# GUIDELINES FOR THE TRANSLATION OF SOCIAL SCIENCE TEXTS

## Goals

The guidelines that follow have evolved out of the Social Science Translation Project, an initiative sponsored by the American Council of Learned Societies with financial support from the Ford Foundation. (For a list of participants in the Social Science Translation Project see Appendix A.) They are intended to promote communication in the social sciences across language boundaries.

Translation is a complex and intellectually challenging process, and all those who commission and edit translations need to familiarize themselves with it. While the catch-phrase "lost in translation" highlights the pitfalls, difficulties, and potential insufficiencies of the translation process, we wish to emphasize from the outset that successful communication through translation *is* possible. Moreover, translation is a creative force: it enriches the target language* by introducing new words and the concepts and conventions that go with them. (Terms followed by an asterisk are defined in the Glossary, Appendix B.)

The guidelines treat the translation of texts germane to the academic disciplines commonly grouped together as social sciences (anthropology, communications, cultural studies, economics, gender studies, geography, international relations, law, political science, psychology, public health, sociology, and related fields), but are also applicable to texts generated by governmental and non-governmental agencies and by the press and other media. Much in the guidelines will likewise apply to texts in the humanities (philosophy, history, art history, musicology, literary criticism, etc.).

The guidelines are addressed primarily to those who commission and/or edit translations, whom we, for brevity's sake, shall conflate and designate as commissioning editors or simply editors. The main goal of the guidelines is to clarify the translation process for them, to help them embark on the process with realistic expectations, choose the proper translator for the job at hand, communicate effectively with translators throughout, and evaluate the translations they receive; in other words, the guidelines will help them to make informed decisions when contracting and vetting translations.

Though not meant as a translation manual, the guidelines will also be of interest to translators because they necessarily deal with the characteristics that distinguish the translation of social science texts from the translation of, say, literary or natural science texts and the techniques best suited to deal with those characteristics. They also provide a standard for certain technical issues (such as citation, transliteration, technical terminology, and the like) that are likely to surface.

Finally, the guidelines will serve the consumer of the end product. By making clear what goes into a translation and what the reader can expect from it, they enable its audience to read with greater sensitivity and comprehension.

## How the Guidelines Came About

Participants in the Project included translators specializing in social science texts, university social scientists representing a number of disciplines, and a group of editors and journalists. The translators provided all Project participants with translations of eight categories of texts in the four Project languages: Chinese, English, French, and Russian. The eight categories were meant to encompass the range of genres and styles a social science translator might encounter: scholarship (including theoretical texts, technical texts, and highly jargonized texts), serious journalism written for an informed audience, governmental documents, non-governmental organization (NGO) documents, manifestos, editorials and letters to the editor; and polls and surveys. While preparing the translations, the translators took notes on the problems that arose and the strategies they devised to handle them. The participants gathered three times in the course of the Project: the first time to choose the texts to be translated, the second to discuss the translations, the third to compose the guidelines. During the first meeting, which took place in Moscow in July 2004, participants met with members of a team that produced a series of approximately five hundred translations into Russian of scholarly works in the humanities and social sciences (see Appendix C); during the second meeting, which took place in New York in October of the same year, they sponsored a public forum for editors and publishers of social science texts; during the third meeting, which took place in Monterey (California) in March 2005, they held a roundtable discussion with members of the Graduate School of Translation and Interpretation at the Monterey Institute of International Studies. The text that emerged then went to a group of outside readers in the field for comments. The version of the guidelines you have before you is thus the result of a long process. That process, however, need not be considered complete. The participants welcome your comments and suggestions. Please address them to the two principal investigators, Michael Heim (heim@humnet.ucla.edu) and Andrzej Tymowski (atymowski@acls.org).

## Why Guidelines Are Necessary

The need for better translations of social science literature is palpable. A case in point is the American translation of Simone de Beauvoir's highly influential study *Le Deuxième Sexe* (The Second Sex), a basic feminist text. According to a recent critique, the English translation seriously distorts the original (see Sarah Glazer, "Lost in Translation," *New York Times Book Review*, 22 August 2004, 13). The translator, who was chosen more or less arbitrarily, made frequent elementary errors: in his rendering of the text, for example, women are stymied "in spite of" rather than "because of" a lack of day-care for children. More important, he lacked the most elementary familiarity with the existentialist philosophy that served as de Beauvoir's point of departure, translating *pour-soi*, "being-for-itself," as woman's "true nature" or "feminine essence" and using the word "subjective" in the colloquial sense of "personal" instead of the existentialist sense of "exercising freedom of choice." As a result, generations of de Beauvoir's English readers have been predicating their views of her position on faulty evidence. The translation came out in 1953, and it is still the only one available in English.

The need for *more* translations of social science literature is just as palpable. It is also timely. With the monumental regime changes that took place at the end of the twentieth century the former socialist-bloc countries felt the need to translate western social science classics en masse. But societies in other parts of the world have also been remiss. The introduction to a recent collection of articles on developments in China makes a strong case for the need on the part of the West to learn more about Chinese society through the writings of Chinese scholars. We cite the following substantial quotation, because the same point could apply, mutatis mutandis, to the global community as a whole.

> For more than a century, Chinese intellectuals have been engaged in translating and introducing Western thought and literature in China. Political developments, including wars and civil wars and many other upheavals, have interrupted the long flow of this work of learning, but never brought it to a halt. Today, Chinese readers have access in their native language to large areas of Western literature and philosophy, political and economic thought, to classical texts and contemporary ideas of the world. But this process of cultural familiarization has been one-sided. Neither the length and depth of traditional Chinese civilization, nor the importance of China in the modern history of the world, are reflected in a comparable range of Western translations of Chinese thought and culture. Classical poetry and fiction have found skilled and devoted translators, but history and philosophy have been much less well served. […] To take some of the most obvious examples, there are no English translations of the principal works of Hu Shi, the central figure of early Chinese liberalism; of Lu Xun's essays, which have been at least as influential as his fiction; or of Chen Yinke's historical scholarship. […] While Chinese works of literature have earned growing international recognition since the eighties as deserving translation into other languages in a timely and comprehensive fashion, this has yet to be the case for contemporary intellectual debates, which as a rule remain accessible only through scanty and intermittent coverage by news media. (Chaohua Wang, ed. *One China, Many Paths*. Verso: London/New York, 2003 [9-10])

## The Specificity of Social Science Texts

Are social science texts sufficiently distinctive to warrant an approach to translation distinct from that used for natural science texts (texts in chemistry, physics, mathematics, and the like) and technical texts (instruction manuals and the like) on the one hand, and literary texts on the other? We believe they are.

Texts in the natural sciences and technical texts resemble those in the social sciences in that they require of the translator an intimate knowledge of the subject matter at hand. However, since the natural sciences deal primarily with physical phenomena and their measurement, lexical choices tend to be cut and dried, ambiguities rare. Natural science texts would seem, then, possible candidates for machine translation. Insofar as certain sub-categories of social science texts approach the technical nature of natural science texts - documents issuing from governmental agencies, for example - they too may lend themselves to machine translation. (See Appendix G.)

Theories of natural science typically achieve a high level of generality and at times approach universality. While social science theories may aspire to generality, they are often stymied by particular political, social and cultural contexts. A relationship prevalent in many settings will not hold in all; for example, the positive correlation found in many countries between levels of private wealth and public health is not found in China in the 1950s and 1960s: public health in China was better than in other countries at its income level. Less obviously and more important, a theory's terminology may not effectively identify a society's empirical realities since fitting empirical realities into a theoretical language requires interpretation. To use another Chinese example, the term typically translated as “customs” when referring to local social practices does not lead to the European idea of “customary law,” yet “customs” in China, that is, local norms and conventions, sometimes appear to have a status related to that of law. The act of applying social science terms developed in one context to another context may spawn misleading translations since their conceptual reach may differ in different contexts.

