

The Exploration of the Trinity Path of Ideology and Politics in the Teaching Course of the History of British Literature and its Selected Readings

-- Taking the teaching process of *Robinson Crusoe* as an example

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Abstract: In the traditional British and American literature teaching, in the face of the classic text, the teaching process often adopts the text itself to explore the ideological and political elements of the text. This paper proposes that this kind of thinking and teaching mode limits the reflection of ideological and political elements of the text. Based on this, this paper holds that we should take the trinity way from the literary tradition, the text itself and the contemporary adaptation of the text to fully explore the ideological and political elements of the text, and shape students' ideology from a broader dimension. This kind of trinity teaching mode realizes the win-win situation of in-depth interpretation of text and comprehensive exploration of ideological and political elements, which is a beneficial way worth trying. This is a beneficial exploration of the course teaching mode of British and American literature from the new perspective of courses for ideological and political education, which will provide references for improving students' British learning efficiency and laying a foundation for training comprehensive British majors.

Keywords: British and American Literature; Literary Tradition; Text; Contemporary Rewriting; Trinity.

1. Introduction

In recent years, concussive development, focusing on quality and characteristic development, the reform idea of "courses for ideological and political education" and "ideological and political courses", taking the principle as the foundation and returning to undergraduate teaching have become the hot words in the professional development of colleges and universities in the new era. Colleges and universities should inspire teachers and administrators to constantly explore and interpret the core connotation of hot words and hot phenomena, and they should also carry out teaching reform in combination with the characteristics of their respective majors. In the field of foreign literature, with the promulgation and implementation of the "National Standards for the Teaching Quality of Foreign Languages and Literature" in colleges and universities, the construction and development of British major in the new era has a clear guiding program. Professional teaching staff and curriculum construction quality are the two core elements to enhance the core competitiveness of British majors and promote the conformal development. Therefore, courses for ideology and politics education have become the inevitable choice in the field of foreign literature teaching.

In the ideological and political teaching of the vast majority of foreign literature courses, teachers mainly focus on enriching the content of each teaching link and stimulating students' learning interest. Such as pre-class review (text collection, various online courses, group discussions and course design), classroom teaching (text connotation, text extension, text relevance), classroom activities (creative writing, dubbing, painting), research and practice (history of British literature, comparative literature iconography, post-colonial and gender politics, etc.). In the ideological and political field of the curriculum, teachers focus on exploring the ideological and political elements of the texts themselves,

but they rarely explore the ideological and political elements of the texts in the overall literary tradition, much less explore the ideological and political elements of the contemporary rewriting of these texts. In the teaching process, the author excavates the ideological and political elements of the text from three dimensions: desert island literature, *Robinson Crusoe* as a realistic novel, and the contemporary continuation of Robinson's story, the relationship between China and Robinson. The teaching has achieved good teaching effects. Based on this, this paper takes the teaching process of *Robinson Crusoe* as an example to explore the feasibility of the triune curriculum ideological and political model of literary tradition, the text itself and the contemporary rewriting of the text.

2. The Exploration of Ideological and Political Elements in Literary Tradition

In order to introduce ideological and political elements into British and American literature courses, teachers must first be well versed in the teaching content of this course, and they must also integrate them into the limited teaching hours timely and appropriately, so that students can experience the ideological and political "feast" in British and American literature courses. This puts forward higher requirements for teachers of British and American literature courses. A deep understanding of Robinson Crusoe is a necessary condition to fully tap the ideological and political elements of the text. Desert island is an indispensable theme in British literature, which is closely related to the geographical location of the British Isles, the history of British colonization and development, and the spirit of adventure. *Robinson Crusoe* is closely related to the tradition of British desert island literature. From Thomas More's *Utopia* (1516), Shakespeare's *The Tempest* (1611), Defoe's *Gulliver's Travels* (1719),

Swift's *Gulliver's Travels* (1726), Robert Michael Ballantyne's *Coral Island* (1857), Robert Louis Stevenson's *Treasure Island* (1881), Golding's *Lord of the Flies* (1954). In the teaching process, the sorting out of the literary context of this desert island, on the one hand, helps students to have an overall grasp of the British literary tradition, and more importantly, it inspires students to think about the Chinese literary tradition from the perspective of China, and on this basis inspires students' national pride.

