

Tom Stoppard: *Hapgood* (Hauptseminar: Literature and Science (Butter))

GROUP WORK

Time frame: Discussion within the group (20-25 minutes); Presentation of results to other group (see below) and discussion (10-15 minutes)

Inter-group discussions: Group A and Group B; Group C and Group D

Afterwards: discussion in plenum

Zur Info.: Bei Gruppenarbeit ordne ich immer klare Rollen/Aufgaben zu: 1.) „Time Manager“ (verantwortlich, dass Gruppe innerhalb der vorgegebenen Zeit fertig wird oder zumindest einen Teil der erarbeiteten Ergebnisse präsentieren kann); 2.) „Chair Discussion“ (Moderator); 3.) „Write down findings on poster“, 4.) Present findings.

(Immer nur 4 ‚Rollen‘, d.h. wenn eine Gruppe mehr als 4 Personen, dann erhalten die anderen keine ‚Zusatzaufgabe‘/Rolle. Aufgaben werden durch das Ziehen von Zetteln verteilt oder indem ich die Aufgabe/Rolle jeweils hinten aufs Handout schreibe. Jedes Gruppenmitglied erhält Handout mit den gesamten Gruppenaufgaben.)

Group A: Act 1, Scene 2

1. Kerner's analogy: quantum mechanics and the world of espionage
 - Why is an agent like a trick of light? (p. 500f.)
 - Explain why one can say that the British secret service/CIA 'got what they interrogated for' when trying to identify the traitor (p. 501) – or, put in a different way: how did the secret service's "act of observing determine what's what"? (p. 501)
2. What relevance does the use of lighting have in this scene? (cf. stage directions, p. 499)

Group B: Act 1, Scene 2

1. How would you characterise Blair and Kerner (based on this scene, but also the further developments in the play)? In your discussion, please also take into account the implications of Blair's 'quantum jump' at the end of the scene.
2. What are the implications of the setting of this scene (i.e. a zoo)?

Group C: Act 2, Scene 5 (p. 582ff.)

1. How would you characterise Ridley (based especially on this scene, but also other scenes in the play)?
2. How would you characterise Hapgood/Celia (based especially on this scene, but also other scenes in the play)? How does Hapgood as a character develop in the play?
3. Why does Ridley address Hapgood with "Auntie"? (p. 588: "Listen, be yourself. These people are not for you.. We can walk out of here, Auntie".)

Group D: Leitmotif of Game

Discuss the use of the leitmotif 'game' in the play. What layers of meaning are created by this leitmotif?

References to game in the play:

- p. 581-582: game of snap with Ridley
- Hapgood plays chess during working hours (e.g., p. 529: "Maggs: The reply from Ottawa came in. [...] Exchange bishops. and queen to king one."; p. 561)
- p. 502:
Blair: If the Evil Empire has a tap into you, that's quite another ballroom as Wates put it –
Kerner: Ballgame. I think.
Blair: I assure you it wasn't. Ballpark.
- Joe plays Rugby (e.g. p. 505, ending)
- Blair: One has to pick oneself up and carry on. We can't afford to lose. It's them or us, isn't it?
Hapgood: What is? What exactly? The game has moved on. Read the signs. It's over. (p. 591)