Literary texts thrive on specificity of style and manner of expression. Social science texts do not as a rule depend for their meaning and impact on the manner of expression, though notable exceptions do exist: some social scientists pride themselves on their style; indeed, some social science texts - historical narratives, for instance - come close to literature. Generally speaking, however, literature privileges nuance, social science - clarity. In literature ideas and facts are created by and in the text; in the social sciences they come from outside. Both are culture-specific, though social science texts frequently more so than literary texts, many of them presupposing and/or depicting interactions among cultures.

Social science discourse is also distinctive in that it communicates through concepts that are shared (or contested) within a specific community of scholars or groups - such as governmental and non-governmental organizations - sharing common goals. Concepts tend to take the form of technical terms, which in turn tend to be culture-specific. Their specificity may be linked to the period in which they originate as much as to ethnic or ideological characteristics. They may also implicitly incorporate historical assumptions, that is, concepts a given society takes for granted. Straightforward “dictionary translations” of such words may thus fail to convey subtle differences in meaning and mislead the reader. Thus Rus *kompromis* can imply a negative connotation absent from Eng *compromise*, whereas Chi *xuanchuan* usually lacks the negative connotation of Eng *propaganda*, its conventional English translation.

The resultant inter-referentiality demands that the translator be familiar not only with the subject matter of the text but also with the broader field of meanings through which it moves. The scholarly context in which the text takes shape is an implicit but crucial factor in the translation process. As a result, social science translators need to know the “language” of the discipline or organization they are dealing with (its jargon, its givens, its historical background) as intimately as the natural languages involved, both source and target languages. (See Appendix H, excerpts from Immanuel Wallerstein’s clear and cogent essay, “Concepts in the Social Sciences: Problems of Translation.”)

## Funding a Translation

The most common reason given for the paucity of translations in general is the expense involved. In the social sciences the cost factor is all the more glaring because many if not most of the texts in question are not written for remuneration: editors accustomed to receiving manuscripts gratis are loath to lay out even a small portion of their ever dwindling resources for translation, especially as social science texts rarely generate a profit. One way out of the dilemma is to apply for grants to subsidize the work. A number of governmental cultural and information agencies underwrite translations from their national languages. The cultural attaché in the editor's country will be able to provide information about relevant programs. Editors may also want to approach research institutes specializing in the topic of the text under consideration.

## Who Is a Translator?

It is a fundamental but often overlooked rule of thumb that translators work into their native language* or dominant language,* the language in which they can express themselves most precisely and effectively. It goes without saying that they must have mastered the language from which they translate, but rare are the cases of translators having mastered it to such an extent that they can translate in both directions. While bilinguals* constitute a potential exception to this rule, true bilinguals, speakers who have grown up educated and acculturated equally in two languages, are few and far between.

In the end, knowing two languages, no matter how intimately, does not automatically make one a translator. Knowing two languages is of course a prerequisite, but translation is a craft and, like any craft, it calls for training. The quality of the end product varies in relationship to the training the translator has received. True, talent and natural aptitudes play a role, but professional guidance is important, be it for the development of talent or instruction in technical procedures.

Training has traditionally taken place at post-graduate institutions devoted exclusively to translating and interpreting. Recently, however, universities have begun offering courses and even degrees in the field. Lists encompassing both types of programs are available at atanet.org/acc/Approved_Schools.htm and www.lexicool.com/courses.asp.

A typical MA curriculum includes courses such as theories of translation, translation skills and techniques, translation tools and technology, translation as a profession, etc.

Since highly specialized scholarly texts are best translated by scholars with a background in the field (see "The Specificity of Social Science Texts" and "Recommendations" below), potential scholar-translators cannot be expected to complete a degree in translation. However, now that instruction in the practice of translation is increasingly available in university settings, social scientists who contemplate translating texts they find seminal to their interests should seek them out before undertaking a project.

Who, then, is a translator? A translator is one whose native or dominant language* is the target language,* who has attained a high degree of mastery of the source language,* and who has undergone professional training in the techniques of translation.

## Choosing a Translator

Certain misconceptions that have commonly plagued commissioning editors in search of a translator - that anyone with two languages is a potential translator, that a native speaker of the source language will understand the source text better and therefore produce a better translation - should by now have been put to rest. It is unrealistic to expect that anyone professing a knowledge of two languages or translating into a language that is not his or her own will be able to produce competent translations. The ideal translator, as we have seen, is one whose native or dominant language is the target language and who has a professionally grounded knowledge of the source language, training in translation techniques, and - especially if the text is of a scholarly nature - expertise in the pertinent field. Finding such a translator can be a daunting task.[1]

In the case of scholarly works, the editor will start by reviewing work of the author's previous translators. Should no previous translations of the author exist, the editor will review the work of translators who have worked with the same language and the same or related fields. The editor may also wish to ascertain whether the author is familiar with pertinent scholars whose native or dominant language is the desired target language and who have done or might be interested in doing translation.

In the case of less scholarly works (texts on social science topics meant for the general public, texts generated by governmental and non-governmental agencies, and the like), the editor can have recourse to lists of accredited translators, often arranged in fields of specialization, available from the various national translators' associations. For an up-to-date compilation of these associations, go to the website of the Fédération Internationale des Traducteurs/International Federation of Translators: www.fit-ift.org/en/news-en.php and click on Members.

If no viable candidate can be found by either method, the commissioning editor may consider using two translators - a native or dominant speaker of the source language together with a native or dominant speaker of the target language - as a team. The former would provide a rough translation, the latter - revise it into an acceptable text, consulting with the former whenever ambiguities arise. Familiarity with the field on the part of both members of the team is all but a prerequisite for a viable outcome.

Once potential translators have been chosen, the editor should consider asking them to translate a sample passage. Even experienced translators and translators the editor has previously worked with successfully should be asked for a sample: the translator must match the text at hand. The sample - five to ten pages will suffice - then needs to be evaluated, ideally by a native speaker of the source language with expertise in the subject matter at hand. The cost involved in procuring samples and evaluations is a worthwhile investment, given the unhappy possibility of paying for a complete translation that in the end proves wanting or even unusable.

[1] In recognition of the fact that translators meeting all the requirements may not be readily available, scholars are developing techniques to aid those called upon to translate into a language other than their own. (See the Training section in Appendix D, Bibliography.)

## Communication Between Editor and Translator

Given the potential of the social sciences to influence public policy and therefore millions of lives, it is incumbent upon both translator and editor to produce the most reliable translation possible. Their fruitful collaboration is a crucial factor. (For several brief case studies of editor-translator collaborations, see Appendix E.) Since editing practices - and the amount of resources devoted to the editing process - vary, we shall describe an ideal scenario and modify it with suggestions for less than ideal conditions.

Before work on the translation begins, the commissioning editor must of course secure the rights for the text and draw up a contract with the translator. Contracts and the issues they address - rates of payment, modes of payment (the translator may receive a certain amount per thousand words of translated text, which is the norm in the English-speaking world, or per page or per the number of keystrokes, characters, etc.), copyright, secondary rights, deadlines, and the like - differ considerably from country to country, publisher to publisher, and even project to project. Rates may be influenced by the experience of the translator and the nature of the source text (or, at times, of the source language). We therefore refrain from giving recommendations for contracts and rates. Editors who lack experience working with translations would be advised to consult the sample contracts and rate scales available from their national translators' association. (See "Choosing a Translator" for the website that gives a list of such associations.) One issue that every contract must address, however, is how the translator will be credited. Every translated text must identify the translator by name, the logical place being immediately after the name of the author, that is, on the title page of a book or at the beginning of an article.

