

**I. Project Summary** - The information that you provide in this item may be used in publications as promotional material. This summary should be original, not an excerpt taken directly from the Project Proposal.

**Title of Proposal:** Introducing the New Narrators of Costa Rica: A Project in Literary Translation

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**Summary of Scholarship Activity** (maximum of 300 words; Times New Roman, 12 pt font):

The remarkable literatures of other cultures remain largely unknown to most English-speakers due to a severe lack of published translations. As the online literary journal *Words Without Borders* affirms, of all books translated worldwide, only six percent are translated into English. Thus, the number of books translated specifically from Spanish to English is miniscule. As a result, the thriving literary culture in Costa Rica is inaccessible to many English-speakers. Under these circumstances, U.S. English-speakers miss out on valuable opportunities to achieve an understanding of Costa Rica through its authors. In contrast, approximately half of published books in translation are translated from English to another language, creating a cross-cultural exchange through written works that is markedly one-sided. This serious imbalance and my passion for literary translation motivated me to pursue the collaborative project proposed to me by Costa Rican author and professor Dr. Uriel Quesada: to collect and translate pieces of contemporary Costa Rican literature. In this project, I would work with Wesleyan Spanish professor Dr. Cathy Nelson, Dr. Quesada and Professor Virginia Caamaño of the University of Costa Rica in San José to gather texts written by Costa Rica's "new narrators." This will be done by sending a "call for submissions" to authors recommended by Dr. Quesada and Professor Caamaño and seeking out young, talented authors at creative writing workshops in Costa Rica. We will then select from this pool twelve pieces of prose to translate from Spanish to English. Translated works disseminate the unique voices of different cultures and communities providing a way for readers to value and learn from them. These translations will be submitted to various literary journals for future publication in the hope that those who cannot fluently read Spanish would then have the opportunity to acquire a sense of Cost Rican contemporary literature and culture.

## II. Project Proposal

**Title of Proposal:** Introducing the New Narrators of Costa Rica: A Project in Literary Translation

**Amount Requested:** \$2,412.00

(If more than one student is involved, please provide the above personal information for each student.)

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Please answer each of the following questions in the order presented. Total length of Project Proposal may not exceed five pages. Use Times New Roman, 12-pt. font, with 1" margins.

1. Describe your scholarship or research activity, how you intend to accomplish it, and your academic preparation for pursuing this activity. If more than one student is involved please describe exactly what each student will do.
2. List the specific objectives, or outcomes, of your scholarship or research activity.
3. Describe the method(s) chosen and how they are appropriate for the discipline.
4. Describe the project steps and the timeline for this activity. Include a description of the feasibility of your scholarship or research activity. (Consider time and funding restraints, as well as other factors.)
5. Describe how this activity will benefit you educationally (How does it relate to learning in your classes? To your major or minor? To your future profession? Why do you want to do this?)
6. Describe the role of your faculty mentor or faculty collaborator. How will s/he be involved in your activity?
7. Describe your plan for a discipline appropriate peer-review of your scholarship or research (for example, journal publication, poster presentation, juried competition and/or exhibition).
8. A. Describe what you will need to complete this activity and why you will need it. If your request exceeds \$1500 please identify priority needs. B. In addition to the preceding narrative, for section III of this application, use the accompanying form, **Proposal Budget**, to give a detailed breakdown of expenses. All expenses need to be documented by supplying a copy of the item with a price (for example, a copy of a website order form). For both the narrative and the itemized budget, be sure to consider the following:
  - a. Equipment needed (for example: camera, mazes for mice).
  - b. Presentation budget (for example: copies, poster materials).
  - c. Materials needed (for example: chemicals, culture & media, resin, paper, CDs, DVDs, camera, art supplies, theatre props).
  - d. Living expenses (for scholarship or research completed during Winter term or in the summer).
  - e. Expenses related to Faculty collaboration

Note: This application form is for Scholarship and Research Projects. If your proposal is for Travel expenses only, please complete the Travel-Only Application.

