

JPN 4415 Japanese Translation: Theory and Practice Spring 2019

日本語の翻訳—理論と実地

平成 31 年春学期

MWF 7th period (1:55-2:45 pm) MAT 113, class no.

16522, section 0142

<http://elearning.ufl.edu>, Canvas

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Course prerequisite: JPN 3410 or the equivalent

Textbooks and required readings:

1. Hasegawa, Yoko. 2012. *The Routledge Course in Japanese Translation*. London; New York: Routledge. ISBN978-0-415-48686-6.
2. Kelly, Nataly and Jost Zetzsche. 2012. *Found in Translation: How Language Shapes Our Lives and Transforms the World*. London: Perigree.
3. Course reserves (CR): Selected articles and book chapters on online reserve through UF Library, <http://cms.uflib.ufl.edu/>. They can also be accessed through Course Reserves on the Canvas course site. These readings are indicated by “CR” in the Daily schedule.
 - How to access:
 - Select “Course Reserves” from left menu, log on, select “Main Menu,” and click on course number for readings. Select assigned reading to read online, save, or print.
 - If you are off campus, you need to log into the UF VPN Client first, before accessing the internet. See <http://www.uflib.ufl.edu/login/vpn.html> for information on downloading and installing the VPN Client.

Course description and goals:

This course is designed to enhance your ability to translate Japanese language into English, and, depending on class membership, from English to Japanese. We will examine features of language in general that require careful consideration when translating, as well as aspects of Japanese language that pose challenges in rendering the equivalent in English, and vice versa. The ability to translate well depends on full comprehension at all levels, and translation theory is useful in instructing what to look for when reading or hearing a text. Translation theory also forces the translator to consider the fundamental purpose of translation—is it to render the work of the source culture as seamlessly intelligible as a work from the target culture, or is it to facilitate entry to alien concepts and modes of viewing and thinking?

In addition to the introduction of key concepts and approaches within translation theory, Hasegawa Yoko’s textbook provides exercise examples of passages from a variety of contexts. Kelley and Zetzsche’s



book provides an overview of professional translation and interpretation work in a variety of health, business, government, and other contexts. The course reserve readings discuss specific contexts and cases in point, and include literary, journalistic, medical, gaming and cinematic contexts, among others. Roughly half of the class time will be devoted to comparison and evaluation of your translations in exercises and in other activities. The other half will focus on concepts from translation theory applied to the translation of Japanese. Upon completion of the course, you will be able to:

- Identify the purpose of a Japanese text;
- Adopt English styles in translation that are suited to the purpose of the source text;
- Work your way through complex grammatical structures in very long sentences;
- Pay attention to script and its role in the message of a text;
- Recognize terms and phrases that require special attention, and know where to find the information;
- Read for different levels of meaning;
- Translate from Japanese to English with greater confidence.

Course requirements:

Key deadlines and dates:

Exercises:	Check the right-hand column on the Daily Schedule.
Mid-term project story selection:	01/28/19
Individual translation project text selection:	02/11/19
Mid-term project submission:	02/20/19
Individual translation project draft translation:	03/18/19
Individual translation project translation submission:	04/08/19
Clip project presentation:	04/19/19 or 04/22/19 or 04/24/19

A. Exercises:

1. All of the Japanese language source texts we will use are written for a Japanese language native-speaker audience. The principle for selection will be that the texts illustrate a particular point under consideration, and that the language be engaging.
2. Exercises are either in Hasegawa or are posted in Assignments on Canvas (<http://elearning.ufl.edu>). See Daily Schedule for assignments.
 - a. The Hasegawa text contains numerous exercises. I will assign some of these to write out and submit to Canvas (right-hand column in Daily Schedule). Others I will target for special attention in class discussion in the Assigned Readings section on the Daily Schedule. As you read each assignment, however, you should read through all of the exercises, and attempt to do at least part of most of them. The assigned readings are short so that we can take full advantage of the text in this way.
 - b. Exercises that are not from Hasegawa are posted in Assignments on Canvas. Download the text from there, and follow the assignment instructions.
 - c. **For Exercises that are to be submitted to Canvas, submit your translation to Assignments by 8:30 am on the date that the Exercise appears in the daily schedule.** For example, the first Exercise, 1.5, appears on Wednesday, 01/09/19 on the Schedule. Submit your translation and response to 1.5 to Assignments by 8:30 am on Wednesday, 01/09/19. **Early submissions, such as the evening before, are very welcome!** Since part of class time centers around issues related to these exercises, I need to be able to study everyone's submissions prior to class time, and

incorporate different perspectives and renditions seen in your submissions into the class slides or handouts for that day.