Together with a clean copy of the source text the commissioning editor should provide an in-house style sheet, which will relieve the copyeditor from spending valuable time and energy on technical details. If at all possible, editor and translator should meet during the pre-translation stage or, if a face-to-face meeting proves infeasible, discuss important issues by correspondence. The editor should inform the translator of the context in which the translation is to appear and the nature of the target audience, because the function of the text will play a role in how the translator approaches it. The translator, in turn, should alert the editor to potential problems (wordiness, obscure jargon, tortured syntax*) and propose strategies to deal with them. For instance, the translator may posit a spectrum of two extremes, literal and free, to the editor and ask where on the spectrum the editor wishes the translation to lie. (For examples of excessively literal and more acceptable translations, see Appendix F.) The translator should warn the editor in advance that the translation will not necessarily be the same length as the original. A Russian translation, for instance, tends to be considerably longer than its English original; an English translation from the German tends to be shorter.

Since few editors will possess the linguistic and/or field-specific knowledge to digest the source text, the editor commissioning the translation might consider hiring a freelance language editor who has a command of both languages and a familiarity with the field to compare the text with the original. However, even editors lacking access to the original are capable of spotting problem passages (illogicalities, inconsistencies, terminological difficulties, etc.) if they read the text meticulously. They should therefore look over a

chapter or two as the work progresses, especially if the selection process did not include a request for a sample passage.

The editor should show the translator all emendations made during the editing and copyediting process, which is best treated as a give and take between the two. As unwieldy as that process and the entire translation enterprise may seem, the editor must keep in mind that once a text appears in translation it acquires an authority of its own, becoming an autonomous text and the potential basis for the creation of ideas. It is for this reason that it behooves all involved to ensure that the translation reflect the original accurately.

## Communication Between Author and Translator

The extent to which a living author should be consulted during the translation process depends on a number of factors, including the author's personality, schedule, and linguistic sophistication and/or competency. Since the translator acts as the author's representative, it is in the latter's interest to cooperate, and author involvement can be helpful. It is not, however, without its problems. (For examples of positive and negative experiences in this regard, see Appendix E.)

## Domestication* vs. Foreignization*

Editors and translators must agree on the basic strategy for translating a given text. To what extent does the translator need to "acculturate" the original, that is, make its methodological approach, intellectual categories, taxonomy, etc. readily accessible to the target culture by adapting its conceptual lexicon and structures? To what extent should the translator maintain the conceptual lexicon and structures of the source culture, sacrificing smooth diction in order to indicate to readers that they are, in fact, reading a translation from another culture rather than an original document?

Another way of posing the question: To what extent should a social science translation strive to reproduce the distinctive rhetoric and style of the source? Although there can be no absolute answer, the question is central to our enterprise and raises a corollary one, namely: How much of the meaning of a social science text is conveyed by form? If the form is lost, is not something of the content lost as well? Here much depends on the genre and the author. Journalism and popularizations derive much of their impact from their means of expression. But then, in different ways, so do Heidegger and Lévi-Strauss. In general, however, the translator will be seeking a middle ground between clarity and distinctiveness of form.

The manner in which ideas take shape and find verbal expression differs from culture to culture. Derrida has gone so far as to posit that only numbers can be translated without considering the cultural and historical baggage involved. Translators must create the means to relay the peculiarities of the source language and culture without alienating readers of the target language and culture; they must avoid the Scylla of slavishly reproducing an argumentation process that may be incomprehensible to the intended reader and the Charybdis of refashioning it into a process with which the reader is familiar and comfortable. There is no set answer to the question of where they should

position themselves between the two extremes: each text is *sui generis*. It is a question that bears discussion between translator and editor. As a rule of thumb, however, the translator should stretch the stylistic confines of the target language as far as they will go to reflect the peculiarities of the source language*, and stop just before the result sounds outlandish in the target language. In other words, the translation needs to be comprehensible, but need not read as if it were written by a social scientist in the target culture. The goal is to make the text as plausible as possible in its own terms.

When a national cuisine makes its entry into a new culture, it must retain its original flavor yet be palatable to its new consumers. A pertinent corollary this metaphor suggests is that the more sophisticated the receiving culture, the more open it is to accepting the original cuisine in the most authentic, piquant form possible.

## Pitfalls of Social Science Translation

**Correcting the text.** Although translators function to a certain extent as editors - they clarify the text and make it acceptable to a new audience - they must not attempt to correct what they perceive to be errors in the text. If tempted to do so, they would be advised to introduce any disagreements they may have with the original in a footnote or a translator's introduction, which should be as objective as possible and take the form of explanations rather than argumentative commentaries.

Translators may feel free to make tacit corrections of minor errors on the order of spelling mistakes in toponyms.

**Leveling stylistic peculiarities.** The "spirit" or "genius" of a language influences the ways its users write. Common knowledge has it, for example, that English syntax* favors shorter sentences than do many languages. A translator working into English may therefore be moved to turn a complex, highly polyvalent French text, for example, into a text of short, pellucid sentences. But concision is not a value in itself, even in English. While manuals of English-language style may prescribe optimum sentence lengths of ten words and proscribe sentences of more than twenty as "convoluted," English can in fact accommodate much longer sentences. Careful attention to syntax (and the concomitant precise use of punctuation) makes it possible to reproduce longer sentences without violating the spirit of the English language. Translators must keep in mind that syntax bears a message. Its message may not be as direct as that of, say, terminology, but it does influence the way we perceive and unpack an argument. It may therefore even be advisable to go farther and allow a note of "foreignness" to enter the translation, without, again, disrespecting the structure of the target language. (See also "Domestication vs. Foreignization.")

**Altering the method of argumentation.** Just as the spirit of a language influences the ways in which its users write, so the intellectual tradition of a culture influences the ways in which its users think and formulate their arguments. While translators must try to preserve the quality of the source language's concepts and argumentation when it differs considerably from those of the target culture, they must also avoid going so far as to

make the author sound foolish. Examples of such a difference on the ideological level (analogous to the issue of complex sentences on the stylistic level) are 1) argumentation from the particular to the general (the inductive method) vs. arguments from general to the particular (the deductive method), and 2) the empirical approach (deriving knowledge primarily from sense-data or experience) vs. the speculative approach (deriving knowledge primarily from contemplation and ratiocination rather than observation). (Again see "Domestication vs. Foreignization.")

**False friends.** Translators need to be on the lookout for words that take the same form in two languages but have different meanings in each: Eng *sympathetic* vs. Fr *sympathique* (which means "likeable, nice" in English), Eng *gift* vs. Ger *Gift* (which means "poison"). They are often loanwords* (also called calques), such as Rus *killer* (which means "hit man, hired assassin"), Fr *pick-up* (which means "record player").

**Conceptual false friends.** A related but more insidious danger is the conscious or unconscious tendentious translation of technical terms,* especially when they are conceptual false friends.* Globalization may be leading to an increasing consensus on the meaning of technical terms, but false conceptual cognates still exist. A literal translation of "the state," for example, may give rise to misconceptions due to discrepancies between Western-based concepts of the state, which refer either implicitly or explicitly to Weber's definition, and conceptualizations of the state by authors engaged in a critical reading of Western social science as applied to the social institutions of non-Western countries. What looks like "international" terminology may therefore be deceptive or, in extreme cases, an attempt to impose meanings from one culture on another. A word like "democracy," which would seem to offer automatic equivalents, may turn out to require an explanatory footnote or - if it affects the way the reader is to view a concept throughout a work or article - a translator's introduction.