In the teaching process, the author introduces to the students two major traditions of Chinese literature, from classical to modern, one is lyric tradition and the other is historical tradition. The historical tradition has developed so far that the novel has become the dominant form of literature, and the local-color literature with its hidden historical tradition has added a strong and heavy color to Chinese literature and even world literature, with Mo Yan winning the Nobel Prize for Literature as an important symbol. Therefore, the author encourages students to sort out the local-color literary works of Chinese literature and to select the texts they are interested in. Many students take the initiative to submit their reading opinions, and some even make their interesting works into micro films. This process from input to output has imperceptibly-promoted the development of students' national and cross-cultural consciousness. Nowadays, a large number of Chinese writers are going out into the world. Their works have been translated into various languages and are now being read by people all over the world. The people of the world are learning about China through literature, getting close to China, getting in touch with China, and experiencing Chinese culture with their emotions and hearts. Through the comparison of Chinese and Western literature, this kind of ideological and political method can deepen the understanding of our own literature and culture, which can effectively enhance students' cultural self-confidence and naturally form effective cross-cultural awareness on this basis.

3. The Exploration of Ideological and Political Elements of the Text Itself

Exploring the ideological and political elements of literary texts is a common idea in the teaching process of traditional British and American literature. This single-line thinking method has its merits, that is, focusing on the text itself and digging deeply into the ideological and political elements. However, this kind of deep digging is likely to fall into a misunderstanding, that is, ignoring the literary knowledge of the literary text itself, and showing too much ideological and political elements in it. Therefore, in the teaching process, the author tries to avoid this kind of misunderstanding. Based on *Robinson Crusoe* and *The Further Adventures of Robinson Crusoe*, the author found that there are two aspects of ideological and political elements can be mined, one is Robinson's image, the other is *The Further Adventures of Robinson Crusoe* and its demonization writing of China. Referring to image, Robinson has a pioneering spirit of the emerging bourgeois, and also, he has an indomitable enterprising spirit, dissatisfaction with the status quo of the spirit of adventure, not giving up the spirit of struggle and perseverance of the entrepreneurial spirit. These fine qualities can stimulate the good quality of students, and it turns out to be an excellent material in the ideological and political education. In the teaching process, taking *Robinson Crusoe* as a realistic novel as the starting point, while teaching literary

common sense, cleverly integrating these details of Robinson's fine quality, such as setting up his own tent, making his own pottery and other details, this approach not only grasps the teaching of British and American literature as the main body of teaching, but also runs through the ideological and political content. This perspective has achieved good teaching effect, and this teaching concept and teaching mode has a strong replicability.

Secondly, the demonization of China is also an important aspect of the mining of ideological and political elements. In *The Further Adventures of Robinson Crusoe*, it can be clearly found that when Robinson first arrived in China, he seemed to be dissatisfied with everything in China and thought that China was a barbaric pagan nation, no better than barbarians. He turned his nose up at China's military strength and unrealistically demonized the Chinese people, so Mr. Lin Shu was extremely angry when translating *The Further Adventures of Robinson Crusoe*. According to Qian Zhongshu's research, Defoe can be regarded as the originator of the demonization of China in British literature, and the image of China in his works is the imagination of other people with oriental colors. This kind of imagination of the other can stimulate students' patriotic enthusiasm to a large extent, so as to achieve the teaching goal of ideological and political education in the course. Therefore, in the teaching process, the author has provided the students with *Robinson Crusoe* and *The Further Adventures of Robinson Crusoe* at the same time to read before class. In the teaching process, the students showed many descriptions of Defoe's demonization of China, and they discussed with their classmates on the topics of the religious, political and economic reasons for Defoe's demonization of China. This practice broadens the students' horizon, and at the same time inspires their patriotic enthusiasm. This teaching process is also a feasible mechanism for the effective integration of ideological and political elements. Therefore, in the teaching concept of effective integration of the trinity ideological and political elements, the exploration of text-based ideological and political elements cannot be ignored. However, teachers should dig deeply into the ideological and political elements of the text itself on the basis of careful reading of the text, expand their literary vision, and effectively explore the ideological and political elements in the literary text while sharing it with students. And also teachers should organically and naturally integrate into the course teaching process.

