

## MA ENGLISH PART - II

### E 211 Literary Theory and Criticism

#### Section A - Traditional Critics

##### OBJECTIVES:

1. To acquaint students with some of the fundamental questions in literature
2. To introduce students to some of the basic concepts in literary theory.
3. To study in detail some seminal theories in literary criticism.
4. To expose students to some representative works of descriptive criticism in English.
5. To develop in students a critical outlook in literature.

##### SYLLABUS:

###### Unit - I

Aristotle: The Poetics

- 1.1 Poetry as imitation, medium, object and manner of representation
- 1.2 Survey of the psychological and historical origins of poetry
- 1.3 Concept of tragedy
- 1.4 Plots in tragedy; types of plot and requirements of plot
- 1.5 Historic Truth and Poetic Truth
- 1.6 Parts of a tragedy
- 1.7 Reversal of fortune
- 1.8 Fear and Pity
- 1.9 Character- Protagonist
- 1.10 Devices- reversal, recognition etc.
- 1.11 Diction, linguistic items, thought, style
- 1.12 Distinction between Epic and Tragedy

## Unit - II

### Philip Sidney: An Apology of Poetry

- 2.1 Occasion for writing the essay, nature and function of poetry
- 2.2 Types of Poetry their excellences and demerits
- 2.3 Objections/charges against poetry and refutation of the charges
- 2.4. Condition/state of poetry in contemporary times
- 2.5 peroration- conclusion of the oration

## Unit - III

### Dr. Johnson: A Preface to Shakespeare

- 3.1 General comments on the merits of the ancients and Shakespeare's popularity
- 3.2 Plays, Characters and themes of Shakespeare's plays
- 3.3 Defense of Shakespeare's intermingling of the tragic and the comic in his plays
- 3.4 Merits and Demerits of Shakespeare as an artist and his art
- 3.5 Defense of Shakespeare's Violation of the rule of the unities
- 3.6 Plots of Shakespeare' Plays
- 3.7 Shakespeare's learning, his art etc.
- 3.8 Editorial problems faced by Johnson
- 3.9 Conclusion- Assessment of Shakespeare

## Unit - IV

### William Wordsworth: A Preface to lyrical Ballads

- 4.1 Purpose of writing the Preface, characteristics of good poetry, Subjects and language of poetry, relationship between prose and verse
- 4.2 Definition of Poetry, qualifications of a poet, function of poetry, aim of poetry
- 4.3 Observations on meter in poetry
- 4.4 Redefinition of poetry, poetic pleasure
- 4.5 Appendix on poetic diction

## Unit - V

### Matthew Arnold: The Study of Poetry

- 5.1 Comparison between poetry and religion
- 5.2 'Historical Estimate' and 'Personal Estimate'
- 5.3 'Touchstone method' of evaluating poetry
- 5.4 The characteristics of High Quality Poetry

### **Reference Books**

1. T. S. Dorsch, tr. Classical Literary Criticism. Harmondsworth : Penguin.
2. D. J. Enright and Ernest de Chickera, eds. English Critical Texts. London: Oxford University Press, 1962, rpt. Delhi, 1875.
3. Desmond Lee, tr., Plato: The Republic. Harmondsworth : Penguin.  
S. Ramaswamy and C. S. Seturaman, eds. The English Critical Tradition, 2 vols., Delhi : Macmillan, 1977.
4. Malcolm Bradbury and David Palmer, ed. Contemporary Criticism. Standford-Upon-Avon Studies 12, London : Arnold, 1970.
5. R.S. Crane, ed. Critics and Criticism : Ancient and Modern, University of Chicago Press, 1952.
6. David Daiches, Critical Approaches to Literature. 1956, rept. Bombay : Longam, 1967.
7. Terry Eagleton, Literary Theory: An introduction. Oxford Blackwell, 1983. Ronger Fowler, A Dictionary of Modern Critical Terms. London: Routledge, 1973.
8. Northrop Frye, Anatomy of Criticism. Princeton: Princeton University Press, 1948.
9. Raman Selden, A Reader's Guide to Contemporary Literary Theory. Brighton: Harvester Press, 1985.
10. George Watson, The Literary Critics. Harmondsworth : Penguin, 1964.
11. Rene Wellek and Austin Warren. Theory of Literature, 1949, 3<sup>rd</sup> edn. Harmonds - Worth : Penguin, 1963.
12. Rene Wallek, A History of Modern Criticism. 6 vols., New Haven/London : Yale University Press, 1955-86.