1. Very few English-speakers are familiar with Costa Rican literature. In fact, there has not been a published anthology of Costa Rican works translated to English since 1994—*Costa Rica, A Traveler's Companion* edited by Barbara Ras. Furthermore, the texts that are available in English most times do not represent the voices of living authors. Many talented, young writers in Costa Rica are overlooked by publishers making translation of their work next to impossible. The goal of this project is to introduce contemporary Costa Rican literature to English speakers through the collection and translation of short stories. This project would give English speakers access to Costa Rican literary culture as well as provide young aspiring professional writers the unique opportunity to have their work translated. We will seek out “new narrators” in Costa Rican short fiction, select twelve texts of promising writers, and submit these translations individually for publication in various literary and translation journals.

Collaborators on this project include: myself, Dr. Cathy Nelson, published Costa Rican author and professor of literature Dr. Uriel Quesada, and Professor Virginia Caamaño of the school of Languages and Letters at the University of Costa Rica in San José. I have been in correspondence with Prof. Caamaño and Dr. Quesada since August and both have offered their assistance in the realization of this project. Their support combined with my previous experience abroad and extensive academic preparation for the pursuit of this endeavor make this a project that is both feasible and worthwhile. I have completed related coursework, conducted research for my senior thesis which focused on the theory and practice of literary translation, participated in the “Mundo a Mundo” Literary Translation Workshop, and have shared my experiences and knowledge with the Wesleyan community through a Global Studies Presentation entitled “The Art of Translation.”

My semester abroad in Costa Rica has provided me with the competence and confidence to take on this project. I have an academic background in Costa Rican literature, having taken courses such as *The Costa Rican Short Story* and *Female Central American Writers*. In addition, the six months I spent living in Costa Rica allowed me to acquire knowledge of local and regional expressions in an environment in which I was surrounded by similar cultural informants who influenced the work of the authors I hope to translate for this project. Upon returning to NWU, I focused my Senior Thesis Project on the theory and practice of literary translation through extensive research and my own translation of the Costa Rican short story, “La vela del lagarto” by Fabián Dobles. I shared this experience with Dr. Nelson by choosing her as the “second reader”/mentor of my thesis. I worked closely with her throughout the semester to develop both the translation and academic essay. Through this process we both became familiar with the challenges of literary translation.

Following completion of my Senior Project I was selected to participate in the intensive “Mundo a Mundo” Literary Translation Workshop in Querétaro, Mexico. There, I learned the complete process of literary translation from creation to publication, working with Dr. Quesada and seventeen other participants to create an anthology of nine works translated from English to Spanish and nine works translated from Spanish to English. My contribution was a translation of the Mexican short story “Dulcemente” by José de la Colina to English. Based on my success in the translation workshop and interest in Costa Rican culture and literature, Dr. Quesada has approached me with this collaborative project and put me in contact with Prof. Caamaño.

Prof. Caamaño’s primary role will be to put Dr. Nelson and me in contact with young Costa Rican authors. As the professor and mentor of many students who are aspiring writers, Prof. Caamaño will serve as the liaison between translators and authors. Our first correspondence with these young writers will be a call for submissions announced by Prof. Caamaño and sent via email in January. This call for submissions will also be sent to literature and creative writing

professors at La Universidad Nacional Autónoma in Heredia, Costa Rica, where I have academic contacts from my semester of study there in the spring of 2006. A January call for submissions will allow us to begin gathering texts early in the semester. Additionally, Prof. Caamaño has arranged for Dr. Nelson and me to attend various creative writing workshops and readings held in March or April at the University of Costa Rica in order to meet authors and gather potential texts to be translated. Because such workshops serve as a means for young authors to become involved in the literary community, they provide the ideal opportunity to collect literature representative of Costa Rica's "new narrators." Attendance at these workshops will allow us to interact with numerous aspiring professional writers in a single setting. After the collection of texts is complete, remaining correspondence will be done via email. Together we will select twelve pieces of prose for our anthology—approximately 50 pages—which Dr. Nelson and I will translate into English. As Spanish-speakers native to Costa Rica and expert creators and scholars of literature written in Spanish, Dr. Quesada and Prof. Caamaño will serve as our primary resource in the translations of these texts. Dr. Quesada's expertise in Central American literature will prove especially helpful in the understanding of these new narratives. Furthermore, Dr. Nelson and I will also be able to correspond with the authors themselves using them as informants when faced with questions on intended meanings, choices in style, idiosyncratic expressions and sources that informed the piece. Thanks to email, we will be able to utilize the authors personally throughout the entire process of translation. Considering the scarce amount of contemporary writings translated to English, direct support from the author during translation is a distinct advantage of this proposal. With these resources, we feel well-prepared to take-on this project.