3. Exercises (20 total) will be graded according to care of execution. Make your best effort, and do not worry about mistakes. If there is something you do not understand, please ask, or write a note or question in the exercise itself. You need to attempt, but need not complete, every assignment—some will be much more challenging than others. The important thing is to approach the assignment with rigor and care.
 - a. 100 special effort exerted with outstanding results
 - b. 95 robust execution with due attention to focal point of day
 - c. 90 solid execution with some attention to focal point of day
 - d. 85 some mistakes in execution; some attention to focal point of day
 - e. 80 many mistakes in execution; no attention to focal point of day
 - f. 75 some mistakes in understanding basic structures
 - g. 70 mistakes in understanding basic structures
 - h. 65 minimal attempt
 - i. 0 no submission
4. Late submissions beyond a one-hour window (9:30 am) will not be accepted. Make sure to submit your exercise ahead of time in the case of excused absences.

B. Mid-term project

1. Select a story to translate from the website 伝承之蔵 (*Denshō no kura*, Treasury of Legends) at <http://legend.main.jp>. This website is a collection of local legends and folktales of Miyagi prefecture, along with descriptions of the physical sites associated with them. Each tale contains proper names, dialog, culture-specific terms, and other challenges for translation that we will study in the first part of the semester. Photos and captions follow the tales, and these should be translated as well. You will be asked to comment on particular aspects of your tale that are discussed in the Hasegawa textbook, and explain your decisions for translation. As you know, Miyagi prefecture is one of the areas that received heavy damage during the 東日本大震災 (*Higashi Nihon daishinsai* ‘Great East Japan Earthquake’, aka Tōhoku Earthquake and Tsunami) of 03/11/11. The web master is willing to post our translations, and in this way we can make a small contribution to the preservation and dissemination of cultural heritage. Submit the title of your story, the city location, and the url to Assignments by 01/28/19.
2. See Assignments for detailed instructions. Specific instructions will be posted closer to the deadline for submission, which is Wednesday, 02/20/19.

C. Individual translation project

1. This is a chance for you to select a text that you are interested in reading for yourself, and also one that you would like to try to translate.
2. Select the text to translate. It should either be short enough for you to complete within the term, or have a chapter or segment that is worth translating even though you won’t be able to read the whole text. The text must be approved by the instructor. Notify the instructor of your selection via email or office hours at your earliest convenience. The instructor can also assist you in identifying a good text for this project.
2. Submit a copy of the target text to the instructor by Monday, 02/11/19.
3. Submit the first draft of the translation to Assignments by Monday, 03/13/17. It need not be complete, but should cover at least half of your text.

4. Submit the final version to Assignments by Monday, 04/08/19.
6. This project will be evaluated on the basis of the accuracy and quality of the translation, and on the extent of improvement shown over the course of the draft and revision. In particular, attention devoted to translation topics examined in the course readings will be noted. See Assignments for Evaluation Rubric.

D. Clip project

1. Identify a segment of English-language subtitling in a Japanese film or media (or Japanese-language subtitling of an English language film or media) that is noteworthy for some reason, good or bad. Examples: (a) the English subtitle captures the essence of the Japanese speech in a particularly effective way (good); (b) a portion of speech in Japanese is not represented in the subtitling, yet it appears to convey some information that is relevant to the story line (maybe bad); (c) there is something jarring or striking about the subtitling (for example, the English is so idiomatic that you feel you are watching an American film—is this good or bad?); (d) an inaccurate or off-base rendition (bad). UF libraries have many Japanese films, and you can find numerous clips on Youtube and elsewhere on the internet.
2. Sign up for a presentation slot on Canvas. Select “People,” and then select a slot under “Presentation Groups.” Work within your group to select the clip you want to analyze.
3. Present your analysis to the class by showing the clip (1-3 minutes) and explaining your interpretation and evaluation. Take questions and comments from class members.
4. See Assignments for Evaluation Rubric.