## **Section B - Modern Critics**

### **OBJECTIVES:**

1. To acquaint students with some of the fundamental questions in literature
2. To introduce students to some of the basic concepts in literary theory.
3. To study in detail some seminal theories in literary criticism.
4. To expose students to some representative works of descriptive criticism in English.
5. To develop in students a critical outlook in literature.

### **SYLLABUS**

#### **Unit - I**

T.S.Eliot : Tradition and the Individual Talent

- 1.1 The Concept of Tradition according to T.S. Eliot
- 1.2 Relationship between tradition and individual talent
- 1.3 Eliot's theory of impersonality

#### **Unit - II**

F.R.Leavis: Literature and Society

- 2.1 F .R. Leavis's views on T.S. Eliot's criticism
- 2.2 Distinction between Marxist element and social element
- 2.3 New nature of an essentially social nature of an individual
- 2.4 An appeal to the students of social sciences
- 2.5 F.R. Leavis's acceptance of practical criticism as a tool to appreciate literature

#### **Unit - III**

Northrope Frye: The Archetypes of Literature

- 3.1 Definition of archetype
- 3.2 Anatomy of criticism
- 3.3 Valuation of examples
- 3.4 Textual analysis
- 3.5 Comparison of archetypal traits

## Unit - IV

Ronald Barthes: The Death of the Author

- 4.1    Autonomy of the text
- 4.2    Multiplicity of interpretations
- 4.3    Reader's pivotal role
- 4.4    Language as an important factor

## Unit V

Elaine Showalter: Feminist Criticism in the Wilderness

- 5.1       Developing a specific female framework
- 5.2       Feminine identity
- 5.3       Feminine mode of experience
- 5.4       Feminine theoretical and critical writing
- 5.5       Gender discrimination
- 5.6       Biological criticism
- 5.7       Linguistic criticism
- 5.8       Psychoanalytical criticism
- 5.9       Cultural criticism

## **Reference Books**

1.    T. S. Dorsch, tr. Classical Literary Criticism. Harmondsworth : Penguin.
2.    D. J. Enright and Ernest de Chickera, eds. English Critical Texts. London : Oxford University Press, 1962, rpt. Delhi, 1875.
3.    David Lodge, ed. Twentieth Century Literary Criticism. London : Longman, 1972.
4.    Desmond Lee, tr., Plato : The Republic. Harmondsworth : Penguin.
5.    S. Ramaswamy and C. S. Seturaman, eds. The English Critical Tradition, 2 vols., Delhi : Macmillan, 1977.
6.    Max Westbrook and William J. Hardy, eds. Twentieth Century Criticism. Now York : Free Press (Macmillan), 1974.

7. Malcolm Bradbury and David Palmer, ed. *Contemporary Criticism*. Stanford-Upon-Avon Studies 12, London : Arnold, 1970.
8. R.S. Crane, ed. *Critics and Criticism : Ancient and Modern*, University of Chicago Press, 1952.
9. David Daiches, *Critical Approaches to Literature*. 1956, rept. Bombay : Longman, 1967.
10. Terry Eagleton, *Literary Theory : An introduction*. Oxford Blackwell, 1983. Ronger Fowler, *A Dictionary of Modern Critical Terms*. London : Routledge, 1973.
11. Northrop Frye, *Anatomy of Criticism*. Princeton : Princeton University Press, 1948.
12. Raman Selden, *A Reader's Guide to Contemporary Literary Theory*. Brighton : Harvester Press, 1985.
13. George Watson, *The Literary Critics*. Harmondsworth : Penguin, 1964.
14. Rene Wellek and Austin Warren. *Theory of Literature*, 1949, 3<sup>rd</sup> edn. Harmonds - Worth : Penguin, 1963.
15. Rene Wellek, *A History of Modern Criticism*. 6 vols., New Haven/London : Yale University Press, 1955-86.

## English Poetry (E - 212)

### Section A - Traditional Poets

#### OBJECTIVES:

- 1 To acquaint the students with the most significant English poets through the study of representative poems.
- 2 To train the students in the close reading of poems in the contexts of literary convention and history.
- 3 To develop in the students the ability to interpret and analyze and evaluate poems in the perspective of literary scholarship theory and criticism.