The second component of the project requires travel to Costa Rica for three reasons. First, our translation work must be informed by direct experience of the source culture. Given that, within fiction, translators are rewriting a relationship between literature and society, extensive knowledge of the culture of both the source and translated text is vital. Therefore, as translators, we are required to understand not only our own literary/social systems, the culture of the United States, but must also have an understanding of the foreign literary/social systems, the culture of Costa Rica. Additionally, travel to Costa Rica would allow us to make personal contact with writers. This interaction would benefit both the Costa Rican students as developing writers and Dr. Nelson and me as translators. The consideration of translation would encourage students to view their pieces from a new perspective reflecting on the nuance of each word and methodically dissecting the stylistic elements of their writing. Similarly, Dr. Nelson and I would be made aware of the authors' thought processes thus being able to interact with the text in a way that would not have been available to us otherwise. Face-to-face interaction would establish an environment in which all participants could improve their individual creative and analytical literary skills. This project would provide both authors and translators experience in textual analysis while challenging linguistic creativity. Finally, because literary translation is a balance between the analytical and creative, direct experience of Costa Rican culture must also include library research in order to investigate what is idiosyncratic and what is common usage, and to study the texts with which the author of the original is familiar. Because so few Costa Rican works are published outside of the country, traveling to Costa Rica would provide access to various texts written in Spanish similar to those we would be translating. Dr. Nelson and I would study these texts as models to distinguish standard from idiosyncratic Spanish in order to produce a translation that is most faithful to the original. We would complete this essential investigation in San José at the University of Costa Rica where we have been granted access to their facilities including the library and computer lab. We would plan on a two-week stay in order to complete necessary research as well as attend workshops.

2. The immediate and tangible outcome will be the creation of a short anthology of Costa Rican literature and its translation into English. I will then unite this goal of scholarship with that of publication by submitting our work to literary journals in order to share these texts with wider audiences, thus demonstrating the value of the relationship between literature and culture. This proposal represents the preliminary step in a project that I will continue to work on beyond the grant period, that I hope will culminate in the publication of an anthology of Costa Rican literature in translation.

3. In regards to gathering texts from which to select pieces to be translated, the call for submissions combined with visits to the creative writing workshops will facilitate the most diverse selection of works and guarantee a pool of texts that is representative of a wide variety of contemporary Costa Rican literature. The call for submissions is a method that is used heavily within the discipline and as such will be a process with which authors are familiar. Similarly, this method via email submission allows for all collaborators regardless of residence to receive writings more quickly and easily. By combining the call for submissions with an in-country research visit to Costa Rica, Dr. Nelson and I will have the opportunity to network in person to meet authors directly. These meetings will give us the opportunity to describe the project and reach young authors who may not have considered the possibility of translating their work.

4. The development of this project began in August when Dr. Quesada proposed the idea for an anthology of Costa Rica's "new narrators." Currently, Prof. Caamaño and Dr. Quesada are gathering the contact information of various authors along with information about workshops to be held in the spring. The project will begin officially in January when we send the call for submissions to the contact lists prepared by Dr. Quesada and Prof. Caamaño as well as to my contacts at La Universidad Nacional Autónoma in Heredia. In this call for submissions, authors will be made aware of the project, the possibility of publication, and our planned travel to Costa Rica in March or April, which is when the writers' workshops will be scheduled. Authors will be required to submit work via email by February 4<sup>th</sup> at 5pm CST. With all submissions received by this time, we will be able to begin selecting approximately five of the twelve texts to translate. Upon reaching a consensus on the selection of two texts, Dr. Nelson and I will begin the translation process.