Policies and Expectations:

- a. **The Honor Code:** *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted for credit by students at the university, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* All sources of information, including print, digital, and verbal, must be acknowledged. Verbatim materials must be indicated as such with quotations marks, and cited.
- b. **Special Accommodations:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- c. **Attendance and Participation:** Class sessions will be devoted to discussion of the assigned readings and exercises. Your attendance and active participation are essential to the success of the course, and to your grade.
- d. **Preparation and Assignments:** Read the assigned texts carefully ahead of time, and be prepared to discuss them on the date that they appear in the Daily Schedule. All exams and projects are due on the date indicated in the Daily Schedule. Late submissions will be assessed a penalty of one-half letter grade (5%) for each day beyond the deadline.

Grades and Evaluation:

- a. Grades will be determined as follows:

a. Exercises and participation	30%
b. Midterm project	20%
c. Individual translation project	30%

- d. Clip Project 20%
- e. TOTAL 100%

b. Grades will follow the default Canvas scale:

- A 94
- A- 90
- B+ 87
- B 84
- B- 80
- C+ 77
- C 74
- C- 70
- D+ 67
- D 64
- D- 60
- E 0

Daily Schedule

Note: Daily assignments are pending discussion with class members. Schedule may be adjusted as the term progresses. Feedback and suggestions welcome. I will be happy to adjust the course to meet your goals.

Daily Schedule

Date	Topic	Reading Assignment	Exercise
<i>Week 1 Basic terms, machine versus human translation</i>			
M 01/07/19	Introduction to course, Reference tools	Discussion of: <ul style="list-style-type: none"> • Your goals for the course. • What kinds of texts you are interested in translating. 	
W 01/09/19	Basic concepts; Translatability— identifying what aspects of the ST are represented or lost in the TT	Hasegawa, p. 1-18. Exercise 1.7, p. 17-18, for in-class discussion; also address which translation you prefer, and why.	Exercise 1.5 , p. 16. Submit to Assignments in Canvas.

F 01/11/19	Machine translation	Sato, Takayuki, Jun Harashima and Mamoru Komachi. 2016. Japanese-English Machine Translation of Recipe Texts. <i>Proceedings of the 3rd Workshop on Asian Translation</i> . Osaka, Japan, December 11-17, 2016, pp. 8-67. CR <ul style="list-style-type: none"> Recommended: Varshee, Kirti. 2013. Understanding the economics of machine translation. <i>Translation Spaces</i> 2:iv, 125-149. CR 	
Week 2			
M 01/14/19	Translators and interpreters in health fields; “false friends;”	Kelly and Zetzsche, Chapter 1: “Saving Lives and Protecting Rights in Translation,” p. 1-32.	Exercise: Translation of a recipe. Translation and submit to Assignments. For in-class discussion: Which parts of the text did you find challenging to translate?
W 01/16/19	Text types and their conventions	Hasegawa, p. 19-28. <ul style="list-style-type: none"> Exercise 1.10 for in-class discussion. 	Exercise: Expansion of 1.2.a: Translate the webpage 「胆石症」and submit to Assignments in Canvas. For in-class discussion: How does the style of the language of this web page differ from that of the NIH and the MD Guidelines?
F 01/18/19	Media analysts; context and ambiguity	<ul style="list-style-type: none"> Kelley and Zetzsche, Chapter 2: “Waging War and Keeping the Peace in Translation,” p. 33-61. Kondo, Masaomi. 2006. “Multiple Layers of Meaning: Toward a Deepening of the ‘Sense’ Theory of Interpreting.” <i>Interpretation Studies</i>, No. 6, December 2006:175-182. CR 	
Week 3			
M 01/21/19	Martin Luther King Day	Classes suspended	
W 01/23/19	Proper nouns; Titles	Hasegawa, p. 29-37.	Exercise 2.1, Nos. 1-10, p. 35-36.
F 01/25/19	Types of word meaning	Hasegawa, p. 37-46.	Exercise 2.3, Nos. 1-10. p. 38. Exercise 2.7, Nos. 1-10, p. 45-46.
Week 4			