Conceptual false friends may also develop over time, because the semantic content might change while the form - the word itself - remains the same. Such is currently the case in former (and not so former) Communist countries. Thus the Chinese *nongmin*, commonly translated as "peasant(s)" in Communist texts, may now be translated as "farmer(s)" to reflect the new economic situation. Sometimes the issue is more complicated. What does the concept of Chinese *fengjian*, commonly translated as "feudalism" in Communist texts, mean in texts written today? Does it retain its Marxist connotation? When is a Russian social scientist using the word *ob'ektivno* "objectively" in the Marxian sense and when in the common-language sense? The danger here is that the translator may have a bias and provide more of a commentary than a definition.

Changes in the semantic content of words also come about without cataclysmic changes in the world situation. An influential thinker may will them into existence. Hegel, for instance, imposed a specific philosophical meaning on the word *Aufhebung*, which comes from the verb *aufheben* meaning literally "to lift" and figuratively "to cancel." To convey the Hegelian meaning, some translators have used the word "sublation," others "supersession" or "overcoming"; yet others have retained the German. In any case, such a word calls for a translator's footnote or - if a number of them are involved - a comprehensive introduction. Translators should pay special attention to technical terms like *Aufhebung* because they may become key words in the discipline.

**Wordiness.** Social science texts in most languages tend to be wordy. One way to deal with the problem in translations is to cut grammatical words:

- in order to facilitate implementation > to facilitate implementation
- the reforms which have been recently introduced > the recently introduced reforms

If a text is particularly, say, repetitive or fuzzy, the translator may wish to point out the problem to the editor before setting pen to paper and inquire whether the editor prefers the translation to mirror its faults or minimize them. (See also "Communication Between Translator and Editor.")

**Inconsistent terminology.** Generally speaking, a key term that occurs more than once should be translated by the same word each time, but the translator must first determine whether the meaning is in fact the same. If it is not, the translator may choose another word, but the decision must be a conscious one. To foster consistency, the editor can suggest that translators create a personal glossary of key terms as they work through a text.

**Period-specific language**. To guard against linguistic and cultural anachronism, translators must rely on their awareness of differences in thought and convention between the time the original was conceived and the time the translation is taking place. For example, they should refrain from imposing politically correct language retroactively.

## Dealing with Technical Terms*

Social scientists who introduce new concepts usually express them in words or phrases devised expressly for the purpose. (Bourdieu's *capital culturel* and Weber's *protestantische Ethik* are typical examples.) If widely accepted, they become technical terms. The concepts and the terms that convey them are often highly culture-specific. Their specificity may depend as much on the period in which they came about as on ethnic or national factors. Moreover, they are likely to become conceptual false friends,* that is, even in one and the same tradition they may come to mean different things to different authors. Their labile quality presents a major challenge.

Since the prevalence of technical terms is one of the prime distinguishing features of social science discourse, translators must take special care not only to rendering them but also to making their audience aware of them. Although no blanket solution will cover all instances, the two time-honored approaches to devising equivalents for technical terms are 1) accepting the term as a loanword.* that is, borrowing it outright (for example, using Russian words for such Soviet terminology as Eng *politburo* (for Rus *politbiuro* < *politicheskoe biuro* 'political bureau') and Eng *gulag* (for Rus *gulag* < *gosudarstvennoe upravlenie lagerei* 'state camp administration') and 2) providing the term with a loan translation* as in Eng *political instructor* for Rus *politruk*. Both approaches produce words or expressions that initially sound strange, the former because they are in a foreign language, the latter because they force the target language into the mold of the source language. But languages have accepted and naturalized borrowed words and loan

translations from time immemorial. English was enhanced by untold borrowings from the French after the Norman Conquest, and it has continued to absorb foreign words to this day. As for loan translations, how many English speakers realize that the expression *to kill time* is a loan translation from the French *tuer le temps*?

In either case, translators will want to use a footnote when they are introducing a term they have invented or when they wish to replace an accepted term with one of their own. They do not need to footnote terms that appear in a medium-sized monolingual dictionary of the target language (say, *The Concise Oxford Dictionary* or *Webster's College Dictionary*). Thus, neither *politburo* nor *gulag* would require a footnote, but *political instructor* would. It might read as follows: "We are using the term *political instructor* to translate *politruk*, a portmanteau word derived from *politicheskii rukovoditel'* 'political instructor.' It refers specifically to a Party official assigned to provide soldiers in the Soviet armed forces with ideological guidance." A footnote for a term like the Fr *grandes écoles* (which translators would most likely leave in French in the translation, that is, they would "translate" it as a loanword rather than as 'the great schools,' given that the word *école* figures in the names of all the schools at issue) might read: "The *grandes écoles* are the premier institutions of higher learning in France and include the École Normale Supérieure, the École Polytechnique, the École Navale, etc." Footnotes should be spare and to the point. Comments of a discursive or interpretive nature belong properly in the translator's preface.

Footnotes can also serve to identify and elucidate puns and wordplay, proverbs, literary or general cultural references, etc. They should, however, explain only what is clear to source language readers but not to target language readers. Furthermore, they are not the only way to clarify a term. For example, the translator may insert an unobtrusive word or two by way of explanation. If readers of a text translated from the French can be expected to glean from the context that the *grandes écoles* are French institutions of higher learning but not necessarily that they stand above the rest in prestige, the translator might inconspicuously insert a word of explanation: the prestigious *grandes écoles*.

Occasionally the need for footnotes may be attenuated or entirely obviated by the inclusion of the source-language term after the translation in parentheses. Let us return to the use of *political instructor* as the English equivalent of Rus *politruk*. If, again, the context surrounding the term makes its connection with the armed forces sufficiently clear, the translator may put it in parentheses in the original after the translation - political instructor (*politruk*), thereby both indicating its status as a technical term and signaling its provenance to members of the reading audience who happen to be conversant with the term in its original form. But it is not advisable to fall back on such a device frequently because it might turn into a crutch. It might also undermine confidence in the translator's ability.

## Technical Issues for Translators and Editors

- Punctuation follows the conventions of the target language.

- Reproduction of toponyms follows the conventions of the target language: Rus *Moskva* > Eng Moscow. Street names appear in the original language, though the words for street, avenue, etc., especially in languages generally unknown to the

culture of the target language are translated: Fr Rue de Rivoli > Eng Rue de Rivioli (not Rivioli Street), Sp Avenida de la Constitución > Eng Avenida de la Constitución (not Constitution Avenue), Rus Nevskii prospekt > Eng Nevsky Prospect, but Rus ulitsa Gor'kogo > Eng Gorky Street.

- Newspaper and journal titles appear in the original language: *Le Monde*, *The New York Times*, *Renmin ribao*, *Pravda*. Book and article titles also appear in the original language, but are followed by a translation in parentheses. This holds equally for titles in the text proper and in footnotes. Capitalization of titles follows the conventions of the language of the title or of the translation of title, thus:: *Le Contrat social* (The Social Contract), *Literatura i revoliutsiia* (Literature and Revolution).

- Local units of measurement are followed in parentheses by a conversion into the metric system: fifty miles (eighty kilometers), a hundred mu (sixty-seven hectares). Local monetary units are to be preserved; no conversion need be given.

- Names of institutions generally appear in the original language - École Normale Supérieure, British Council, the Duma - unless conventional translations exist (White House > Fr *Maison Blanche*) or the translation tradition of the target language dictates otherwise. Names of institutions may also be translated, preferably only the first time they appear, when the literal meaning is necessary to make a point.

- Foreign words used by the author are generally retained (and followed by a translation should the translator deem it necessary). If the foreign word is in the target language (for example, if the author uses an English word and the translation is into English), the translator will want to indicate this by placing the word in italics or in a footnote. N.B. This rule does not apply to loanwords that have earned a place in the target language (like the word *marketing* in French, Russian, and many other languages).