In early spring, Dr. Nelson and I will travel to Costa Rica to complete research and attend creative writing workshops. This time in Costa Rica will allow us to meet authors and continue to gather texts for possible translation. We will also use this time to access resources that had not been available in the United States. Whereas I will spend two weeks gathering submissions and performing additional research, because of teaching commitments, Dr. Nelson may be required to limit her time abroad to one-week. Upon return to Nebraska, we will finish selecting the final seven works and begin their translations. Because I expect to complete all coursework for my degree requirements in December of 2007, in the spring semester I will be able to turn my undivided attention to this project. I have considered my previous experience in translation—one short story completed in two weeks and the other in two months—and am confident that with these resources, by May we will be able to have translated at least five of the twelve total pieces.

Throughout this process, Dr. Nelson and I will be submitting completed translations to various literary journals while seeking out other opportunities for publication. As a student member of the American Literary Translator's Association, I am granted access to the association's website which includes a calendar of events, newsletters, and bulletins announcing

possible avenues for publication. This membership provides excellent resources that will allow us to continue to work toward the goal of publication throughout the realization of this project.

5. As an English and Music double major with a Spanish minor, I have had the opportunity to pursue areas of study that nurture my love of literature, desire for creative expression, and fascination with language. I have gained the most fulfillment from projects that merge these disciplines. This past year, I discovered that literary translation is the ultimate interdisciplinary endeavor. When I translate literature, my studies in Music and English inform my examination of language from social, cultural, artistic and literary perspectives. I also exercise my creativity because I am challenged to find stylistic and expressive parallels between English and Spanish. Literary translation is both a creative and analytical art that facilitates cultural awareness. Completion of my senior thesis research on translation and participation in the “Mundo a Mundo” workshop which resulted in my Global Studies Presentation are all experiences that have solidified my decision to make literary translation my life’s work. This project promises to be one that will continue to benefit and inform my studies, career, and goals long after my experience at Wesleyan. The experience this project would grant me would prepare me for my intended pursuit of a Master’s of Fine Arts in Literary Translation at the University of Arkansas, one of the leading U.S. institutions in literary translation studies. It would also allow me to build my credentials as an aspiring professor, to have exceptional knowledge to offer my students and to provide them with an appreciation for the valuable relationship between literature and culture. I would predict this project to be one of my most formative experiences in the pursuit of my academic and career goals in literary translation.

6. Dr. Nelson’s primary involvement in this project will be to 1) accompany me to Costa Rica to assist me in meeting authors and gathering texts, and to complete the essential research for translation and 2) translate at least four of the twelve selected texts. It is necessary for both Dr. Nelson and I to travel to Costa Rica in order to maximize our time there. Because we have allotted only two weeks in Costa Rica, it is necessary that we divide the workload between the two of us in order to attend the workshops as well as accomplish the needed research. This method of collaboration facilitates the best opportunity to publish scholarly translations through on-site research in Costa Rica, where we could access materials unavailable in the United States and work one-on-one with the authors.

The second aspect of Dr. Nelson’s involvement will be to serve as a fellow translator. Each of us will translate separate pieces to “workshop” throughout the process of translation. Workshopping—essentially a peer review or critique of a piece—will allow us to discuss problems or obstacles in translation and to use each other as resources for decisions on word choice and syntax and to ensure that the overall tone or feel of the translation is fluid and engaging. This approach proved extremely helpful during my translation of the Costa Rican short story “La vela del lagarto” for my senior thesis. Periodical meetings with Dr. Nelson greatly improved my translation by calling my attention to aspects of the translation, as well of the original, that I had overlooked and by assisting me in areas with which I was struggling.