4. The Exploration of Ideological and Political Elements in the Contemporary Rewriting of Classic Texts

In the course of British and American literature teaching, we will inevitably find the limitations of classical texts, which makes the literature classroom stick to the ivory tower and lack of realistic attention. Therefore, after teaching, the author tries to expand the reading horizon as much as possible, pays attention to the intertextuality between contemporary texts and classical literature, and finds that many contemporary texts have reflected on the colonialist thought and male-centric thought in *Robinson Crusoe*, and rewrote this text from the perspective of post-colonialism and feminism. Moreover, these rewritings are also excellent materials for exploring the ideological and political elements in the classic texts of British and American literature. Therefore, in the

process of teaching, the author also includes these texts in the scope of teaching.

Specifically, Susan Barton, a white British woman, is completely aphasia in *Robinson Crusoe*. The only description we can find about Susan Barton is "Soon after, my wife died". Obviously, *Robinson Crusoe* highlights the bravery of white men in exploring overseas colonies. However, women are completely excluded, and female voices are absent in this novel, which has obvious ideological limitations of Eurocentrism and androcentrism. The contemporary writer Tournier (1924-2016) rewrites the relationship between Robinson and Friday (1967) and emphasizes the silence of Friday, which in fact questions the authenticity of Friday under Defoe's pen and implies the distortion of the colonial text to the image of the colonized. Coetzee's (1940~) *Foe* (1986) added a female voice, and Susan Barton, a woman, told the story.

Therefore, in the course of teaching, the author guides students to reflect on the colonialist thought and androcentric thought in the classic text *Robinson Crusoe*, and guide them to reflect and criticize the Western culture in terms of ideology, so as to achieve the ideological and political goals of the course. This practice not only expands the scope of students' reading, but also cultivates students' thinking of critical reading of classic texts, and also improves students' cognitive level of insight into the world. Moreover, in the whole teaching process, literature history, literary terminology, literary criticism are all included, while giving students an all-round introduction to literature knowledge, and without leaving any traces of the ideological and political ideas.

5. Conclusion

As the carrier of scientific knowledge, curriculum carries the theoretical form and cognitive process of human practice. Whether it is specialized courses, ideological and political courses or general education courses all contain human's exploration and reflection on nature, society and laws, in order to realize human's freedom and all-round development. The ideological and political course breaks through the fragmentation of traditional knowledge and the either-or thinking frame, and it also achieves unity in the higher goal of educating students. The integration of humanistic education through the exploration and use of ideological and political resources, have achieved the integration of subject pedagogy and humanistic education. And the integration of the two kinds of education, has blended professional knowledge and humanistic spirit on the basis of differences and commonness, so as to achieve an effective strategy of win-win. In the teaching process, the author finds that this ideological and political model can be used in the teaching process of *Jane Eyre*, *Great Expectations*, *Adventures of Huckleberry Finn*, *Mrs. Dalloway*, *Saturday* and other works, and it is easy to implement.

The above content aims to provide a reproducible teaching idea that can introduce ideological and political teaching elements into British and American literary works. Not every literary work should insert ideological and political teaching elements according to this trinity model. Moreover, it should

not be ignored that the introduction of ideological and political education into professional courses is not a necessary option, and cannot and should not become the main body of professional courses teaching, otherwise it will appear too distracting, so that it will be hated by students. The trinity ideological and political model mentioned above cultivates the students' critical thinking and avoids the misunderstanding of blindly following the classic text. It shapes students' national spirit with patriotism as the core, and it also arouses students' aspiration to share weal with the nation and the sense of mission to take the world as their own, and then it thus realizes the ideological and political value of the text to the greatest extent and the in-depth interpretation of the meaning of the text. It is a win-win strategy in the course ideological and political education, which helps to improve professional quality and penetrate the ideological and political literacy, in order to achieve the overall development of students. But there is room for further improvement in this triad of courses for ideological and political education. For example, in order to make the teaching not limited to the text itself, it is necessary to improve the overall literary skills of British and American literature teachers and be able to understand by analogy, in order to further stimulate the enthusiasm of students. Still, greater efforts must be made to increase the interest and guidance of the classroom, in order to further improve the teaching effect from input to output. So, teachers must make two-way efforts to improve the teaching method and the students' learning habits.

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