#### SYLLABUS:

##### Unit - I

John Milton: Paradise Lost Book 1

- 1.1 Validity of Anthromorphic theme
- 1.2 Epic- Theological poem
- 1.3 Man's disobedience and loss of paradise
- 1.4 Justification of ways of god to man
- 1.5 Intrinsic greatness of the poem
- 1.6 Classical scholarship
- 1.7 Satan's Revolt
- 1.8 Chaos, Pandemonium
- 1.9 English heroic verse without rhyme

##### Unit - II

John Donne: 1. The Sun Rising

2. Canonization
3. Go and Catch a Falling Star
4. The Good Morrow

- 2.1 Metaphysical poet
- 2.2 Fusion of thought and emotions.
- 2.3 emotions expressed in logical reasoning
- 2.4 Single heartedness amid confusion

2.5 Autobiographical element

2.6 Love poem

2.7 Theme of Platonic Love

Unit - III

Andrew Marvell: 1. To His Coy Mistress

2. Garden

3. The Definition of Love

4. An Ode to Cromwell

3.1 Last of metaphysical poets

3.2 Patriarchal tradition

3.3 Metaphysical wit and reason

3.4 Carpe diem theme

3.5 Mental growth and aesthetic pleasure.

3.6 Brilliant argument of platonic love

Unit - IV

Alexander Pope: The Rape of The Lock

4.1 Admiration of personal qualities

4.2 Satirical springs from personal animosities

4.3 Occasional poem

4.4 Mock heroic poem with moral purpose

4.5 The machinery of spirits

4.6 Digression

4.7 Symbols of battle of sexes in civilized society

4.8 Best Satire

Unit - V

William Blake: From Songs of Innocence

1 Introduction

2 The chimney Sweepers

3 Holy Thursday

4 Nurse's song



## From Songs of Experience

1 Introduction

2 The Chimney Sweepers

3 Holy Thursday

4 Nurse's song

5.1 A self reliant genius

5.2 lyrics,

5.3 Prophetic works

5.4 Principle of contrary symbolism

5.5 Unity of God and nature

5.6 Themes of seriousness, complexity and despair

5.7 Evocative language

5.8 Transitory poet

5.9 Precursor of Romantic Movement

### **Reference Books**

1. Blessington, Francis, *Paradise Lost & Clasical epic*, London: Routledge, 1979
2. Dyson, A.E & Julian Lovelock. eds. *Paradise Lost : A Casebook*. London: Macmillan, 1973
3. Lovelock. John. ed *Donne : Songs & Sonnets, A Casebook*. London. Macmillan, 1973
4. Smith, A. J. ed. *Donne: The complete English Poems*, Harrmondsworth : Penguin, 1972
5. Pollard, A. ed. *Marvell: Poems, A Casebook*, London: Macmillan, 1980
6. Dixon, Petter. *The World of Pope's Satires*. London, 1968
7. Frye, Northrop. ed *Blake : A Collection of Critical Essays*, Englewood Cliffs : Prentice Hall, 1966

## **Section B - Rebellious Poets**

### **OBJECTIVES:**

1. To acquaint the students with the most significant English poets through the study of representative poems.
2. To train the students in the close reading of poems in the contexts of literary convention and history.
3. To develop in the students the ability to interpret and analyze and evaluate poems in the perspective of literary scholarship theory and criticism.

### **SYLLABUS**

#### **Unit - I**

William Wordsworth:

1. Tintern Abbey
2. A slumber did my spirit seal
3. Ode: Intimation of Immortality
4. The world is too much with us

- 1.1 Romantic revival
- 1.2 Lucy poem in Ballad manner
- 1.3 Nature and attitude of poet
- 1.4 Concept of pre existence of soul
- 1.5 Celestial light
- 1.6 Strophe, antistrophe, Epode

#### **Unit - II**

S. T. Coleridge : The Rime of Ancient Mariner

- 2.1 Supernatural strange and unfamiliar element
- 2.2 Willing suspension of disbelief
- 2.3 Philosopher of calling human interest
- 2.4 Symbolic story
- 2.5 Sin and retribution
- 2.6 Christian theology
- 2.7 Life in death
- 2.8 Elements of surprise and suspense

### Unit - III

- Tennyson :
1. The Lotus Eaters
  - 2 Ulysses
  3. Tears Idle Tears
  4. Tithonus