- References to words and titles in writing systems differing from that of the target language must be transliterated. Translators should use the standard transliteration system when one exists. Some systems, such as the Chinese pinyin Romanization, have been adopted by virtually all languages; other systems, however, are language-specific. The Library of Congress system (see Barry Randall, *ALA-LC Romanization Tables*. Washington: Library of Congress, 1997) is becoming the standard for transliteration into English, but not into French, German, Spanish, etc. When the transliteration system is language-specific, the translator must convert the system used in the source language to the system used in the target language. (Thus what appears as Tchernobyl in a French text will appear as Chernobyl in its English translation.) Sometimes the situation is complicated by the fact that two systems co-exist, a popular one used primarily for names and toponyms (as in the personal or city name Gorky) and a scholarly one used for lexical items, titles, references, and quotations (Gor'kii). Translators in doubt as to the proper system to apply should consult the local translators' association.

- When the author quotes a passage from a source written in the target language, the translator must reproduce the original passage, not translate back from the author's translation of the passage. If the author has not provided the reference, the translator must search for it, using the relevant data bases, or query the author. In addition, the translator must render all bibliographical references in footnotes according to the scholarly conventions of the target text.

- The main reference works for the translator are monolingual dictionaries of the source and target languages. Bilingual dictionaries are useful in two instances: 1) when the translator knows what a word in the source language means but cannot momentarily come up with the equivalent in the target language, and 2) when the translator has learned from a monolingual dictionary that the word is plant, animal, or the like, that is, when equivalence is likely to be one-to-one. Thesauruses provide more synonyms than even the most complete bilingual dictionaries.

When reference works fail, the translator should have recourse to an educated native speaker of the source language, preferably one who is professionally competent in the field of the text in question. Professionally competent native speakers of the target language can also be hired to read the translation and provide notes for the translator and editor. (See also "Communication Between Translator and Editor" and "Evaluation.")

## Evaluation

The process of evaluation will differ according to whether editors know the source language. Those who know the language will proceed most efficiently if, instead of moving back and forth between the translation and the original, they read the translation as an independent text and refer to the original only when a passage in the translation trips them up in one way or another. Those who do not know the language are in a difficult position: how can they judge the quality of the end product? They can prepare by reading analogous texts translated from their author, especially if these have been positively received. As for the new translation, they too must read it as an independent text and judge its cogency. A careful reading is likely to reveal potential trouble spots, but any evaluator who lacks access to the original will have to consult with the translator when a passage fails to ring true. Alternatively, they can hire an external reviewer with competence in the two languages and the topic of the text.

## Final Recommendations

Translators are trained, not born. They must, of course, possess a solid knowledge of the relevant two languages, but professional training is also of the essence. The nature of the required training will differ according to the nature of the text under consideration.

Different texts call for different translators: academic social science texts are best handled by academic social scientists, because a knowledge of the field is essential to the success of the translation; texts aimed at a more general audience and texts of the type generated by government agencies and NGOs are best translated by professional translators, preferably with training and/or experience in the area involved. We urge commissioning editors to seek the proper translator accordingly.

It is relatively easy to find qualified translators for texts aimed at a general audience. Professional translators with sufficient specialized training and/or experience in the social sciences exist and may be contacted through translators' associations. (For a list of recognized associations go to www.fit-ift.org/en/news-en.php, the website of the International Translators Federation, and click on Members.) Most of the members of national associations are native speakers of the language of the country in question and therefore translate into that language, but they also include native speakers of other languages qualified to translate out of that language. They can therefore serve as the first recourse for those needing to commission translations either way.

In the case of academic texts appropriate translators are harder to find, because few social scientists - in the English-speaking countries, at least - have sufficient command of a language to enable them to translate a text from that language. Even fewer have received training in the techniques of translation. The social science field needs to appreciate the critical importance of the process and effects of translation. If social scientists are to become the translators of their colleagues - as they must for translations to meet exacting academic criteria - their disciplines must take responsibility for ensuring that proper training in translation becomes more widely available - and more highly valued - in the social science community.

One recommendation can be implemented immediately: advisors in social science departments should encourage their graduate students to enroll in advanced language courses and workshops in translation. They can induce students to do so by offering them funding as research assistants to translate scholarly work in areas pertinent to their research. Another recommendation will take more time to implement: the field as a whole needs to acknowledge translations of major contributions to its disciplines as an integral part of the scholarship presented by tenure-track faculty members. The prestige and merit that derive from translating a seminal study by, say, Foucault or Habermas, a work that will be read by everyone in the field, deserve professional recognition.

If these recommendations help to implement the goals set forth in the guidelines, they will increase the number and quality of translations in the field and thereby the breadth and depth of the field itself. They will in turn encourage social scientists to write in their own languages (see Appendix I), thus fostering contributions from diverse linguistic and cultural communities to international communication in the social sciences.

Appendix A

**Participants in the Social Science Translation Project**

Principal Investigators

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Appendix B

## Glossary

**bilingual**. Having two native languages. (See also native language.)

**calque**. A literal translation of a word or expression used to convey the same meaning. Such loan translations often sound awkward at first, but come to be accepted with use. The Eng *false friend* is a loan translation from Fr *faux ami*, the Eng *to kill time* a loan translation from Fr *tuer le temps*; the Fr *gratte-ciel* is a loan translation from Eng skyscraper. The term *calque* is a loanword from Fr *calque*. Also called loan translation. (See also loanword.)

**domesticate**. Make a translation read so smoothly in the target language as to obscure its origins in the source culture. (See also foreignize.)

**dominant language**. The language that speakers of more than one language know best and therefore the language into which they will normally translate. For most it is the native language, but for speakers who grow up and receive their education in a country where the language is other than their native language it is the language of their adopted country. (See also native language, native speaker.)

**false friend**. A word that occurs in the same or virtually the same form in two languages, but has different meanings in each: Eng *sympathetic* vs. Fr *sympathique* (= Eng *likeable, nice*), Eng *gift* vs. Ger *Gift* (= Eng *poison*). They are often loanwords, such as Rus *killer* (= Eng *hit man, hired assassin*), Fr *pick-up* (= Eng *record-player*). One may also speak of "conceptual" false friends. The standard English, French, and Russian translation of Ch *xuanchuan* is *propaganda/propagande*, but in Chinese the term does not have so uniformly negative a connotation as in other languages. And although the word *democracy* takes a similar form in all European languages, its meaning varies not only from culture to culture but even from speaker to speaker. (See also loanword, loan translation.)

**foreignize**. Make a translation read in such a way as to indicate or even emphasize its origins in the source culture. (See also domesticate.)

**heritage speaker**. A person who speaks a language at home that differs from the one spoken in the society at large and who has had no formal education or no more than a primary-school education in that language. Heritage speakers' level of linguistic competency varies considerably.

**interpreting, interpretation**. The oral expression of a text originally uttered in another language (as distinct from translation, the written expression of a text originally formulated in another language). Interpretation can be either consecutive, if the interpreter delivers the text in segments after the speaker, or simultaneous, if the interpreter delivers the text at the same time as the speaker. Although many of the skills required of interpreters and translators overlap, others are specific to one or the other group.

**lexicon**. The vocabulary or word stock of a language.

**loan translation**. Synonymous with calque. The very term *loan translation* is a loan translation from Ger *Lehnübersetzung.* (See also loanword.)

**loanword**. A word borrowed more or less whole from another language. *Sputnik, politburo, glasnost,* and *perestroika* are Russian loanwords in English; *calque, savoir-faire,* and *sang froid* French loanwords in English; *fengshui* and *kungfu* Chinese loanwords in English; and *Weltanschauung* and *Realpolitik* German loanwords in English. (See also loan translation.)

**native language**. The first language one learns, typically from one's parents. For most people it is also the dominant language. (See also dominant language, bilingual.)

