of programmes and courses that this volume contains. And while they map the state of the art in a single country, they also demonstrate the more general importance of translation to the arts and human sciences. Chris Rundle, University of Bologna, Italy