The Tempest line by line

Please print this out and bring with you to the first class session on 12th Sept. !

BBN-ANG-219/c *Hargitai Márta*

Requirements:

* **Regular attendance**: **seminar class format** **for self-motivated students!**
* **Set texts** (as listed in weekly syllabus) **read in full** and in English for the appropriate seminars;
* **Copies of set texts in English brought** in for the appropriate seminars (**vocabulary explored** beforehand at home);
* **2 presentations** & **useful and detailed handouts** indicating published sources for group-mates & teacher; power point encouraged
* **Active in class participation** (continuous assessment);
* At least **passing mark (60%) at the in-class test (to be written on 5 Dec.).**

**If you meet all of the above requirements, you will be offered a grade. If you do not, or if you want to get a better grade, you should be prepared to take an oral examination in the exam period.**

**Primary source**: Shakespeare: *The Tempest*

Only critical editions are allowed: use either Kermode’s (Arden Shakespeare) or Orgel’s (Oxford Shakespeare) critical edition of *The Tempest*.

**Secondary sources**:

Introductions in critical editions

**Set texts / presentation topics:**

**12 Sept.:** introduction, application for presentations

**19 Sept.:**

Kermode’s Introduction 1-5 (up to 5 presentations); *The Tempest* Act I

**26 Sept.:** Kermode’s Introduction 6-11 (up to 6 presentations); Act I-II

**3 Oct.:** Orgel’s Introduction (pp. 1-46); Act II-III

**10 Oct.:**

Orgel’s Introduction (pp. 47-87); Act III

1, The Tempest as Pastoral Romance Author(s): Carol Gesner Source: Shakespeare Quarterly, Vol. 10, No. 4 (Autumn, 1959), pp. 531-539 Published by: Folger Shakespeare Library in association with George Washington UniversityStable URL:

[http://www.jstor.org/stable/2867103](http://www.jstor.org/stable/2867103%202)

2, The Tempest and the British Imperium in 1611 Author(s): Tristan MarshallSource: The Historical Journal, Vol. 41, No. 2 (Jun., 1998), pp. 375-400Published by: Cambridge University PressStable URL: http://www.jstor.org/stable/2640111

**17 Oct.:**

Act III

3, "Something Rich and Strange": Caliban's Theatrical Metamorphoses Author(s): Virginia Mason Vaughan Source: Shakespeare Quarterly, Vol. 36, No. 4 (Winter, 1985), pp. 390-405 Published by: Folger Shakespeare Library in association with George Washington UniversityStable URL: http://www.jstor.org/stable/2870303 .

4, Why Does Prospero Abjure His "Rough Magic"? Author(s): Cosmo CorfieldSource: Shakespeare Quarterly, Vol. 36, No. 1 (Spring, 1985), pp. 31-48Published by: Folger Shakespeare Library in association with George Washington UniversityStable URL: http://www.jstor.org/stable/2870079

**24 Oct.:**

Act IV

5, Prospero's Wife Author(s): Stephen Orgel Source: Representations, No. 8 (Autumn, 1984), pp. 1-13Published by: University of California PressStable URL: <http://www.jstor.org/stable/2928555>

6, Prospero’s Book Mowat, Barbara A. Shakespeare Quarterly, Volume 52, Number 1, Spring 2001, pp.

1-33 (Article)

Published by The Johns Hopkins University Press

*DOI: 10.1353/shq.2001.0016*

For additional information about this article

Access Provided by Eotvos Lorand University at 11/20/10 10:57AM GMT

<http://muse.jhu.edu/journals/shq/summary/v052/52.1mowat.html>

**31 Oct.:** autumn break

**7 Nov.:**

Act IV

7, Vaughan&Vaughan, Shakespeare’s Caliban. A Cultural History pp. 3-23 (available at SEAS Library)

8, The Function of Music in Shakespeare's Romances

Author(s): Catherine M. DunnSource: Shakespeare Quarterly, Vol. 20, No. 4 (Autumn, 1969), pp. 391-405Published by: Folger Shakespeare Library in association with George Washington UniversityStable URL: http://www.jstor.org/stable/2868536 .

