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Young Man's Lack of Planning as a Cause of Tragedy In Shakespeare's Hamlet

ABSTRACT

Lack of planning can be a cause of big problems. These problems could end to be tragedies. This paper hypothesizes that lack of planning, as one of the traits of youthfulness, is the cause of tragedy and this is the case of Shakespeare's "Hamlet". The aim of this paper is to prove the hypothesis that the cause of Hamlet's tragedy is the lack of planning because of his youthfulness. To achieve the aim, the paper follows character-analysis approach in the discussion. The results come at the end of the paper, in the conclusion, which validate the before mentioned hypothesis.

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افتقار الشاب للتخطيط كسبب للمأساة في مسرحية هاملت لشكسبير

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الخلاصة:

يمكن أن يكون عدم التخطيط سبباً لمشاكل كبيرة. يمكن لهذه المشاكل أن تكون نهاية المأسى. تفترض هذه الورقة أن الافتقار إلى التخطيط هو من سمات النضارة سبب المأساة وهذا هو قضية "هاملت" لشكسبير. الهدف من هذه الورقة هو إثبات الفرضية القائلة بأن سبب مأساة هاملت هو عدم وجود التخطيط بسبب صغر سنه. لتحقيق الهدف، الورقة يتبع نهج تحليل الشخصية في المناقشة. النتائج تأتي في نهاية الورقة، في الختام، والتي تتحقق من صحة قبل الفرضية المذكورة.

Introduction

Lion Plam thinks that ethics totally depends on being courageous enough to make one's own choices regarding something. (Kirschner, and Brinkman, 1) In this sense, planning is a very important idea and concept. As an idea, it first existed with the existence of the human being, however, it was in 1730 that the first known use of planning appeared in the history of the concept by James Edward Oglethorpe(Louisiane,1255).. Planning can be defined as "the act or process of making a plan to achieve or do something".(Merriam-Webster's Learner's Dictionary) Planning, on the other hand, is defined as the process of deciding in detail how to do something before you actually start to do it. (<https://www.collinsdictionary.com/dictionary/english/planning>)

Drama, in general, is built upon planning, however, it is the playwright's planning. This paper hypothesizes that in Shakespeare's "Hamlet", it is the lack of planning because of the youthfulness that creates the tragedy of Hamlet. The aim of the paper is to clarify how does the lack of planning contribute in leading Hamlet, as a young man, to his tragic end. To achieve the aim of the paper and prove the being put hypothesis, character analysis approach is the tool that is used for discussion.

In his book, "A Cup of Planning", A. E. Alutaiby talks about planning as the process which follows seven steps. The first one is being ready for something, in which a person should answer the question, "Who am I?" and "what is the kind of personality that I have?" To answer these questions, one must pass through four stages; discovering one's self, evaluating one's self, making assessment to one's self, and finally appreciating one's self. The second step is determining one's motivations, the third step is realizing one's role in a certain stage of life and the life sides that a person should work at; these are the spiritual, the personal, the ideological, the professional, and the social sides. The fourth step is knowing the vision, the mission, and the goals that one wants to achieve as well as the strategy that should be followed to fulfill the goals. The fifth step is the decision to start, the sixth which is final step is to pursuit. (Alutaiby, 60-260)

Discussion

To shape characters in literary text, various elements of verification frequently move toward into participation. Evidence plays an essential task to discover the factual personality of literary character, directly and indirectly. "Hamlet", is no exception. In this play, Hamlet, the hero, is the case. The young prince's behavior and dealings give the audience a close vision into his stimulus as well as his personality. Furthermore, the behaviors of other characters propose a good amount of information which defines Hamlet.

It is a fact that, a general reading of the play frequently points to Hamlet as a trial of the ethically correct matter in a group of dishonest members of family as well as manipulative friends. Nevertheless, one should read between the lines that the play presents Hamlet as being constantly ill-advised and inexperienced young man. Shakespeare personified Hamlet's youthful, affecting and unskilled character throughout his conversations with the others, thoughts about isolation repeatedly qualified young people, unreasonable choices and to end with the whole arrangement of the scheme.

The play exposes many contextual confirmations that consistently depicts Hamlet's deeds as a result of his emotional inclinations, youthfulness, and be deficient in skills of life. Stubbornness as well as emotional behaviors are common features of young people.