M 01/28/19	Product names	Kelly and Zetzsche, Chapter 3: "Doing Business and Crossing Borders in Translation," p. 63-91.	Identification of the story for your Midterm Project. Submit city, story title, and url to Canvas.
W 01/30/19	Script and affect	O'Brien, James. 2001. "From a Dual Writing System into English: Translating a Japanese Poem." <i>Translation Review</i> , No. 61:13-19. CR	Exercise: 高村、「値ひがたき知恵子」
F 02/01/19	Presupposition; Mimetics	<ul style="list-style-type: none"> Hasegawa, p. 46-56. Inose, Hiroko. 2007. "Translating Japanese Onomatopoeia and mimetic words." In <i>Translation Research Projects 1</i>, ed. by Anthony Pim and Alexander Perekrestenko, p. 97-116. Tarragona, Spain: Intercultural Studies Group. CR 	Exercise 2.8 , Nos. 1-5, p. 49; Exercise 2.11 , Nos. 1-10, p. 51.
Week 5			
M 02/04/19	Indexicality; Phatic Communication; Register	<ul style="list-style-type: none"> Hasegawa, p. 56-67. Maynard, Senko K. 1999. A Poetics of Grammar. Playing with narrative perspectives and voices in Japanese and translation texts. <i>Poetics</i> 26:3, 115-141. CR 	Exercise 2.16 , p. 59; Exercise 2.18, p. 66.
W 02/06/19	Challenges in translation of literary and religious texts	Kelly and Zetzsche, Chapter 4: "Sharing Stories and Spreading Religion in Translation," p. 93-122.	
F 02/08/19	Register	Metevelis, Peter. 1994. Translating Kawabata's Thenar Stories. <i>Japan Quarterly</i> 41:2, 181-190. CR	Exercise: Kawabata, 「死顔の出来事」
Week 6			
M 02/11/19	Idioms, collocative associations	Hasegawa, p. 68-74.	Individual project translation text due. Provide instructor with clear copy and complete bibliographic reference.
W 02/13/19	Register and gender, English to Japanese	Furukawa, Hiroko. 2015. Intracultural translation into an ideological language: The case of Japanese translations of Anne of Green Gables. <i>Neohelicon</i> 42:1, 297-312. CR	
F 02/15/19	Register and gender, Japanese to English	Kim, Jiyoung. 2015. Translating Gendered Voices: From Tanizaki Junichirō's Naomi to Yoshimoto Banana's Kitchen. In <i>Multiple Translation Communities in Japan</i> , edited by Beverley Curran, Nana Sato-Rossberg, and Kikuko Tanabe, p. 148-168. New York: Routledge. CR	Exercise: Tsukasa, 「俺の妹がこんなに可愛いわけがない」, p. 12-13 first two lines.

Week 7			
M 02/18/19	Trans-creation	Kelly and Zetzsche, Chapter 5: "Partaking in Pleasures and Delighting the Senses in Translation," p. 123-165.	
W 02/20/19	Cohesion	Hasegawa, p. 74-84.	Mid-term project due
F 02/22/19	Figurative meaning	Hasegawa, p. 85-95.	Exercises 3.6 (Nos. 1-10, p. 87); 3.7 (Nos. 1-10, p. 91-92); 3.9 (Nos. 1-10, p. 94-95).
Week 8			
M 02/25/19	Ambiguity	Hasegawa, p. 95-105.	Extended version of Exercise 3.14 , p. 104-105—see Canvas and use PDF.
W 02/27/19	"Cultur-emes," or culture-specific words and translation	Higashino, Yumi. 2001. "Cultural equivalence: its effectiveness and complications—Has 'white gloves' achieved the equivalent effect of 'shirotabi'?" <i>Interpretation Studies</i> , No. 1, December 2001:53-63. CR	
F 03/01/19	Discourse genres: Narrative	Hasegawa, p. 107-122.	Exercise 4.2 , p. 116.
Week 9 March 4-8 Spring Break			
Week 10			
M 03/11/19	Discourse genre: Expository	Hasegawa, p. 122-135.	Exercise 4.6.b , p. 123-124.
W 03/13/19	Discourse structure	Wakabayashi, Judy. 1991. Translation between unrelated languages and culture, as illustrated by Japanese-English translation. <i>Meta: journal des traducteurs</i> 36:2-3, 414-423. CR	Exercise: "Tensei Jingo," ST and TT comparison (discourse and paragraph structure)
F 03/15/19	Grammatical structures and translation	Hasegawa, p. 136-149. In class: Exercise 5.3, p. 148-149; selections from <i>Izu no odoriko</i> , with focus on translator errors and omissions.	
Week 11			
M 03/18/19	Modification structures; Exploring translation techniques, word level	Hasegawa, p. 149-178. In class: Exercises 5.5, p. 152; 5.7, p. 154; Exercise 5.10, p. 157. Identification of relative clause types, and strategies for translation.	<ul style="list-style-type: none"> First draft of individual translation project due.

