

# Shakespeare's Psychology

DAVID WILSON-OKAMURA · ENGL 1000 · SPRING 2020 · EAST CAROLINA UNIVERSITY

Jan. 13	M	Introduction	Some of Shakespeare's Recurring Interests: <ol style="list-style-type: none"><li>1. Family dynamics: husbands and wives, parents and children.</li><li>2. How people become evil.</li><li>3. The meaning of life.</li></ol>
15	W	Read <i>Hamlet</i> , act 1 before class.	
17	F	Open-note quiz and performance (film or staged reading)	
20	M	<b>Martin Luther King Day</b>	
22	W	Read <i>Hamlet</i> , act 2 before class.	
24	F	Open-note quiz and performance (film or staged reading)	
27	M	Read <i>Hamlet</i> , act 3 before class.	
29	W	Read <i>Hamlet</i> , act 4 before class.	
31	F	Open-note quiz and performance (film or staged reading)	
Feb. 3	M	<u>Who Wrote Shakespeare's Plays?</u>	
5	W	Read <i>Hamlet</i> , act 5 before class.	
7	F	Open-note quiz and performance (film or staged reading)	
10	M	<b>Midterm Exam I.</b> Bring Form 30423 and a #2 pencil.	
12	W	Read <i>Othello</i> , act 1 before class.	
14	F	Open-note quiz and performance (film or staged reading)	
17	M	Read <i>Othello</i> , act 2 before class.	
19	W	<u>The Elizabethan Theater</u>	
21	F	Open-note quiz and performance (film or staged reading)	
24	M	Read <i>Othello</i> , act 3 before class.	
26	W	Read <i>Othello</i> , act 4 before class.	
28	F	Open-note quiz and performance (film or staged reading)	
Mar. 2	M	Read <i>Othello</i> , act 5 before class.	
4	W	<u>Shakespeare's Education</u>	
6	F	Open-note quiz and performance (film or staged reading)	
8–15		<b>Spring Break</b>	
16	M	Read <i>King Lear</i> , act 1 before class.	
18	W	Read <i>King Lear</i> , act 2 before class.	
20	F	Open-note quiz and performance (film or staged reading)	
23	M	Read <i>King Lear</i> , act 3 before class.	
25	W	Read <i>King Lear</i> , act 4 before class.	
27	F	Open-note quiz and performance (film or staged reading)	
30	M	Read <i>King Lear</i> , act 5 before class.	
Apr. 1	W	<b>Midterm Exam II.</b> Bring Form 30423 and a #2 pencil.	
3	F	Open-note quiz and performance (film or staged reading)	
6	M	Read <i>Macbeth</i> , act 1 before class.	
8	W	<u>Was Shakespeare Gay? and Other Questions</u>	
10	F	<b>State Holiday</b>	
13	M	Read <i>Macbeth</i> , act 2 before class.	
15	W	Read <i>Macbeth</i> , act 3 before class.	
17	F	Open-note quiz and performance (film or staged reading)	
20	M	Read <i>Macbeth</i> , act 4 before class.	
22	W	Read <i>Macbeth</i> , act 5 before class.	
24	F	Open-note quiz and performance (film or staged reading)	
27	M	What did Shakespeare think about good and evil? <b>Last day for extra credit recitations.</b>	
28	T	Review for final exam	
May 6	W	<b>Final exam, 8:00–10:30 am.</b> Bring Form 30423 and a #2 pencil.	

## REQUIREMENTS

**Two midterm exams (20% each) and one final exam (35%).** Exams are multiple-choice. You'll need to bring a bubble sheet (form 30423) and a #2 pencil. Make-ups are available with a written excuse, covering the exam day, from a physician or the Dean of Students. The use of notes, books, and other aids is not permitted.

**Friday quizzes (25%).** Unlike midterm and final exams, all quizzes are open-note (but not open-book). If you leave class early on a quiz day, your quiz grade will not be recorded. Make-ups are not available for quizzes. However, your three lowest quiz grades will be dropped: in effect, you can miss three quizzes without harming your grade.

## TECHNOLOGY

Please turn off your **cell phone ringer** before class begins. **Smart phones, laptops, and tablets** might be helpful in some courses, but not this one: please put them out of sight before class. If I need to remind you, it may affect your grade. If you need to monitor your phone during class – for example, because a relative is ill or a spouse is pregnant – please tell me about it privately before class begins.

**During quizzes and exams, all devices must be powered off completely.** If your screen is illuminated during a quiz or exam, 20% will be deducted from that quiz or exam score. If there is evidence of actual cheating, the sanction will be graver; see below.

## ACADEMIC INTEGRITY

All violations of the university's academic integrity policy will be reported to the Office of Student Rights and Responsibilities. Sanctions will range from a double-F on a quiz to an F for the whole course.

## EXTRA CREDIT

There are two ways to earn extra credit in this class:

1. By reciting, from memory, a speech during office hours. The speech must be fifteen lines or longer and come from one of the plays we are reading for this course. One optional recitation will increase your course grade by up to 5% of the total course grade. A second recitation will increase your grade further, up to 5%. Grades will be assigned as follows: C range = you know the speech, but stumble your way through it; B range = you know the speech letter-perfect, but haven't done much with pauses, emphasis, tone; A range = you know the speech letter-perfect and dramatize it with your voice. Do not memorize a speech you don't understand: we'll have a conversation afterward about what it means. If there are words you don't know, look them up.