7. We plan to share this work by submitting the translations for publication in literary journals including but not limited to *Two Lines: A Journal of Literary Translation*, *Words Without Borders*, *Tameme*, and *The Tower of Babel*. Publishing these translations would directly address the imbalance in translated texts which has created one-sided cultural exchange. In addition to a presentation at the NWU Research Colloquium, we anticipate holding a bilingual reading at NWU, sponsored by the Global Studies, English, and Modern Language departments.

8. Funding from the Student-Faculty Collaborative Research Grant would facilitate the best opportunity to collect texts representative of Costa Rica's "new narrators" and to complete on-site research in Costa Rica, where we could access materials unavailable in the United States and work one-on-one with authors. The writers' workshops we will be attending will take place at the beginning of the academic semester in Costa Rica in either March or April, thus all quotes are based on this timeframe. We will use public transportation to travel between the university and our place of residence; the quoted hotel is an approximate fifteen minute bus ride from the University of San José. Because there is also the possibility of a home-stay with the host family with whom I lived my semester abroad in Heredia—a thirty minute bus ride from the university—transportation estimates are based on travel costs from Heredia to San José: the greatest possible distance we will travel. If the host family does not have another student at this time, we would be provided room and board for \$25/day thus eliminating the extra cost of meals. Additional costs would include copy/printing and internet expenses. In conducting research, it will be necessary to copy relevant texts unavailable in the U.S. using them to inform our translations. While we have been granted access to the computer lab at the University of Costa Rica, it is likely that internet use outside of the university will also be required. Because we plan to continue to work to make the expenses of this project—especially travel costs—as low as possible, the total requested funding is for *up to* \$2,412.00.

### III. Proposal Budget

**Title of Proposal:** Introducing the New Narrators of Costa Rica: A Project in Literary Translation

Please provide a complete breakdown of expenses. All expenses need to be documented by supplying a copy of the item with a price (for example, a copy of a website order form).

Note: This application is for scholarship and research projects. If your proposal is for travel expenses only, please complete the Travel-Only Application.

**A. Student Research or Scholarship Expenses: \*based on a 2-week stay; #’s indicate priority of funding request**

Description (include tax and shipping costs)	Amount	Qty.	Amount Requested
1. Equipment needs			
2. Presentation needs			
3. Materials needed Copies and printing in Costa Rica as part of research: Internet (use outside the university in San Jose):	\$.03/page \$.39/hour	50 14 hrs	\$1.50 \$5.46
4. Living Expenses Meals:  Hotel Room: (possible homestay, room & board: \$25/night)	b-fast & lunch: \$3 ea. dinner: \$6 2 beds: \$24/night	42  14 nights	\$168  \$336
5. Other: <b>Travel</b> Airfare: Travel within Costa Rica (based on travel from Heredia to San Jose: the greatest distance we will travel):  Incidental Expenses:	<b>Up to:</b> \$750 taxi \$6.73/trip bus \$.53/trip/person  \$10/day	1 8 28  14 days	\$750  \$70 total  \$140
SUBTOTAL for Student Expenses			\$1,470.96
SUBTOTAL Collaborating Faculty Expenses (from Part B)			\$940.96
<b>Total: UP TO:</b>			<b>\$2,411.92</b>

**B. Faculty Research or Scholarship Expenses<sup>1</sup>:priority of funding request equal to student expenses**

<sup>1</sup> Note: Student funding will take priority over faculty funding when awarding grants.



Description (include tax and shipping costs)	Amount	Qty.	Amount Requested
1. Equipment needs			
2. Presentation needs			
3. Materials needed Copies and printing in Costa Rica as part of research: Internet (use outside the university in San Jose):	\$.03/page \$.39/hour	50 14 hrs	\$1.50 \$5.46
4. Living Expenses Meals:  Hotel Room:	b-fast & lunch: \$3 dinner: \$6 2 beds: \$24/night	42  14 nights	\$168  included above
5. Other: Travel Airfare: Travel within Costa Rica (based on travel from Heredia to San Jose: the greatest distance we will travel):	<b>Up to: \$750</b> taxi \$6.73/trip bus \$.53/trip/person	1 8 28	\$750 \$16 bus only; taxi included above
<b>Total UP TO:</b>			<b>\$940.96</b>