- 3.1 Voice of Victorian age
- 3.2 Conflict between faith and doubt
- 3.3 Prologue and choric song
- 3.4 Dream-like existence – mental condition indifferent to scruples and hardships of soul
- 3.5 Purity of composition
- 3.6 Philosophy of action
- 3.7 Struggle and endeavor
- 3.8 Unquenchable desire to knowledge and novelty

### Unit - IV

- Robert Browning
1. Andrea Del Sarto
  2. The Last Ride together
  3. Porphyria's Lover
  4. My Last Duchess

- 4.1 Inner drama
- 4.2 Personal God
- 4.3 Attitude towards art
- 4.4 Dramatic Monologue
- 4.5 Superlative beauty
- 4.6 Apparent failure, obscurity
- 4.7 Concrete and Psychological drama
- 4.8 Weak man's heroism
- 4.9 Self justification
- 4.10 Moral responsibility and optimism

## Unit - V

W. B. Yeats

1. Among school children
2. Byzantium
3. Easter
4. The second Coming

- 5.1 Soul and its purification
- 5.2 Contradictions and Complexity in life
- 5.3 Symbolism
- 5.4 Rhetoric work
- 5.5 Supernatural, absurd, kinetic and obscure form
- 5.6 Meter, feeling and imagery

### **Reference Books**

1. Abrahms, M. H. ed. Wordworth's A Collection of Critical Essays. Englewood Cliffs: Prentice Hall, 1972.
2. Watson, Gorge, Coleridge the poet, London: Routledge, 1966.
3. Jack Ian, Browning's Major poetry. Oxford: Clarendon Press, 1973.
4. Jeffares, A. Norman. A New Commentary on the poems of W. B. Yeats. London: Macmillan, 1983.
5. A handbook to the works of Alfred Lord Tennyson by Luce, Morton, Cambridge Scholar Publishing

## Shakespeare (E -213)

### Section A - Early Works

#### OBJECTIVES:

1. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
2. To develop in the students the ability to interpret, analyze and evaluate works of Shakespeare in the perspective of literary history and theory.
3. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
4. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.

#### SYLLABUS:

##### Unit - I

- a) Shakespeare's Career as a dramatist
- b) Shakespeare's Sonnets
  - 1.1 Shakespeare and his age
  - 1.2 Shakespeare's art of dramatization
  - 1.3 Shakespeare's major plays
  - 1.4 Shakespearean Sonnets - No.3, 7, 27, 54,100,127,154
    - a) Autobiographical and historical references
    - b) Central Theme of the sonnets – Shakespeare's deep love for the Earl of Southampton
    - c) Sonnets addressed to a dark lady
    - d) Shakespeare's treatment of love in his sonnets
    - e) Theme of Friendship developed in his sonnets
    - f) The Portrayal of Dark Lady in sonnets
    - g) Symbolic Elements in sonnets
    - h) Dramatic Quality of Shakespearean Sonnets
    - i) Treatment of theme of time in his sonnets
  - 1.5 Summary of some selected sonnets

##### Unit - II

###### The Taming of the Shrew

- 2.1 Shakespearean Comedy
- 2.2 The Taming of the Shrew as a Comedy

2.3 Characterization in The Taming of the Shrew

2.4 Themes, Motif, Symbolism in the Taming of the Shrew

2.5 Summary of The Taming of the Shrew

### Unit - III

As You Like It

3.1 As You Like It as a comedy

3.2 Characterization in As You Like It

3.3. Themes, Motif, Symbolism in As You Like It

3.4 Summary of As You like It

### Unit - IV

The Merchant of Venice

4.1 The Merchant of Venice as a Romantic Comedy

4.2 Characterization in The Merchant of Venice

4.3 Themes, Motif, Symbolism in The Merchant of Venice

4.4 The Element of Probability

4.5 Summary of The Merchant of Venice

### Unit - V

Henry IV Part 1

5.1 Background to Shakespeare's History Plays

5.2 Henry IV Part 1 as a history play

5.3 Characterization in Henry IV part 1

5.4 Themes in Henry IV Part 1

5.5 Henry IV: Epic Elements

5.5 Summary of Henry IV Part 1

### **Reference Books**

1. Brown, J.R. (1986), *Discovering Shakespeare: A New Guide to the Plays*, Macmillan.
2. Herbage, Alfred (1965), *Twentieth Century Views on Shakespeare: The Tragedies*, Englewood Cliffs: Prentice Hall.
3. Thomson Peter, (1983), *Shakespeare's Stage*, London, Routledge.