Early in the play, Claudius expresses his grieves to Hamlet, "How is it that clouds still hang on you" (Shakespeare, 267). Claudius openly mentions Hamlet's childlike deeds when he criticizes Hamlet's thoughts: "of impious stubbornness; 'tis unmanly grief on losing father" (Shakespeare, 297). Shakespeare, in this regard, expertly incorporated this talk to reveal Hamlet as an obstinate youth who preferred not to grasp and accept the realities that he faces through life, such as death. Hamlet continued his melancholic state and blamed all the others around him for the death of his father in spite of the fact that death is a normal phenomenon. Furthermore, his disturbing inclinations were also elucidated.

Polonius, in his turn, characterized Hamlet's emotional tendencies and described them as "the very ecstasy of love" (Shakespeare, 1061) In so doing, he is trying to scrutinize Hamlet's unpredictable behavior. Once more, this opinion regarding irresistible affecting pressures, usual of youthfulness, is credited to the prince's behavior. Moreover, Polonius argued that "it is common for the younger sort to lack discretion" (Shakespeare, 1078).

Consequently, it is apparent that the grownups in the play do not see Hamlet as an adult. They described Hamlet as being an infuriated youth which is immune merely because of his mature.

The similar estrangement that many young people face can be seen in Hamlet's interactions with other characters. Young persons are frequently clichéd as not valuing the power of the grownups around them, while taking out their disappointments that they face throughout their life. Hamlet, undeniably, is overloaded with unpredictable behaviors and broad lack of respect. Taking an example, many children do not like to live with their family because it puts limits on their independence. Hamlet, in his turn, expressed grief to his friends that "Denmark's a prison" (Shakespeare, 1344).

On the other hand, Hamlet's separation from others can be seen in his personal stress on his self-importance and prejudice towards others. Hamlet said that "I am very proud, revengeful, ambitious; with more offences at my beck than I have thoughts to put them in" (Shakespeare, 1817).

Not having good relation with almost all the characters around him is the reason behind stemming such feelings inside Hamlet. Taking examples, Hamlet hatred to Claudius for he got married to his mother, his hatred to Gertrude for re-marrying another man rapidly, his hatred to Polonius for being an opponent to him and his hatred to Ophelia for being a secret agent for others. It is reasonable to understand Hamlet's feelings of estrangement when defining Hamlet and his downbeat relationships with others. Almost all the characters in the play have betrayed Hamlet in a way or another. Hamlet is just like other young people feels as their superiors and family are the foe. The whole play is written in the situation of Hamlet struggle with the forces of tyranny from his own family circle, therefore, he feels estranged and lashes out furiously.

An additional and most important pointer of Hamlet's childlike personality is that he is unreasonable and spontaneous. Comparing him to young leaders in Greek literature who don't wholly be aware of the costs of their deeds and decisions, Hamlet's has the same features. Taking an example, in being mournful about the quick marriage of his mother, Hamlet bestowed the vengeful warning that "foul deeds will rise" (Shakespeare, 479). Significantly vital point is that this sort of thinking lies within the background of Hamlet's prototypes of thinking since it illumines his problem solving techniques. Instead of captivating his condition in terms of logical and civic way, on the contrary, Hamlet conveyed an alarming prophecy that showed his spiteful and vengeful character.

Undeniably, Hamlet has delivered on this prophecy. Before he has conversed with Ophelia, Hamlet tried to give good reason for employing slaughter as a way of achieving his targets (Shakespeare, 2360). After stabbing Polonius without knowing his personality, Hamlet's impetuous and illogical behaviors were the main powerful forces. The impulsiveness and irrationality of Hamlet's decision-making process was shown throughout the violent rage which was only minutes before his considering the use of violence. All over again, such traits of performing on impulse, although not in a homicidal fury, are very regular with young people in their adolescence years.

The common outlook towards power from Hamlet's point of view also mirrors his lack of development that he achieved within the play. Hamlet's conversation with his mother shows that he was so speedy in condemning his mother's life options. He was very cruel in criticizing her for remarrying his uncle on the basis of incest and what is more important, because the marriage was just two

months after the king' death (Shakespeare, 355-375). Likewise, after he has killed Polonius Hamlet hurtled to his mother again when he said that his deed was "a bloody deed-almost as bad, good mother, as kill a king, and marry with his brother" (Shakespeare, 2417). In several discussions with Polonius, Hamlet offended him when he called him a fishmonger. Hamlet's same cruel, hateful, and unbearable tone is dominant with all the characters throughout the course of the play.