#### IV. Faculty Recommendation

*Faculty Mentor or Collaborator please tell us:*

- Is this a worthwhile activity for the student to be doing? Why?
- Is this a discipline-appropriate example of scholarship or research?
- How does this activity exemplify discipline-appropriate scholarship or research?
- Will the student be able to accomplish it in the proposed timeline?
- How will this activity benefit the student educationally?
- Has the student accurately described your role as faculty mentor or faculty collaborator? Please elaborate on your role.
- Are the budget needs accurately described by the student? Why or why not?
- Are you aware of any circumstances that may negatively impact the student being able to successfully complete this project?

Use additional pages, as necessary.

Please send letter of recommendation by e-mail to the Student-Faculty Collaborative Research Committee in care of:

Mr. Harry Bullerdiek  
NWU Grants Officer  
University Advancement Office  
Nebraska Wesleyan University  
Lincoln, NE 68504-2794  
(hbullerd@NebrWesleyan.edu)

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**Name(s) of Student(s):**

**Name of Faculty Collaborator/Mentor:** Cathy Nelson

**Department and Division:** Modern Languages/Humanities

**Title of Proposal:** Introducing the New Narrators of Costa Rica: A Project in Literary Translation

**Date:** November 20, 2007

**\*Please also see included letter from host-country collaborator Dr. Uriel Quesada**

November 20, 2007

Dear Student-Faculty Collaborative Research Grant Committee:

I am writing to express my full support for XXXX and her proposal, "Introducing the New Narrators of Costa Rica: A Project in Literary Translation." XXXX's project will be of immediate academic value to her, has the real potential to provide an important contribution to the field of literary translation, and may provide her the opportunity to impact the distribution and exportation of Costa Rican literature. Additionally, through each phase of the process – establishing personal contacts in Costa Rica, publication of individual translations in scholarly/literary journals, and the ultimate goal, beyond the period of the grant, of a published anthology – this project will be serve to promote Wesleyan's reputation for excellence nationally and internationally.

XXXX has the academic and experiential background that prepares her to undertake this project. Her literary studies in both English and Spanish, semester in Costa Rica, unique experience with the highly selective *Mundo a Mundo* translation workshop, dedication to independent scholarship, creativity, and her sophisticated linguistic abilities combine to give her a unique preparation at this stage in her studies to begin a translation project of this scope. Upon returning to NWU after a semester studying at the La Universidad Nacional Autónoma in Hereida, Costa Rica, XXXX began her Senior Thesis, "*Quiero decir*: A Study in the Theory and Practice of Translation." As part of the analysis, XXXX translated a Costa Rican short story into English, which evidenced her superior skills in the Spanish language, as well as her exceptional talent for translation. XXXX proved similar dedication to pursuing her goals in the field of translation during the spring of her senior year. While still completing her senior thesis, XXXX was accepted to participate in the *Mundo a mundo* workshop, held during the summer of 2007 in Querétaro, Mexico. After being accepted, XXXX wrote, and was awarded, two separate grant proposals in order to gain sufficient funding that would allow her to attend. As evidenced by the support given her by various groups of this university – the English honorary Sigma Tau Delta, and the President's Wolf Fund for Diversity – XXXX is a student esteemed by her peers and her faculty. Her efforts were rewarded as it was there, on the heels of her own independent translation project, where she first worked with experienced professionals – gaining experience alongside native Spanish-speakers. Her outstanding work during this two-week period was recognized by her fellow participants. From this group of translators and publishers she was approached with a project idea for collaboration that has developed into the current proposal.