Maximum number of extra credit recitations: 2. Last day for recitations: Mon., Apr. 27.

2. By performing for the class in a Friday staged reading. ENGL 1000 is not an acting course, but since this assignment is completely optional I expect that everyone who undertakes it will spend enough time in rehearsal that the time in performance will not be tedious for the audience. Performers will need to contact me two weeks in advance, choose their own scenes, assign their own parts, and organize their own rehearsals. A performance should last for approximately fifteen minutes; the rest of that day's class time will be spent discussing the performance. Performers will be graded individually. Grades will take the following elements into account:
  - *Blocking.* Where should characters stand or sit? How and where should they move? At what point in the action? Does the script imply gestures, sitting, or kneeling?

- *Language.* Do you know what the words mean? Plan where to put the pauses in your speeches. Which words are you going to emphasize? You don't need to memorize your lines, but you do need to practice them until you can read them smoothly and expressively.
- *Dialogue.* Practice your timing together.
- *Character.* Be prepared to discuss why your character says what he or she says. Think about what your face will look like while you're speaking yourself and while you're listening to other characters.

One performance will increase your course grade by a up to 5%. A second performance will increase your course grade further, by up to 5%. So there is no misunderstanding: 5% is for an outstanding performance; less-than-outstanding performances will get less credit, just as they would on a paper or exam.

Maximum number of extra credit performances: 2 (though you can participate in more)

#### GRADING SCALE

A = 94–100, A- = 90–93, B+ = 87–89, B = 84–86, B- = 80–83, C+ = 77–79, C = 74–76, C- = 70–73, D+ = 67–69, D = 64–66, D- = 60–63, F = 0–59. Decimals  $\geq .5$  are rounded up.

#### OFFICE HOURS, PHONE, EMAIL

Office: Bate 2137. Office phone: 252-328-6714

Office hours: MWF 11:00–11:50, 1:10–2:00. If you need to contact me on days with no office hours, call me at home. Google knows my phone number. Please: no calls after 9 p.m.

Email: david@virgil.org. I use email every day, but instead of exchanging messages, let's have a conversation during office hours.

#### ACCOMMODATIONS

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (Voice/TTY 252–737-1016).

#### EMERGENCIES, UNIV. CLOSURES, CONTINUITY OF INSTRUCTION

If classes are postponed for any reason, I will give instructions by email. If email is not available, follow the schedule of readings in the syllabus until email service is restored.

#### ATTENDANCE AND PARTICIPATION

Attendance is required. If you need to miss a class meeting, negotiate with a classmate to borrow notes on what we discussed: you'll need these notes for the quizzes and exams. Participation in class discussion is encouraged but not required: I will invite you to comment, but won't insist.

#### REQUIRED TEXTBOOKS, MATERIALS

"No Fear" editions of *Hamlet*, *Othello*, *King Lear*, and *Macbeth*.

ISBNs are omitted because, while these editions are serviceable, there are others just as good. The essential thing is to have notes on the same page as Shakespeare's text (like the Signet editions), or on the page facing it (like the Folger editions). In the "No Fear" editions, Shakespeare's original text is paired with a close paraphrase in modern language. The paraphrase is rarely (if ever), wrong, but it doesn't capture Shakespeare's full meaning; only his own words can do that. For this reason, our discussion in class will always be of Shakespeare's text in its original language.

For exams, at least three bubble sheets (form 30423, size 8½" x 11") and one #2 pencil.

## HUMANITIES COMPETENCY

The following language is uniform for all Humanities Competency (HUC) courses:

Courses in the Humanities and in interdisciplinary areas linked to subjects in the humanities challenge students to critically examine their beliefs and the beliefs of others about what can broadly be called “human existence” or referred to as “what it is to exist as a human being.” Humanities courses address a range of issues that ancient texts show have captured people’s attention for over 3000 years. These problems include matters of value, and the courses that address them require students to critically assess diverse understandings of life’s aesthetic, ethical and moral dimensions. Humanities courses require students to learn one or more methods of critical analysis and to understand the value of knowledge both for its own sake and for its application. The knowledge gained by taking courses in the Humanities contributes to each student’s understanding of how to choose a life worth living.

The following program learning outcomes define the Humanities Competency. Students who have completed the General Education Humanities requirement can:

1. Distinguish artistic, literary, philosophical, or religious creations from other types of work and describe how they address enduring human concerns and the human condition.
2. Apply discipline-specific criteria and evaluate the significance of specific literary, artistic, philosophical or religious works to enduring human concerns and the human condition.
3. Apply discipline-specific knowledge in the humanities to contrast their understanding with that of others of the significance of specific artistic, literary, philosophical or religious works to enduring human concerns and the human condition.

These outcomes are implemented in ENGL 1000 as follows. Students who have successfully completed this course are able to:

1. Distinguish plays such as *Othello* or *Macbeth* from philosophic treatments of the same questions. E.g., how does a person become evil? (HUC1, CS1)
2. Interpret fictional presentations of enduring problems. E.g., how can humans cope with the world’s apparent injustice? (HUC2, CS2)
3. Distinguish between rich interpretations, in which words can bear several meanings, and solipsistic interpretations, in which words mean whatever you feel like. (HUC3, CS3)