

Syllabus Spring 2010
HONORS 244
Psychology and Dramatic Literature
Tues/Thurs 1-2:15 CUR 241

Instructors: Roxanne Amico x3619 & Dr. Jane Ward x3632

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TCC 332

CUR 121

Course description:

Since the time of Aristotle, drama and psychology have been inseparably linked. Plot, character, and dialogue are all shaped by the workings of the mind and the psyche. The emergence of psychotherapy in the 20th century has led playwrights to focus on behavior and create unique and fascinating characters. This course exposes students to several important works of 19th and 20th century drama in a discussion-style format. Using major psychological theories, students will develop their own interpretations of stage characters and the motivation for the characters' actions. (NOTE: This course fulfills ARTS and Honors requirements and the thematic area Arts and Society in the old curriculum.)

Objectives:

1. Discover compelling interpretations of dramatic literature using concurrent psychological theories to examine characterizations and motives.
2. Acknowledge similarities between historical and contemporary challenges for women.
3. Analyze characterizations and motivations informed by psychological perspectives.

Outcome#1

Student will be able to articulate and apply through discussion and written papers their knowledge of modern psychological theories and practice

Assessment: Student will be asked to use a modern psychological theory to analyze selected characters from a play and lead a discussion. Students are also evaluated on their participation in other student presentations. A final research paper on a selected play is also required.

Outcome #2 Student will be able to articulate and apply through discussion and written papers their knowledge of influential theories of modern drama,

Assessment Through class discussion during student led presentations, students will be evaluated on their contributions to discussion. Students are expected to acknowledge the dramatic theories most appropriate to the plays they are using in their research paper.

Outcome #3 Student will present and make articulate oral contributions weekly in class.

Assessment: Students are graded weekly on their oral contributions to class. Everyone leads at least one weekly discussion and participates as a reader in two other groups.

Grading

30 %	Oral participation in class discussions and presentations
40 %	In-class group presentation and student led discussion (Each student is responsible for leading a group presentation with the assistance of other class members- assignments will be distributed on the first day of class)
15%	1 final essay/research paper (7-10 pages) (compare and contrast two characters from two different plays read this semester in class using a psychological theory.) FINAL PAPER DUE MAY 6 th
10%	oral presentation and discussion in class of final research paper
5%	2-3 written analysis of the play <i>TRUST</i>

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Required paperback play volumes and one paperback textbook:

Three Psychologies by Robert Nye
Trust by Steven Dietz
Who's Afraid of Virginia Woolf by Edward Albee
Seeds of Modern Drama edited by Norris Houghton (anthology)
Long Day's Journey Into Night by Eugene O'Neill
A Streetcar Named Desire by Tennessee Williams
House of Bernarda Alba translated by Emily Mann
Blood Wedding translated by Emily Mann
The Children's Hour by Lillian Hellman
Another Part of the Forest by Lillian Hellman
The Little Foxes by Lillian Hellman
The Wild Duck translated by Rolf Fjelde
Crimes of the Heart- Beth Henley

You may use other copies of the plays as long as they are by the same translators as the ones we are using in class. It is helpful to use the same volumes if possible in order to follow the same readings and passages for discussion. Please be prepared to discuss the play on the first class period of each week. The second class period each week will include the group presentation

Group Presentation Assignment:

Create a presentation for the class and lead a discussion beginning with the selection of a three critical scenes from the play assigned. You will need to meet with your partner and readers outside of class to prepare the presentation. On the day assigned, have your readers read the scenes aloud to the class. This is a very detailed assignment and while no written work is required, it should be evident that you have thoroughly analyzed your play and can cite specific passages from the script which support a psychological theory of the characters. See the Class Presentation Assignment list for your partner and your readers. To begin analyzing the characters use "The Six Steps". The group leader will facilitate a discussion with class on the psychological motivations of the main characters in the selected scenes and illustrate the impact of the characters actions on themselves or others.

Final Paper and Presentation:

Submit a 7-10 page paper on an approved topic. Your paper must represent an analysis of two characters from two different plays read for class using one specific psychological theory. Evidence from specific quotes from the plays must support your thesis. You will also present your analysis in class orally by summarizing and highlighting aspects of your paper. You may not simply read the paper.

Honor Code: You are required to abide by the Cedar Crest Honor Code, the Classroom Protocol Statement and the rules governing plagiarism. This information can be found in the *Student Handbook* and the College catalog.

Documentation of Disabilities: Students with disabilities who wish to request accommodations should contact the Advising Center. See the *Student Handbook* for complete information.

Weekly Schedule for Dramatic Literature and Psychology - Honors 244 Spring 2010

Generally, weekly format includes a discussion of the play reading on Tuesday accompanied by film clips and on Thursday, student led discussions of specific scenes from the play which will be read aloud in class.

- Week 1 Jan. 19 Introduction to psychological theories of personality; assign student presentations
Jan. 21 Video *Theories of Personality*; Read Chapters 1-2 in *Three Psychologies*
- Week 2 Jan. 26 Read Chapters 3-4-5 in *Three Psychologies*
Jan. 28 Zola- Laws of heredity & environment/naturalism(1870); Read *Therese Raquin* (1873)
- Week 3 Feb 2 Strindberg; *Cult of True Womanhood*; Read *Miss Julie* (1888); film *Miss Julie*
4 Student presentation on *Miss Julie*
- Week 4 Feb. 9 Ibsen – non-realistic and symbolic; Read *The Wild Duck* (1884);video clips
Feb.11 Student presentation on *The Wild Duck*
- Week 5 Feb. 16 Chekhov; Read *The Sea Gull* (1896) video clips
Feb. 18 Student presentation on *The Seagull*
- Week 6 Feb. 23 Lorca Read *Blood Wedding & House of Bernarda Alba* (1933-1936) video clips
Feb 24 See play *TRUST* Samuels Theatre dress rehearsal Wednesday 8pm
Feb. 25 discuss play *TRUST*;
- Week 7 Mar 2 Student presentation on *Bernarda Alba* and *Blood Wedding*
4 O’Neill – background lecture on O’Neill
- Spring Break*
- Week 8 Mar. 16 Read *Long Days Journey into Night* (1941); video clips
Mar. 18 Student presentations on *Long Day’s Journey...*
- Week 9 Mar. 23 Williams -Read *Streetcar Named Desire* (1947); video clips *Streetcar...*
Mar. 25 Student presentations on *Streetcar...*
- Week 10 Mar. 30 Hellman ; Read *The Children’s Hour*
Apr. 1 Student presentations on *Children’s Hour*
- Week 11 Apr. 6 Monday schedule
Apr. 8 Read *The Little Foxes & Another Part of the Forest* (1938); video clips
- Week 12 Apr. 13 Student presentations on *Little Foxes and Another Part...*
Apr. 15 Albee; Read *Who’s Afraid of Virginia Woolf*(1962); video clips *Woolf...*
- Week 13 Apr. 20 Student presentations on *Virginia Woolf* ;
Apr 22 Henley; Read *Crimes of the Heart* ;Student presentations on *Crimes...*
- Week 14 Apr. 27 Research presentations – in class (**Draft of Final Paper DUE in class**)
Apr. 29 Research presentations – in class
- May 4 Research presentations – in class
- May 6 **FINAL PAPER DUE (Drop off papers in TCC 332 by 1pm)**