**native speaker**. A person who speaks a language as a native language or has been acculturated, that is, educated and socialized in a language. One typically becomes a native speaker of a language not only if one is born in a country in which it is the prime means of communication but also if one arrives there before puberty. (See also native language, dominant language, heritage speaker.)

**source language**. The language from which a translation is made, as opposed to target language, the language into which a translation is made.

**syntax**. The arrangement of words conveying their grammatical functions and relationships.

**target language**. The language into which a translation is made, as opposed to source language, the language from which a translation is made.

**technical term**. A word or expression that conveys a specialized concept and requires a standard equivalent in the target language. When a suitable term does not exist, it must be created. Jargon results when the burden of communication falls too heavily on technical terms, especially when the terms are known primarily to an in-group.

Appendix C

## Publishing a Series of Translations in the Social Sciences

Russia has a long-standing tradition of publishing scholarly monographs in series organized according to discipline, subject, period, region, etc., depending on the profile of the publishing house and expertise of the editorial board. Recently a group of scholars led by Irina Savelieva of the State University Higher School of Economics (Moscow) published a series devoted entirely to the translation of scholarly works in the humanities and social sciences. The goal of the series, called Universitetskaia biblioteka (University Library), was to familiarize the Russian scholarly community with a number of classic and contemporary Western monographs that had not been translated during the Soviet period, that is, to fill glaring lacunae and provide the basic texts without which mastering a given discipline would be unthinkable. With the support of the Soros Foundation's Open Society Institute, Universitetskaia biblioteka released a staggering 120 volumes in a period of two years (1998-2000) to high critical acclaim.

Professor Savelieva and her seven-member steering committee began by making lists of potential works in six disciplines (philosophy, sociology, the theory and history of culture, economic theory, history, and political science). Scholars published under the rubric of sociology, for example, included Adorno, Baudrillard, Bourdieu, Castells, Dahrendorf, Elias, Giddens, Goffman, Mannheim, Parsons, Sennett, and Tönnies. Both the steering committee and the translators came from the teaching staff at leading universities. Translators were chosen on the basis of a sample of their work, and all translations were edited by specialists with a thorough knowledge of the source language and discipline.

The books came out in a variety of publishing houses. A distribution service set up by the Megaproject of the Open Society Institute helped to analyze the demand, collect the orders, and ensure that the volumes reached university libraries. The overwhelming majority of the books, however, were sold on the open market. The target audience envisaged by the project organizers consisted largely of university instructors and students. At the time, Russian institutions of higher learning employed over sixty thousand instructors, barely ten percent of whom had a working knowledge of a foreign language. Moreover, few Russians could afford to purchase books printed outside Russia. Strong sales to teachers and students proved that the audience did in fact exist.

For more information about the series, the Translation Project that spawned it, and a complete bibliography of the works published, see www.hse.ru/science/igiti/article_literature_eng.shtml.

Appendix D

## Selected Bibliography

### General Handbooks

Baker, Mona. *In Other Words*. London: Routledge, 1992.

Newmark, Peter. *Textbook of Translation*. New York: Prentice-Hall International, 1988.

(Both represent standard introductions to the nuts and bolts of the translation process, and while both are biased towards literary translation the techniques they set forth are equally applicable to the translation of social science texts.)

### Translation and the Social Sciences

Argenton, Elena. *The Translation of Culturebound Terms.* Trieste: Universita degli Studi di Trieste, 1983.

Barret-Ducrocq, Françoise, "Les sciences humaines au carrefour des langues." *Traduire l'Europe*. Paris: Payot, 1992.

Katan, David. *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. Manchester, UK: St. Jerome Publishing, 1999.

Mossop, Brian. “Translating Institutions and 'Idiomatic' Translation." META: Translators Journal, 35(2), 1990, 342-355 (revised version available at www.geocities.com/brmossop/mypage.html).

Wallerstein, Immanuel. "Concepts in the Social Sciences: Problems of Translation." *Translation Spectrum: Essays in Theory and Practice*. Ed. M.G. Rose. Albany: State University of New York Press, 1981, 88-98. (For excerpts see Appendix H).

--. "Scholarly Concepts: Translation or Interpretation?" *Translation Horizons*. Ed. M.G. Rose. Binghamton, NY: Center for Research in Translation, 1996. 107-17. (For excerpts see Appendix H).

### Language-Specific Handbooks

Meertens, René. *Guide anglais-français de la traduction*. Paris: Chiron, 2004.

Visson, Lynn. *From Russian Into English: An Introduction to Simultaneous Interpretation.* Ann Arbor, MI: Ardis, 1991. (Although the emphasis is on conference interpretation, much of the material is applicable to translation as well.)

### Training

Gile, Daniel. *Basic Concepts and Models for Translator and Interpreter Training*. Amsterdam: John Benjamins, 1995.

Campbell, Stuart. *Translation Into the Second Language*. London: Longman, 1998.

Grosman, Meta, ed. *Translation Into Non-Mother Tongues*. Tübingen: Stauffenberg. 2000.

Kussmaul, Paul. Training the Translator. Amsterdam: John Benjamins, 1995.

“European Association for Language Testing and Assessment Report,” www.ealta.eu.org/resources.htm (See also www.ealta.eu.org/links.htm.)

atanet.org/acc/Approved_Schools.htm

### Guides to the Profession

Sofer, Morry. *The Translator’s Handbook*. 3rd rev. ed. Rockville, MD: Schreiber, 1999. (Information about issues of concern to both editors and professional translators: evaluation, equipment, reference works, the Internet, sources of employment, translators’ associations, translator training, etc.)

europa.eu.int/comm/translation/index_en.htm

**Theory**

Bell, Roger. *Translation and Translating: Theory and Practice.* London: Longman, 1991.
Chestman, Andrew and Emma Wagner. *Can Theory Help Translation?* (Manchester: St. Jerome, 2002).
Gile, Daniel. *La Traduction: la comprendre, l'apprendre*. Paris: PUF, 2005.
Hacking, Ian. "Was There Ever a Radical Mistranslation?" *Historical Ontology*. Cambridge, MA: Harvard University Press, 2002.

**Machine Translation**

Bass, Scott. "Machine vs. Human Translation" www.advancedlanguage.com/articles/machine_vs_human_translation.pdf.
Bowker, Lynne. *Computer-Aided Translation Technology :A Practical Introduction* Ottawa: University of Ottawa Press, 2002.
Hutchins, John. "The State of Machine Translation in Europe and Future Prospects." www.hltcentral.org/page-917.0.shtml.
Nirenberg, Sergei et al., eds. *Readings in Machine Translation.* Cambridge, MA: MIT Press, 2003.
O'Hagan, Minako and David Ashworth. *Translation-Mediated Communication in a Digital World*. Clevedon: Multilingual Matters, 2002.
Somers, Harold, ed. *Computers and Translation: A Translator's Guide*. Amsterdam: John Benjamins, 2003.

**Reference Works**

Jean Delisle et al. *Terminologie de la traduction/Translation Terminology/Terminolgía de la traducción/Terminologie der Übersetzung*. Amsterdam: John Benjamins, 1999. (The two hundred concepts clearly defined here in four langauges will help editors to communicate with translators.)
Randall, Barry. *ALA-LC Romanization Tables*. Washington: Library of Congress, 1997.

**Journals**

ATA Chronicle. (American Translators Association. Monthly).
BABEL. An International Journal on Translation (International Federation of Translators. Quarterly).
META. Journal des Traducteurs/Translators Journal (Organe d'Information et de Recherche dans les Domaines de la Traduction, de la Terminologie et de l'Interprétation. Quarterly. Available on line: www.erudit.org/revue/meta/).
TTR - Traduction, Terminologie, Rédaction. (Association Canadienne de Traductologie/Canadian Association for Translation Studies. Biannual).

