

Statement of participation

Muhammad Farid Wajdi Makkulau

has completed the free course including any mandatory tests for:

History of reading tutorial 2: The reading and reception of literary texts – a case study of Robinson Crusoe

This 1-hour free course explored the use of historical evidence to understand the reading and reception of Daniel Defoe's Robinson Crusoe.

Issue date: 23 August 2025

www.open.edu/openlearn

This statement does not imply the award of credit points nor the conferment of a University Qualification.
This statement confirms that this free course and all mandatory tests were passed by the learner.

Please go to the course on OpenLearn for full details:

<https://www.open.edu/openlearn/history-the-arts/history-reading-tutorial-2-the-reading-and-reception-literary-texts-case-study-robinson-crusoe/content-section-0>

COURSE CODE: **Red_2**

History of reading tutorial 2: The reading and reception of literary texts – a case study of Robinson Crusoe

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Course summary

How have famous books been read and received by audiences in the past? This free course, History of reading tutorial 2: The reading and reception of literary texts a case study of Robinson Crusoe, is the second tutorial in a series designed to help users of the UK Reading Experience Database (UK RED) search, browse and use this resource, and explores the use of historical evidence to understand the reading and reception of a literary text, in this case Daniel Defoe's Robinson Crusoe. The first tutorial in this series (Red_1) shows how historians have uncovered evidence of reading in the past, while the next tutorial (Red_3) demonstrates how evidence of a writers reading can add to our understanding of their literary output. UK RED is a resource built and maintained at The Open University.

Learning outcomes

By completing this course, the learner should be able to:

- locate data in UK RED to help study the reading and reception of a literary text
- analyse individual reading experiences contained in UK RED
- understand how evidence from UK RED might be incorporated into arguments about the wider significance of reading as a cultural practice.

Completed study

The learner has completed the following:

Section 1

Overview

Section 2

Robinson Crusoe

Section 3

Childhood reading of Robinson Crusoe

Section 4

Female readers of Robinson Crusoe

Section 5

Male readers of Robinson Crusoe

Section 6

Conclusion