

國立清華大學課程大綱【魯濱遜漂流記：全球脈絡下的多重文本】

<1050112 版>

科號	FL 350100	組別		學分	3	人數限制	30
上課時間	F2F3F4 Fall 2023			教室	人社院 C413		
科目中文名稱	魯濱遜漂流記：全球脈絡下的多重文本						
科目英文名稱	Robinson Crusoe: A Multilayered Text in Global Contexts						
任課教師	紀元文 Chi, Yuanwen						
擋修科目	無			擋修分數			

請勾選	此科目對應之系所課程規畫所欲培養之核心能力 Core capability to be cultivated by this course	權重（百分比） Percentage
<input checked="" type="checkbox"/>	自我瞭解與溝通表達 Self-awareness, expressions & communication	20%
<input checked="" type="checkbox"/>	邏輯推理與批判思考能力 Logical reasoning & critical thinking	30%
<input type="checkbox"/>	科學思維與反思 Scientific thinking & reflection	<input type="text"/> %
<input checked="" type="checkbox"/>	藝術與人文涵養 Aesthetic & humanistic literacy	30%
<input type="checkbox"/>	資訊科技與媒體素養 Information technology & media literacy	<input type="text"/> %
<input checked="" type="checkbox"/>	多元觀點與社會實踐 Diverse views & social practices	20%

一、課程說明	<p>Daniel Defoe's (1660?-1731) <i>Robinson Crusoe</i> is a trilogy of adventure stories consisting of three novels--<i>The Life and Adventures of Robinson Crusoe</i> (1719), <i>The Farther Adventures of Robinson Crusoe</i> (1719), and <i>Serious Reflections of Robinson Crusoe</i> (1720). In these texts, the novelist embodies the ideology of mercantilism and colonial expansion which, in turn, intersect and re-enforce each other. The full title of the first serial is as follows: <i>The Life and Strange Surprising Adventures of Robinson Crusoe of York, Mariner, who lived Eight and Twenty Years, all alone in a un-inhabited Island on the Coast of America, near the Mouth of the Great River of Oroonoke; Having been cast on Shore by Shipwreck, wherein all the Men perished but himself. With an Account how he was at last as strangely deliver'd by Pyrates. Written by Himself. London: Printed for W. Taylor at the ship in Pater-Noster-Row. MDCCXIX.</i> Therefore, we can clearly see that the protagonist is a typical colonizer, who roves all over the globe to go on expeditions, to cultivate plantations, and to accumulate capitals. Being at the threshold of the industrial revolution, the English society was driven to explore new territory, to secure the supply of raw materials, and to search for</p>
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	<p>new markets. To be sure, Crusoe has no scruples about betraying his own ideas or upholding contradictory doctrines, insofar as his interest is concerned. As Maximillian E. Novak has pointed out that Defoe is “a propagandist for social schemes, colonial expansion, economic projects and political factions and a satirist working for reformation of manners”(“Defoe’s Theory of Fiction.”)</p> <p>In the story, Defoe dwelled upon the voyages and adventures—a popular leitmotif among the writers in the Eighteenth Century. Crusoe even narrates his voyage to Formosa: “... [W]e came to the Latitude of 22 Degrees, 30 Min.; by which Means we made the Island <i>Formosa</i> directly, ... the People there, who are very courteous and civil in their Manners, supply’d us with willingly, and dealt very fairly and punctually with us in all their Agreements and Bargains; which is what we did not find among other People; and may be owing to the Remains of Christianity, which was once planted here by a <i>Dutch</i> Missionary of Protestants, and is a Testimony of what I have often observ’d, viz. That the Christian Religion always civilizes the People, and reforms their Manners, ...”(Robinson Crusoe [The Shakespeare Head Edition] Vol. III:130-31). In a certain sense, this text has also witnessed the plunging into, and involvement of, the island of Formosa in the global geo-political encounters and conflicts since the Age of Discovery. The fact that the first serial of the story became a best seller immediately after its publication indicated that the subject matter struck deeply at the structure of English sentiments collectively. In a word, Crusoe’s detailed accounts and enumerations of expeditions, businesslike transactions, and adventuresome spirits embodied the emblems of <i>Geistgeschichte</i> of “true-born Englishmen” in the Eighteenth Century.</p>
<p>二、指定用書</p>	<p>Daniel Defoe. <i>Robinson Crusoe</i>. Ed. Michael Shinagel. New York: Norton, 1994. 2nd ed.</p> <p>*Supplementary readings from this text are indicated as “Norton: xx.” (Information of textbook in the campus bookstore: 水木書店 03-5716800.)</p>
<p>三、參考書籍</p>	<p>Supplementary readings are primary and secondary sources related to the trilogy of <i>Robinson Crusoe</i>. In addition, we will also read quintessential criticism about <i>Robinson Crusoe</i>. Excerpts from these sources are indicated with the symbol of an asterisk “*”.</p> <p>The instructor will give out these excerpts as handouts in the class.</p> <p>Primary Sources</p> <p>Defoe, Daniel. <i>The Farther Adventures of Robinson Crusoe</i> (1719). Vol. II of <i>The Novels and Miscellaneous Works of Daniel De Foe</i>. Ed. Sir Walter Scott. Oxford: Thomas Tegg, 1840. 247-254.</p> <p>*---. <i>The Farther Adventures of Robinson Crusoe</i> (1719). Vol. 2 of <i>The Novels of Daniel Defoe</i> (10 vols.). Ed. W. R. Owens. London: Pickering & Chatto, 2008.155-167, 235-237.</p> <p>---. <i>The Life & Strange Surprising Adventures of Robinson Crusoe</i> (1719). Shakespeare Head Edition. Oxford: Basil Blackwell, 1927. 3 vols.</p> <p>---. <i>The Life and Strange Surprising Adventures of Robinson Crusoe</i> (1719). Vol. 1 of <i>The Novels of Daniel Defoe</i> (10 vols.). Ed. W. R. Owens. London: Pickering & Chatto, 2008.</p> <p>*---. <i>Serious Reflections during the Life and Surprising Adventures of Robinson Crusoe</i> (1720). Vol. 3 of <i>The Novels of Daniel Defoe</i> (10 vols.). Ed. G. A. Starr. London: Pickering & Chatto, 2008.129-144, 340-353.</p> <p>---. <i>Serious Reflections during the Life and Surprising Adventures of Robinson Crusoe with His Vision of the Angelic World</i> (1720). Vol. III of</p>