W 03/20/19	Exploring translation techniques, discourse level	Hasegawa, p. 179-191. <ul style="list-style-type: none"> Exercise 6.9, p. 191, for in-class discussion 	Exercise: IACE Travel Tour Descriptions, Comparison
F 03/22/19	Translation theory	<ul style="list-style-type: none"> Hasegawa, p. 192-211. Harker, Jaime. 1999. Contemporary Japanese Fiction & 'Middlebrow' Translation Strategies. <i>The Translator</i> 5:1, 27-44. CR 	
Week 12			
M 03/25/19	Skopos theory, case in point	<ul style="list-style-type: none"> Fukuhara, Shunichi et al. 1998. Translation, Adaptation, and Validation of the SF-36 Health Survey for Use in Japan. <i>J Clin Epidemiol.</i> 51:11, 1037-1044. CR Miyaji, Tempei et al. 2017. Japanese translation and linguistic validation of the US National Cancer Institute's Patient-Reported Outcomes version of the Common Terminology Criteria for adverse Events PRO-CTCAE). <i>Journal of Patient-Reported Outcomes</i> 1:8, 1-10. DOI 10.1186/s41687-017-0012-7 (Open Access). CR 	Exercise: Compare and contrast the English and Japanese versions of the SF-36 Survey. Exercise: Compare and contrast the English and Japanese versions of the NCI-PRO-CTCAE Items.
W 03/27/19	Reporting news	Fujii, Akio. 1988. News translation in Japan. <i>Meta: journal des traducteurs</i> 33:1, 32-37. CR <ul style="list-style-type: none"> For in-class discussion: Compare ST and TT versions of 「南京発言」with respect to "gate-keeping role" 	Exercise: Translate「南京発言」 news article
F 03/29/19	Recent translation theories	<ul style="list-style-type: none"> Hasegawa, p. 211-225. Fujii, Yasunari. 2013. The Translation of Legal Agreements and Contracts from Japanese to English. <i>Babel</i> 59:4, 421-444. CR Exercises from chapter discussed in class. 	
Week 13			
M 04/01/19	Translation in professional contexts	Hasegawa, p. 226-241.	Exercise 8.7, p. 241 (instructions on Canvas)

W 04/03/19	Evaluating translations; ATA certification exam	Hasegawa, p. 242-265. Handouts: Team Translation Project: 「広島・長崎の記憶」	Exercise 8.13 , p. 258-259 (instructions on Canvas)
F 04/05/19	Translation of visual media	<ul style="list-style-type: none"> • Curran, Beverley. 2015. Death Note: Multilingual Manga and Multidimensional Translation. In <i>Multiple Translation Communities in Japan</i>, edited by Beverley Curran, Nana Sato-Rossberg, and Kikuko Tanabe, p. 1-18. New York: Routledge. CR • Kelly and Zetzsche, Chapter 6: "Entertaining Fans and Playing to the Crowd in Translation," p. 167-197 	
Week 14			
M 04/08/19	Localization	<ul style="list-style-type: none"> • Di Marco, Francesca. 2007. Cultural Localization: Orientation and Disorientation in Japanese Video Games. <i>Revista tradumàtica</i> 5, 1-8. • Mangiron, Carmen and Minako o'Hagan. 2006. "Game Localisation: Unleashing Imagination with 'Restricted' Translation." <i>JoSTrans</i> 2006. CR or http://www.jostrans.org/issue06/art_ohagan.pdf 	Final version of individual translation project due.
W 04/10/19	Translating humor	Mangiron, Carmen. 2010. The Importance of Not Being Ernest: Translating Humor in Video Games. In <i>Translation, Humor and the Media</i> , Vol. 2, ed. by Delia Chiaro, p. 89-107. London; New York: Continuum. CR	
F 04/12/19	Translation and intertextuality; <i>Yakuwarigo</i> 役割語 'role language'	Hiramoto, Mie. 2010. Anime and intertextualities: Hegemonic identities in Cowboy Bebop. <i>Pragmatics and Society</i> 1:2, 234-256. CR	
Week 15			