**Examples of Useful Field-Specific Dictionaries**

Cassin, Barbara, ed. *Vocabulaire européen des philosophies - dictionnaire des intraduisibles.* Éditions du Seuil. Paris, 2004.
Marshall, Gordon, ed. *A Dictionary of Sociology*. Oxford: Oxford UP, 1998.
Pearce, David, ed. *Macmillan Dictionary of Modern Economics***.** London: Macmillan, 1992.
Ritter, Harry. *Dictionary of Concepts in History*. XX: Greenwood Press, 1986.

Appendix E

## An Editor's Case Studies

### Working with an Inexperienced Translator

When all attempts at finding an experienced translator with the proper technical background came to naught, our publishing house decided to hire a graduate student in the field. She had worked for several years as a journalist in the countries covered by the study in question and was writing a dissertation on a topic closely related to it, but she had never done translations. I had several preliminary meetings with her, during which I explained the general procedures of translation and showed her examples of faulty translations I had reviewed in the past: overly faithful, that is, overly literal renditions, texts with seemingly endless complex sentences and paragraphs that may work in French but not in English, etc. I pointed out the need to find a voice and style that replicates but does not blindly mimic the original source text. I also discussed various research resources and working techniques: using the thesaurus, reading books originally written in English on the same subject, etc. I underscored the importance of establishing and maintaining contact with the author and the editor, keeping a list of specific queries for each, creating a glossary of translation of technical terms, locating the standard English translations of cited material and identifying instances when those translations needed work, etc. It amounted to a mini-workshop in the techniques of translation. Thanks to this long and arduous process - and to the translator's commitment, intelligence, and hard work - the result was an excellent translation.

Some colleagues to whom I described my experience responded that, no matter how successful the result, the effort required to train the translator in-house was too burdensome. I certainly would not agree to undertake a similar "mini-workshop" each time a translation comes up. It would be much more preferable if social scientists recognized the desirability of giving upcoming generations of social scientists not only advanced language training but also training in translation as such.

### Coping with an Unusable Translation

An interdisciplinary scholarly work requiring a translator who could handle literary, historical, political, psychoanalytical, medical, and anthropological material from the eighteenth to the twentieth centuries led our publishing house to contract an experienced translator who had successfully done literary works for us in the past. After reviewing a sample chapter, however, I realized that the translator was unable to grasp, let alone reproduce, the text's non-literary language and argumentation. I worked through these issues with the translator and asked for another version. I line-checked the new version against the original, but the result was still inadequate. I therefore hired another translator to rework it. Reworking a mediocre translation does not guarantee a stellar outcome, but in this instance the "co-translator" worked well with us and ultimately provided a competent text, which he and the first translator agreed to co-sign.

## Involving the Author: A Cautionary Tale

The author may act as a useful partner in the translation process, answering the translator's and editor's queries, providing the originals of reference materials, etc. I recall one instance, however, when the author went so far as to choose the translator himself, claiming that she had translated articles for him in the past to his satisfaction. Furthermore, the author claimed to be completely bilingual. Yet during the translation process we had to make him aware that he was a less than competent judge of style or of translations of technical terms. He finally came to accept the validity of our concerns after reviews of the translation by two respected specialists criticized it for obscuring the theoretical innovations in his work.

Appendix F

## Examples of Literal Translations

The most common failing of novice translators is to produce texts that are excessively dependent on the formal elements of the source language and reproduce them more or less literally. The passages in roman below represent such literal translations; the passages in italic that follow represent more acceptable versions. (N.B. We do not give the source-language quotations, because editors unfamiliar with the source language must work exclusively with the target language.)

* * *

But, speaking on the whole, the economy of certain areas still has not been able to form into a beneficial cycle of self-support and self-development. Moreover, since the decade of the 90s in the twentieth century, accompanying the establishment and development of the socialist market economy within the scope of the whole nation, some of the modes of aid and measures of privilege that originally came under the system of a planned economy have already changed or been abolished.
*On the whole, however, the economy in certain areas has never been able to achieve a stable state of self-sufficiency and self-development. Moreover, with the growth of the socialist market economy nationwide beginning in the 1990s, certain privileges and forms of aid enjoyed by minorities under the former planned economy have been modified or abolished.*

*

Distribution has already severely lost balance, and without adjustment measures of a fundamental strategic nature, merely relying on a few repairs and patches to the current distribution system will bring no aid to the matter. We must base ourselves on the principle of distribution according to essential factors, from the property relations of state-owned property to the relations of financial distribution, from large-view distribution relations to small-view distribution relations, and do a comprehensive reform and a thorough setting-straight, and only then will we be able to solve the problem.
*Distribution is already badly out of balance. If we do not adopt some basic strategies of readjustment, if we merely patch and mend at the fringes of the present system, no progress will be made. We cannot solve the problem until we adopt the principle of distribution according to contribution and in every matter, from ownership rights of state-owned property to the distribution of financial resources, carry out a thorough-going reform and put things in order.*

*

The concept of "knowledge" was reminiscent of the contemporary concept of "artistic literature" - any work in keeping with accepted literary rules is considered as artistic literature regardless of its concrete contents and, strictly speaking, of quality, although in that case a kind of type or genre distinction may be used ("daily life prose," lyric poetry," etc.).

*The concept of "knowledge" was similar to the modern concept of "fiction" (*belles lettres*). Regardless of specific content, and, in fact, quality, any work that meets accepted literary standards is considered fiction, though certain typological or genre distinctions obtain ("daily life prose," "lyric poetry," etc.)*

Starting in the 60s of the last century the question of the need for and advisability of considering political power as a multidimensional phenomenon with different modes of existence became one of the central ones for discussions of the nature of power and the nature of its division in contemporary society.
*In the 1960s the role of political power as a multidimensional, multifaceted phenomenon was a vital element in discussions of the nature of power and its distribution in modern society.*

*

Nevertheless, the prospects for liberalism by no means look catastrophic. Liberal values, and first of all the values of economic liberalism, will be reproduced by life itself, insofar as the priorities of society have not changed and are hardly likely to change in the immediate future.
*Nevertheless, liberalism does not at all seem headed for disaster. Since society's priorities have not changed and are hardly likely to change in the near future, liberal values, and above all the values of economic liberalism, will come to the fore in real life.*

*

And I, as the leader of a very complex and multifaceted organization, I would like to raise the status of public opinion in the life of our region to a higher positive and for the population more effective level.
*As the head of a large and multifaceted organization, I would like to strengthen and enhance the impact of public opinion on the population of our region.*

*

In terms of world or national history ten years may not be sufficient time for summing up the accomplishments. However, the comprehension of multi-faceted and dramatic events that took place at the end of the 20$^{th}$ century and those that happened early in this century, as well as the lessons that can be drawn from them, could be very instructional for all of us, as we are driven by a common aspiration to permanently improve the world's structure.
*A decade may well prove insufficient for stocktaking both at the international and at the national level. Drawing valid conclusions, however, and learning the lessons from the varied and dramatic events of the end of the last century and of the beginning of this century could prove extremely useful for our ongoing joint efforts to improve the world order.*

*

This jurisprudence thus demonstrates that secularism is not incompatible with religious liberty, as the latter is protected by the European Convention on the Protection of Human Rights and Fundamental Liberties.
*This body of law also demonstrates that secularism in itself is compatible with freedom of religion, as the latter is understood in the protections afforded by the European Convention on the Protection of Human Rights and Fundamental Liberties.*

*

One of the political facts of the last twenty years has been the questioning and commentary in the world over the rate of abstention in elections.
*For the last twenty years, there has been much commentary in the international media about the general increase in voter apathy.*

*

On another level, the text on Africa is almost always deployed in the framework (or on the edge) of a meta-text on the animal or, more precisely, on the beast – on its experience, its world, and its spectacle. However, what is the Western understanding of an animal if not this thing that lives according to a certain impulse and which, in comparison to humans, always appears under the sign of incompleteness? But the animal is not the only absolute Other. This is why the other sign under which African lives are inscribed is that of intimacy.
*On another level, discourse on Africa is almost always conducted in the context (or on the margins) of a meta-text on the animal or, more precisely, on the beast - on its experience, its world, and its display. But what is an animal in Western discourse but a thing that lives according to impulse and that, in comparison to human beings, always appears incomplete? And yet the animal is not the only absolute Other. This is why the other conceit through which African lives are understood is that of intimacy.*

Appendix G

## Machine Translation

Although in the 1950s, at the dawn of the computing age, proponents of machine translation (MT) predicted computers would soon be capable of producing translations at the push of a button, by the 1960s and 1970s they began to have doubts. Over the last two decades, however, two significant developments have occurred: computing power has begun to match the task at hand, and the translation profession has come to a better understanding of what MT can and cannot do.

