Discussion of Shakespeare’s *The Tempest* in Preparation for the Midterm

1. **(New Criticism):** Discuss the image or symbol of a tempest throughout the play as seen literally and physically as well as metaphorically in characters’ mental and/or emotional states and interactions.

2. **(Reader Response Criticism):** Discuss a character you sympathize or identify with or one you dislike and how and why the text elicits that response from you.

3. **(Psychological Criticism):** Discuss what motivates one of the main characters (Prospero, Ariel, Caliban, or Gonzalo, etc.) and why? OR, consider what might drive the character: Id, Ego, or Superego and why.

4. Discuss the following questions each in relation to the different types of social identity based on the following literary criticisms:
   - **(Gender Criticism)** Gender identity or role
   - **(Marxist Criticism)** Social class, social status, role, or position
   - **(Postcolonial Criticism)** Colonizer v. colonized status

   A. Who in the play has authority? Over what or whom? What gives him or her that authority? How does he or she express it? To whom? For what purpose does he or she use that authority?

   B. Who in the play wants authority? How does he or she go about getting it? What is the result? Why?

   C. Who in the play has power? Over what or whom? What gives him or her that power? How does he or she express it? To whom? For what purpose does he or she use that power?

   D. Who in the play wants power? How does he or she go about getting it? What is the result? Why?

   E. Who in the play is subject to others’ authority and/or power? Why? How is he or she treated as a result? How does he or she respond to his or her subordinate position? Why?

For the above questions, consider the definitions of authority and power:

**Authority:** The right to give commands, enforce obedience, take action, or make final decisions, jurisdiction (recognized by others because of knowledge, expertise, or position).

**Power:** The ability to control, dominate, or influence others; physical strength, might, or force.
Discussion of Shakespeare’s *The Tempest*: The Tempests

Find examples of the four types of tempests:

1. Literal storms and also storms in action/behavior or overall mood (for example, frenzied)
2. In words/language used (characters’ descriptions and explanations)
3. In individual’s emotions, moods, or mental state
4. In interactions between or among characters (conflicts or tensions)

The next step will be to explore how the literary criticisms prove and explain the storm: revealing its causes, effects, meanings/significance, purpose, etc.

1. New Criticism
2. Reader Response Criticism
3. Psychological Criticism
4. Gender Criticism
5. Marxist Criticism
6. Postcolonial Criticism

Deconstruction will be extra/optional.