Although XXXX envisions the work proposed in the project culminating in the eventual publication of an anthology of contemporary Costa Rican short stories in translation, she is aware of the magnitude of such a project and has broken it down into manageable phases. Her present proposal to collect twelve works of new writers of the Costa Rican short story, translate five, and submit these translations to literary journals, is a reasonable challenge that she is fully capable of accomplishing. As a mentor for her Senior Thesis I worked closely with XXXX as she consulted with me on the difficult syntax and embedded cultural implications presented in the translation process. Her attention to detail, depth of understanding, and tenacity were impressive. She knew what questions to ask in order to resolve the issues at hand, consulted her various sources, and was highly creative in determining how to be faithful to the text, while presenting a reading comprehensible to the native English speaker. Paired with her creativity was her methodical approach to the task. XXXX is highly aggressive in her work. She began

her research project with a clear plan and timeline, and worked diligently through to the end. I have seen this work ethic repeated as she developed the present proposal. Not only has she identified a unique and beneficial project, but she has researched and acquired the support necessary in the host country to allow her to achieve her goal. XXXX is fully equipped to complete successfully the proposed collection and translation of five short stories during the spring semester. In addition to her abilities in the field, it should be noted that XXXX plans to delay graduation, extending her undergraduate career at NWU, in order to have this opportunity for collaborative research. She will be dedicating herself full-time to this project.

By requesting that I collaborate with her on this translation project, XXXX has offered me a welcome opportunity to pursue an interest to which I have had limited opportunity. Translation combines the fields of language, grammar, literature, and culture, all of which I identify as my personal and professional passions. Over the past five years I have been doing bilingual proofreading for Nebraska Educational Telecommunications. As a proofreader I verify that the translation into Spanish accurately reflects the original English, and is written in correct Spanish. Translation is a field that I would like to pursue further. In fact, my tentative plan for a sabbatical year is to do translation studies. This desire was reaffirmed when I worked with XXXX last semester on her Senior Project. Aware of my passion for literature and interest in translation, XXXX began talking last semester about collaborating on a translation project. We have been discussing the details of this project throughout its developmental stages over the past several months. As proposed, we would work together on the collection, translation, and research of the anthology. Because we conceptualize the project as being truly collaborative, we have committed to translating five of the twelve works during the semester, which should be a reasonable amount of research for me beyond my regular faculty load. I anticipate continued collaboration with XXXX beyond the period of the grant, in order to see the project completed. I hope to build on this experience through further study and eventual new course development.

As collaborators we will each bring our own strengths to the project – most obviously my expertise in language and literature and XXXX's experience with Costa Rican culture and the *Mundo a Mundo* translation workshop. This project would allow each of us to grow in our knowledge of language, literature, and literary translation. Together, XXXX and I plan to read the submissions selecting works for the anthology. Then we will work on translating two to three stories each. For each translation we will meet and “workshop” the pieces. In this process we will read each others' translations, bring up questions, and discuss problematic areas, optional wording, and alternate structures. We will conference also with Dr. Quesada and Professor Caamaño. Moreover, we will have the ability to discuss meaning, intent, and nuances with the authors themselves. Considering that many times translation is done without the benefit of direct access to authors, this opportunity provides us with a unique understanding and access to the texts. Ideally I would remain in Costa Rica for the proposed two weeks, using Spring Break as part of the travel time. However, if the workshops and our break do not coincide, I do not anticipate being able to be absent from classes for the full length of XXXX's stay. The exact length of time in-country for me will depend on the timing of the workshops and my teaching obligations, but I plan on a minimum of one week, up to the full two weeks, for collaborating with XXXX on the research in Costa Rica.

Funds from the Student-Faculty Collaborative Research Grant are needed to travel to and complete research in Costa Rica in order to generate a representative pool of current writers, as well as to provide us with resources that are not available outside of Costa Rica. Because the

dates of the writers' workshops have not been set, we cannot have concrete travel dates at this time. The airfare quoted is based on travel in March, which would be our preferred time of travel in order to give us more time to work on translations before the end of the semester. XXXX has provided rates for a hotel and meals, but has also been in contact with the host family with whom she lived during her semester in Costa Rica. If they are not housing other students at the time, we would be able to stay with them at a rate of \$25/day for room and board. We plan to use public transportation to and from the university, and incidental expenses should not exceed \$10/day. Clearly, if we do not receive full funding, my role as collaborator will be diminished and may be reduced to a mere mentoring role.