> Where translation has to be of publishable quality, both human translation (HT) and MT have their roles. MT is demonstrably cost-effective for large scale and/or rapid translation of (boring) technical documentation, (highly repetitive) software localization manuals, and many other situations where the costs of MT plus essential human preparation and revision or the costs of using computerized translation tools (workstations, etc.) are significantly less than those of traditional HT with no computer aids. By contrast, the human translator is (and will remain) unrivaled for non-repetitive linguistically sophisticated texts (e.g., in literature and law), and even for one-off texts in specific highly specialized technical subjects.[2]

These developments have come in the nick of time. Governments, NGOs, the media, and scholars are facing the linguistic consequences of globalization, and the rate and scope of worldwide communications are exploding. If Gutenberg's printing press removed the obstacle of time, the internet has made distance irrelevant. The paucity of effective translation services has become the last barrier to free communication among the peoples of the world.

The sheer volume of potential material is such that not every text can undergo a comprehensive transformation from one language into another. The comprehensive translation, until recently the standard, lies at one end of a spectrum of possibilities. It is still standard for treaties and intergovernmental agreements, for polls and surveys, for grant applications, etc., in which each version in a new language must be designated as "official," and for scholarly works. Here the values traditionally used in assessing a translation - accuracy (the reproduction of content) and fidelity (the reproduction of form) - are still very much relevant. At the other end of the spectrum lie various piecemeal translations, the goal of which is to identify in one language the topics - or even simply the entities - referred to in another, that is, to reveal the who, what, when, and where of the text. Here concern for content takes precedence. When government agencies or Internet surfers need to determine if a text (or website) will serve their needs, it is this end of the spectrum they can best use, and it is here that machine translation (MT) excels. MT

[2] John Hutchins: "The State of Machine Translation in Europe and Future Prospects" HLT Central http://www.hltcentral.org/page-917.0.shtml

can also serve to search for and translate key words or provide raw material for summaries (sometimes called “gistings”) of source language texts in the target language. Generally speaking, then, MT is acquiring a place for itself when the outcome desired is a first step, a means to an end rather than an end in itself.

Much has been made lately of a process combining MT and HT: computer aided translation (CAT). Most human translators already make use of reference tools such as on-line dictionaries and thesauruses. CAT goes further, incorporating software that, for instance, automatically records and stores certain syntactic constructions or lexical collocations (the latter being particularly useful for consistency in technical terms) in both source and target languages and proffering them as suggested renderings when they turn up again in the text. For more information see Scott Bass, “Machine vs. Human Translation” www.advancedlanguage.com/articles/machine_vs_human_translation.pdf.

That said, the effort required on the part of the human practitioner to turn MT or even CAT drafts into publishable translations can be as onerous as that required for the more traditional process. As a result, linguistically sophisticated texts meant to reach a large, discerning audience will for the foreseeable future continue to call for just that - the process set forth in the guidelines.

## Appendix H

Excerpts from Immanuel Wallerstein, "Concepts in the Social Sciences: Problems of Translation." *Translation Spectrum: Essays in Theory and Practice*. Ed. Marilyn Gaddis Rose (Albany: State University of New York Press, 1981), pp. 88-98.

"A social science text utilizes concepts as the central mode of communication. The concepts are more or less clearly defined and applied by the author. On the one hand, they are shared references of meaning, shared summations of data or classifications of reality. Were they not shared with some others, the text would be gibberish. On the other hand, these concepts are not *universally* shared and are quite often the subject of open and violent conflict. In order to translate a concept well, the translator must know (a) the degree to which any concept is in fact shared (and by whom), both at the time of writing and at the time of translation, and (b) the variations of sharing-communities in each of the two languages. The translator should also be able to infer the author's perception of the degree of sharing - that is, whether or not he is aware of or willing to acknowledge the legitimacy of debate over the concept itself.

This is a tall order, and there are virtually no reference volumes which can offer such information. A dictionary, even the best, is by and large of very little assistance. Encyclopedias occasionally are more useful. But essentially the only way to acquire this knowledge is to have read widely in the subfield and to have done this reading in both languages."

"Ideally, therefore, the translator must be someone not merely skilled in translation as a generalized technique but familiar with the literature of the subfield over a long period of time, and preferably someone with a direct interest in the material under discussion in the text. This ideal will never be realized until we move towards the creation of a body of translators specialized in the social sciences and trained in both translation techniques and social science. I shall not discuss here the organizational prerequisites for creating such a cadre of persons. Suffice it to say they do not now exist. Most translation in the social sciences is done either by social scientists who are not very good as translators, or by translators with a primary background in literature rather than in social science. The results are by and large appalling (with some notable - but rare - exceptions, to be sure)."

Appendix I

## A Plea for Social Scientists To Write in Their Own Languages

English is increasingly becoming the language of international social science discourse. Far more texts are translated *from* English than *into* English. What is more, social scientists in non-English-speaking linguistic communities the world over have taken to writing in English. We believe this practice poses problems for the field of social science as such, and we appeal to social scientists not to abandon writing in their own languages.

Social science concepts and the terms used to convey them are shaped by the characteristics of the language in which they are originally produced and, consequently, by the cultural and historical experience of the users of that language. As Humboldt put it in his *Fragments of a Monograph on the Basques*: "The diversity of languages cannot be reduced to the diversity of designations for an object; they are different perspectives on that object. [...] The bounty of the world and of what we perceive therein increases in direct proportion with the diversity of languages, which likewise expands the bounds of human existence, presenting us with new ways of thinking and feeling" (*Gesammelte Schriften*, VII: 602). The tendency for English to become the lingua franca of the social sciences (a fait accompli in the natural sciences) constrains their ability to generate Humboldt's "different perspectives."

The growing hegemony of a single language has had several deleterious effects. First, authors writing in a second language, no matter how well they have learned it, are less likely to express their ideas with precision and sophisticated nuance than authors writing in their own language. Secondly, the lack of a thriving social science literature in a given natural language undercuts the basis for communication about disciplinary issues in that linguistic community. Thirdly, the forms of thought and argumentation in the Anglo-American social science community have become a Procrustean bed to whose dimensions all conceptualizations must fit. The result is an increasing homogenization and impoverishment of social-science discourse.

It follows from these observations, and from our the guidelines as a whole, that sensitive translations of studies written from the diverse perspectives offered by diverse languages and cultures can help to promote a deeper, cross-cultural dialogue and to reinvigorate social science as such. Scholars therefore need to pay greater attention to the role translations play in their specific disciplines. They must take concrete steps to encourage their colleagues, both senior and junior, to undertake the translations of significant works written in other languages and to make fellowship-granting bodies and tenure and promotion committees aware of the scholarly character and import of such translations.

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