**14 Nov.:**

Act V

9, Northrop Frye on Shakespeare. New Haven& London: Yale University Press. 1986. “The Tempest” 171-186

10, Tribble, Evelyn B., "The Dark Backward and Abysm of Time": The Tempest and Memory College Literature—33.1, Winter 2006, pp. 151-168;

**21 Nov.:**

Act V

11, Notes on the Tempest Author(s): Giorgio Strehler and Thomas Simpson

Source: PAJ: A Journal of Performance and Art, Vol. 24, No. 3 (Sep., 2002), pp. 1-17

Published by: The MIT Press on behalf of Performing Arts Journal, Inc.

Stable URL: http://www.jstor.org/stable/3246343 .

12, McAlindon, T. (Thomas), The Discourse of Prayer in The Tempest SEL Studies in English Literature 1500-1900—Volume 41, Number 2, Spring 2001, pp. 335-355 (at http://muse.jhu.edu/)

**28 Nov.:**

Act V

13, False Play: Shakespeare and Chess Author(s): William PooleSource: Shakespeare Quarterly, Vol. 55, No. 1 (Spring, 2004), pp. 50-70 Published by: Folger Shakespeare Library in association with George Washington UniversityStable URL: <http://www.jstor.org/stable/3844322>

14, Shakespeare's Indian: The Americanization of Caliban

Author(s): Alden T. Vaughan

Source: Shakespeare Quarterly, Vol. 39, No. 2 (Summer, 1988), pp. 137-153

Published by: Folger Shakespeare Library in association with George Washington University

Stable URL: <http://www.jstor.org/stable/2870626>

**5 Dec.:** end-term test

**12 Dec.**: retakes, evaluation, farewell

*BSAD145 Seminar Class Format*

This class may not be like other MIS classes you have taken. Rather than a lecture and discussion format we will use the **seminar**approach. By seminar I mean:

* a group of advanced, self-motivated students studying under a professor with each doing investigation and all exchanging results through reports and discussion;
* an advanced course featuring informality and discussion;
* a meeting for giving and discussing information.

Your instructor will provide a framework of activities that will introduce the major topics of managing the IS resource. Textbook readings, supplemental readings, and class discussions will convey the main body of knowledge and be used to stimulate the desired level of critical thinking. The instructor also will serve as a catalyst, facilitator and evaluator in a collaborative learning experience.

Primarily, classes will consist of five activities:

1. Student writing and presentation of **Reading** **Assignment Impact & Update Summaries**
2. Discussion of student generated **Critical Thinking Questions (CTQ)**, and **Chapter Review Questions (CRQ)**,
3. Discussion of your **Current Literature Journal** (**CLJ**) entries
4. Discussion of **Management Situation Cases** using **Write, Pair, Share** approach.
5. Quizzes and discussion of same (after being turned in).

As you can see this **class** will use **independent investigation** and **group discussion** rather than the lecture and read format.

**WARNING:** If you expect to just sit back and listen to the "experts" talk about managing the information system resource, then this course is not for you.

The successful student will:

* read the assigned materials on time,
* make **notes** about it,
* complete the assigned homework activities on time,
* identify additional resources (when appropriate) to extend and solidify their understanding before discussing their new knowledge and insights with the class, and
* will actively pursue learning activities outside the classroom so that the in-class discussion time is used to its full potential.

**NOTE**:*The assignments are such that you may find them difficult to complete effectively the night before a class session. Space them over at least two days and do the readings the first day.*

**Classroom Protocol**

1. Students are expected to attend and be prepared for ALL regularly scheduled classes.
2. Students are expected to arrive on time and stay in class until the class period ends. If a student knows in advance that s/he will need to leave early, s/he should notify the instructor before the class period begins.
3. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt class by leaving and reentering during class; must not distract class by making noise; and be attentive to comments being made by the instructor and by peers.
4. Food is not allowed in classroom. Beverages are permissible at the instructor's discretion.
5. Instructors will inform students of any special/additional class expectations.