	<p><i>Romances and Narratives by Daniel Defoe.</i> Ed. George A. Aitken. London: J. M. Dent, 1895.104-126.</p> <p>Gildon, Charles. <i>Robinson Crusoe Examin'd and Criticis'd</i> (1719). Ed. Paul Dottin. London and Paris: J. M. Dent & Sons, 1923.</p> <p>Secondary Sources</p> <p>Ellis, Frank H, ed. <i>Robinson Crusoe: A Collection of Critical Essays.</i> Englewood Cliffs, N.J.: Prentice-Hall, 1969.</p> <p>Hunter, J. Paul. <i>The Reluctant Pilgrim: Defoe's Emblematic Method and Quest for Form in Robinson Crusoe.</i> Baltimore: Johns Hopkins Press, 1966.</p> <p>Ian Watt. "Realism and the Novel Form." <i>The Rise of the Novel: Studies in Defoe, Richardson and Fielding</i> (1957). Harmondsworth: Penguin Books, 1979. 9-37.</p> <p>Novak, Maximillian E. <i>Daniel Defoe: Master of Fiction.</i> New York: Oxford UP, 2008.</p> <p>Rogers, Pat. <i>Robinson Crusoe.</i> London: George Allen & Unwin, 1979. 25-50.</p> <p>Spaas, Lieve and Brian Stimpson, ed. <i>Robinson Crusoe: Myths and Metamorphoses.</i> New York: St. Martin's Press, 1996.</p> <p>中文</p> <p>*林紓、曾宗鞏譯，達孚著。《魯濱孫飄流記》（光緒三十一年，1905年）。臺北：臺灣商務印書館，1973年。二版。1-2。</p> <p>*林紓、曾宗鞏譯。《魯濱孫飄流續記》（光緒三十二年，1906年）。上海：商務印書館，1914年。1-6。</p> <p>狄福著，戴維揚導讀。《魯濱遜飄流記》。臺北：桂冠圖書公司，2005年。</p> <p>黃杲忻譯。《魯賓孫歷險記》。上海：上海譯文出版社，1997年。</p> <p>齊霞飛譯，迪福原著。《魯濱遜飄流記》。臺北：志文出版社，1984年。</p>						
四、教學方式	<p>Lectures and discussion are the major pedagogy in the class. The instructor will lecture on the topics and issues concerning the rapports between the evolution of the socio-cultural contexts and the text as an embodiment of mercantilism in England in the Eighteenth Century. Students are expected to read closely the designated materials and participate in class discussions so as to articulate their understanding and critiques of materials under study. As England stood at the threshold of the industrial revolution in the early Eighteenth Century, Defoe's experiments with prose fiction and his attempts to represent the prevailing ideologies of mercantilism and monarchism had a significant impact on shaping the form and development of the genre of the novel. It is believed that the progress of material culture and economic growth has to do with the evolution and formation of literary genres. Thus the pedagogy of this class attempts to explore how Daniel Defoe utilized prose fiction to represent the agenda of social changes in the contexts of global exploration and exploitation in Eighteenth-Century England.</p>						
五、課程進度	<p style="text-align: center;">A Tentative Syllabus</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 15%;">Week</th> <th style="text-align: left; width: 60%;">Readings</th> <th style="text-align: left; width: 25%;">Supplementary Readings</th> </tr> </thead> <tbody> <tr> <td>1 (Sept. 15)</td> <td>Introduction to the Course & the Long Eighteenth Century. The implication of the long eighteenth century in the contexts of pre-modern global era. Daniel Defoe's life and his writing career. Defoe as a merchant, spy, pamphlet writer, and the pioneer of prose fiction.</td> <td></td> </tr> </tbody> </table>	Week	Readings	Supplementary Readings	1 (Sept. 15)	Introduction to the Course & the Long Eighteenth Century. The implication of the long eighteenth century in the contexts of pre-modern global era. Daniel Defoe's life and his writing career. Defoe as a merchant, spy, pamphlet writer, and the pioneer of prose fiction.	
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- 2 (Sept. 22) *Robinson Crusoe*: 2-18
The protagonist Crusoe's account of himself and his captivity by the Turkish pirates in his first voyage.
- 3 (Oct. 6) *Robinson Crusoe*:19-40 Norton: 230-235.
Crusoe's escape and his plantation in Brazil. Going on a voyage to the coast of Guinea to traffic Negroes. Shipwrecked and stranded in an isolated and lonely island.
- 4 (Oct.13) *Robinson Crusoe*: 41-60 Norton: 262-264 & 274-277
Rescue necessities and tools from the shipwreck. The practice of Puritan reflections in the form of bookkeeping: assets and liabilities. Reflections on his conditions: to set the good against the evil.
- 5 (Oct.20) *Robinson Crusoe*: 61-73
Keep a journal and make furniture. Management and maintenance of his house. Reflections on religion in misery. Solemn fast on the anniversary of Crusoe's landing on the island.
- 6 (Oct.27) A Quiz
- 7 (Nov. 3) *Robinson Crusoe*: 74-113 Defoe, *Farther*: 154-167 & 235-237 (W.R.Owens ed.)
Cultivate crops, mould some pots, and prepare stuffs for making bread. The 11th year on the island. Raise some goats for milk, butter, and cheese. Footprints on the beach.
- 8 (Nov.10) *Robinson Crusoe*: 114-150 Norton: 288-306
Fortify his castle against the cannibals and nauseated at the sight of anthropophagy. Reflections on providence and cannibalism. Crusoe's household on the island in the 23rd year.
- 9 (Nov.17) Midterm Exam
- 10 (Nov.24) *Robinson Crusoe*:151-160
Lust for gold and an ominous dream. The rescue and naming of Friday.
- 11 (Dec.1) *Robinson Crusoe*:161-75 Defoe, *Serious*: 204 -211 & 392-397 (G.A.Starr ed.)
Crusoe tries to "civilize" Friday and their discourses on Christianity. Crusoe's war against the savages and the rescue of Friday's father.
- 12 (Dec.8) *Robinson Crusoe*: 176-200
Crusoe's preparations to rescue the Spaniards detained in the Mainland. The recapture of the mutinied English ship and leaving the island on December 19, 1686.