04/15/19	Recognizing and handling Non-standard speech in media	<ul style="list-style-type: none"> • Kumagai, Shigeko. 2011. Tohoku Dialects as a Speech of Rednecks: Language Crossing in Japanese TV Programs. <i>Studies in Humanities</i> 61:1-2, 153-169. CR • Hiramoto, Mie. 2009. Slaves Speak pseudo-Toohoku-ben: The Representation of Minorities in the Japanese Translation of <i>Gone with the Wind</i>. <i>Journal of Sociolinguistics</i> 13:2, 249-263. CR 	
W 04/17/19	Interpreting and translating film texts	Nornes, Abe Mark. 1999. For an Abusive Subtitling. <i>Film Quarterly</i> 52:3, 17-34. CR	
F 04/19/19		Clip project presentation 1 Clip project presentation 2	
Week 16			
M 04/22/19		Clip project presentation 3 Clip project presentation 4	
W 04/24/19		Clip project presentation 5 Clip project presentation 6	
F 04/26/19		Study days	

Selected References on translating Japanese

Textbook

Refsing, Kirsten and Lita Lundquist. 2009. *Translating Japanese Texts* (日本文の翻訳). Copenhagen: Museum Tusulanum Press. ISBN 978-87-635-077-6.

Reference work study

Maebo, Kanako. 2012. A survey of register labelling in Japanese dictionaries: Towards a better labelling for learners of Japanese. *Acta Linguistica Asiatica* 2:3, 11-26.

Books, Articles and Book Chapters

Benjamin, Walter. 2000. The Task of the Translator. In *The Translation Studies Reader*, 2nd Ed., ed. by Lawrence Venuti, p. 75-85. New York: Routledge. (originally published in 1923)

Fowler, Edward. 1992. "Rendering Words, Traversing Cultures: On the Art and Politics of Translating Modern Japanese Fiction." *Journal of Japanese Studies*, Vol. 18, No. 1:1-44.

Furukawa, Hiroko. 2012. "A feminist woman with a given female language: A contradictory figure in the Japanese translation of Margaret Atwood's *The Edible Woman*." *Babel* 58:2, 220-235

Johnson, Chalmers. 1980. "Omote (Explicit) and Ura (Implicit): Translating Japanese Political Terms." *Journal of Japanese Studies*, Vol. 6, No. 1:89-115.

Lee, Hye-Kyung. 2011. Participatory Media Fandom: A Case Study of Anime Fansubbing. *Media, Culture & Society* 33:8, 1131-1147.

Nakane, Ikuko. 2011. The Role of Silence in Interpreted Police Interviews. *Journal of Pragmatics* 43: 2317-2330.

O'Hagan, Minako. 2010. Japanese TV entertainment: Framing humour with Open Caption Telop. In *Translation, Humor and the Media*, Vol. 2, ed. by Deelia Chiaro, p. 70-88.

Sato-Rossberg, Nana and Judy Wakabayashi, eds. 2012. *Translation and Translation Studies in the Japanese Context*. London: Bloomsbury.

Takeda, Kayoko. 2008. "Interpreting at the Tokyo War Crimes Tribunal." *Interpreting*, Vol. 10, No. 1:65-83.

Toratani, Kiyoko. 2009. Translating Mimetics in Japanese: A Cognitive Approach. *New Voices in Translation Studies* 5, 63-77.

Wakabayshi, Judy. 2006. Translating in a forked tongue: Interlinear glosses as a creative device in Japanese translations. *Translation and Interpreting Studies* 1(2):3-41.