Alongside with the fact that he does not have an encouraging relationship with Claudius, but the relation with his mother is not an exception. Hamlet's problem with authority is very patent. This is also one of the characteristics of the youths who continue living under parents' authority.

Taking the plot as a whole, shows that it focuses on the characters who are making and putting into operation carefully organized plans. On the contrary, Hamlet is always derived by his own impetuous behavior. The wide-ranging order and careful planning is linked to all other characters. Taking examples, Polonius and Laertes secretly train Ophelia to not trust Hamlet's love and spy on him, that Ophelia acted upon (Shakespeare, 624).

On the other hand, Hamlet's two friends are used by Claudius as he send them to discover the reason behind Hamlet' erratic behavior. Subsequently, Claudius's plan to send Hamlet to death, the undercover work by Polonius and Laertes's plan to poison Hamlet during a fight shows planning too. It is a fact that the other characters work as a team work in synergy to weaken Hamlet in any possible way. This managerial constancy is contradicted with Hamlet's unpredictable behavior. For instance, Hamlet's tasks and reactions embody his impetuous behaviors. Accordingly, throughout the entire play, Hamlet proves to be the only character who does not follow certain scheme, and the only one who insists to be outside the area of planning, nagging around and manipulating tactical views to achieve specific targets. Here, there is a suggestion that Hamlet's actions were highly provoked and greatly affected by his virtual youth and incapability to accomplish difficult tasks that based on reason or problem solving. Consequently, Hamlet's unskilled, and childish behaviors were once more embodied.

At this point, there is a great contradiction between Hamlet's deeds through the whole play which can be construed from the standpoint of an unreasonable and inexperienced youth-- when he was under pressure to maintain vengeance on impulse, -- and the synergy of other characters who form a teamwork who tried their best to destabilize him.

Frequently, almost all the adults, Claudius, Gertrude, and Polonius referred to Hamlet's childish and disturbing personality. Love, vengeance and immaturity, as themes are always there when the others endeavor to give explanation of

Hamlet's unpredictable actions. Furthermore, Hamlet symbolizes the young and inexperienced prince through his thoughts of estrangement from the others.

In this sense, it is clear that Hamlet's wide-ranging doubt towards others, and impulsive behaviors could be apparent to others as paranoia if only they regard him as an adult, the perspective of a youthfulness points straightforwardly to his thoughts of estrangement as an alternative, which is regarded as a much more possible explanation of Hamlet's reactions.

One can easily see Hamlet's impetuous and illogical deeds, when he kills Polonius on a sightless wimp, as that which clarifies Hamlet's adoption the attitude of "act first, think later" when he tries to solve any problem. This attitude which is the reverse, of course, brings the fatal end for Hamlet, because, it is with this crime that Hamlet reverses his fortune to be a tragic hero.

conclusion

To conclude, Hamlet's anxiety towards his parent's authority as well as the factual matter that every other character has his own plan which is vigilantly arranged, in addition to Hamlet's, reveal the contradicting point of teamwork and organization when one compares Hamlet to anyone else. All of Alutaiby's steps are missed when Hamlet's behaviors are analyzed. And this, of course, shows clearly how Hamlet is so far from being a planning personality. On a hand, one can easily notice that Hamlet has never been ready to accomplish his revenge upon his uncle. Simply because he does not realize his real personality. This could be because he has never stooped to discover, evaluate, assess, and appreciate himself. He was, instead, all the time doing these things for other characters around him. On the other hand, it is well described that Hamlet has never determined his motivations for taking revenge upon his uncle. Moreover, he ignores his own role in the life as a prince, and the next successive of the throne. This clarifies why that Hamlet has neglected having Vision, mission, or goals. Even his revenge, has never been appeared as an inevitably achieved goal. Therefore, Hamlet did not put any strategy to fulfill it. The absence of the clear goal leads to the lack of being ready state which dismissed the start point that could be pursuit.

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