In the field of literary translation the most valuable formation of the translator comes from the experience of translation itself. Every text with which the translator works will develop her skills further and inform every subsequent translation. The challenge and reward of the translator is to discover the best way to transfer the words, ideas, implications, and sensibilities embedded in one language to another language and culture. The academic study of the issues inherent to that process helps prepare the translator, but indeed it is theoretical preparation, as each text is unique and will always present its own challenges. Thus, in order to further her training in literary translation, XXXX must continue to have real, hands-on translation work. In addition to benefiting XXXX and me as we pursue our academic goals, the proposed project intends to benefit readers by providing access to the literatures of another language and culture, and to provide a creative outlet for the new voices in Costa Rican literature. The opportunity she has created by developing a collaborative project with two established professionals in the field is impressive and not to be taken lightly. It is a testament to her proven talent and an investment in her future success as a graduate student and professional in the field of literary translation. In all, the present proposal by XXXX embodies completely the goals of the Student-Faculty Collaborative Research Grant and I urge you to give her your full consideration.

Respectfully,

Catherine Nelson, Ph.D.  
Assistant Professor of Spanish




*Founded in 1867 as Western Maryland College*

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Westminster, November 17, 2007

Dear NWU Student-Faculty Collaborative Research Committee:

I am very pleased to recommend Ms. XXXX for the NWU Student-Faculty Collaborative Research Grant. I met Ms. Martínez this past July at the Bi-national Translation Workshop “Mundo a Mundo/World to World” held in Querétaro, Mexico and organized by the University of Oregon. “Mundo a Mundo” brings together scholars, professional translators and students from the United States and Latin America to an intensive two-week experience in the theory and practice of literary translation.

In the workshop, Ms. XXXX made an outstanding English version of Spanish writer José de la Colina’s short story “Dulcemente.” Previously she had translated from Spanish to English the short story, “La vela del lagarto” by Fabián Dobles, one of the most relevant Costa Rican authors of the Twentieth Century.

Working with Ms. XXXX was a real pleasure. She is a mature young lady with a solid foundation in linguistics and Latin American literature and culture. Her command of Spanish is excellent to the point of understanding subtle linguistic details, such as regional idiomatic expressions. Her knowledge of Costa Rican cultural unique cultural elements and idiosyncrasy is another asset.

A few months ago, Ms. XXXX and I started talking about a translation project in Costa Rica. Located in Central America, Costa Rica is a country well known as a tourist destination but not as a cultural center. Less than four million people live in the country, and the literacy rate is about 95%. In spite of its small size, Costa Rica has a dynamic cultural production that includes theater, video and cinema production, as well as music and literature. Costa Rica has the largest publishing industry in Central America, with more that 2000 titles –both new titles and reprints—published every single year. However, outside the country very little is known about its literary production. Among the few writers translated into English are Tatiana Lobo, Oscar Núñez, Fabián Dobles and Carmen Naranjo. There is only one comprehensive English anthology of contemporary Costa Rican narrative, edited in the early nineties by Barbara Ras. Young writers have even less opportunities for their work to be translated into English.

The situation described above illustrates why Ms. XXXX 's project in translation is not only welcomed but also needed. Thanks to Ms. XXXX 's initiative, new talented Costa Rican writers would have the once in a life experience of working with a very skillful translator. They would have the opportunity to learn about the writing process while also learning about translation. This project would open new doors for them by allowing authors to reflect on their own work while helping the translator fully understand both the content and aesthetic aspects of the text. For Ms. XXXX , this project represents a new immersion experience in a culture she already loves. She would have the opportunity to learn more about Costa Rican idiosyncrasy, about young people's views on current events, as well as the ways in which language, culture and ideology are intertwined in contemporary Central America. Once she completes this project, Ms. XXXX is going to be not only a better translator but also a better human being.

Ms. XXXX and her main advisor, Dr. Nelson, have carefully planned the translation project including timetables, trips and activities in both Costa Rica and the United States. I am confident that Ms. XXXX will successfully complete the anthology.

Sincerely

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