	<p>13 (Dec.15) A Topic on Translation: Lin Shu. Travel Theory in Translation; Cultural Translation; Lin Shu's Contribution to the Making of Modern Chinese Literature. Excerpts of Lin Shu's Translation of <i>Robinson Crusoe</i> in Classical Chinese: 林紓《魯濱孫》: 1-10; 林紓《魯濱孫續記》: 上 1-10。林紓《魯濱孫續記》: 下 40-50。</p> <p>14 (Dec.22)<i>Robinson Crusoe</i>: 200-210 Crusoe's lonely voyage back home and his claims of the property in Brazil.</p> <p>15 (Dec.29)<i>Robinson Crusoe</i>:211-220 Crusoe's assets, his journey through Spain and France to go back to England. Crusoe's revisit of his island in 1694. Review of the materials under study in the class.</p> <p>16 (Jan.12) Final Exam</p>
<p>六、成績考核</p>	<p>The quiz is a test of basic knowledge about the text <i>per se</i> and quintessential ideas about the social and cultural contexts of this period in the formats of Identification, Explication of Literary Terms and short Essay Questions. Midterm and final exams are essay questions to test the students' ability to analyze, organize, and critique the text and some materials related to this field, in addition to Identification and Explication of Literary Terms. All of these serve for the instructor to understand the validity of the pedagogy, to train the students' capabilities to organize their perception of the text and some related materials, and to articulate their knowledge of the field in verbal and written forms both logically coherent and grammatically correct.</p> <ol style="list-style-type: none"> 1. Active participation in class discussion required (10%). 2. 1 quiz (20%). 3. Midterm exam (30%) and final exam (40%) .