4. Bradbook, M.C. Themes and Conventions of Elizabethan Tragedy, Cambridge: CUP, 1968.
5. Bradley, A.C. Shakespearean Tragedy, London: Macmillan, 1985.
6. Kermode, Frank ed. Shakespeare: A Casebook, London, Macmillan, 1969.
7. Bradbook, M.C. The Growth and Structure of Elizabethan Comedy, Cambridge: CUP.
8. Tillyard, E.M.W. Shakespeare's Last Plays: Chatto and Windus, 1938.

## **Section B - Later Works**

### **OBJECTIVES:**

1. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
2. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.
3. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
4. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.

### **SYLLABUS:**

#### **Unit - I**

##### King Lear

- 1.1 Shakespeare's Tragedy
- 1.2 King Lear as a tragedy
- 1.3 Characterization in King Lear
- 1.4 Themes, Motifs and Symbolism in King Lear
- 1.5 Summary of King Lear

#### **Unit - II**

##### Macbeth

- 2.1 Macbeth as a tragedy
- 2.2 Characterization in Macbeth
- 2.3 Themes, Motifs and Symbolism in Macbeth
- 2.4 Use of Supernatural elements in Macbeth
- 2.5 Summary of Macbeth

### Unit - III

#### Julius Caesar

- 3.1 Julius Caesar as a typical Roman Play
- 3.2 Title of the play: It's Aptness
- 3.3 Important Scenes in the Play
- 3.4 Use of Supernatural elements in Julius Caesar
- 3.5 Characterization in Julius Caesar
- 3.6 Themes, Motif, Symbolism in Julius Caesar
- 3.7 Summary of Julius Caesar

### Unit - IV

#### Measure for Measure

- 4.1 Shakespeare's Problem Plays
- 4.2 Measure for Measure as a Problem Play
- 4.3 Characterization in Measure for Measure
- 4.4 Themes, Motif, Symbolism in Measure for Measure
- 4.5 Summary of Measure for Measure

### Unit - V

#### Tempest

- 5.1 Tempest as a significance of the title 'Tempest'
- 5.2 A Tempest
- 5.3 Characterization in Tempest
- 5.4 Themes, Motifs, Symbolism in Tempest
- 5.5 Summary of Tempest

### **Reference Books**

1. Brown, J.R. (1986), *Discovering Shakespeare: A New Guide to the Plays*, Macmillan.
2. Herbage, Alfred (1965), *Twentieth Century Views on Shakespeare: The Tragedies*, Englewood Cliffs: Prentice Hall.
3. Thomson Peter, (1983), *Shakespeare's Stage*, London, Routledge.
4. Bradbook, M.C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge: CUP, 1968.



5. Bradley, A.C. *Shakespearean Tragedy*, London: Macmillan, 1985.
6. Kermode, Frank ed. *Shakespeare: A Casebook*, London, Macmillan, 1969.
7. Bradbook, M.C. *The Growth and Structure of Elizabethan Comedy*, Cambridge: CUP.
8. Tillyard, E.M.W. *Shakespeare's Last Plays*: Chatto and Windus, 1938.

## American Literature (E- 214)

### Section A - 19<sup>th</sup> Century

#### OBJECTIVES:

1. To acquaint the students with American Literature through a study of selected texts.
2. To develop in the students the ability to interpret, analyze and evaluate American Literature in the context of world literatures in English and relate them to the developments in Critical Theory.
3. To acquaint the students with a study of the historical and socio-cultural background of nineteenth century American Literature with reference to the following topics and texts.

#### SYLLABUS:

##### Unit - I

###### Background topics

- 1.1 The relevance of background topics to the study of the genesis of the American English Literature.
- 1.2 Puritanism
- 1.3 Transcendentalism
- 1.4 The Frontier
- 1.5 The contribution of the background topics to the growth of American English Literature.

##### Unit - II

###### Nathaniel Hawthorne: The Scarlet Letter

- 2.1 About the author
- 2.2 The background and setting of the novel
- 2.3 Plot of the novel
- 2.4 The theme of adultery in the novel
- 2.5 The role of Puritan ideology

##### Unit - III

###### Mark Twain: The Adventures of Huckleberry Finn

- 3.1 About the author
- 3.2 Summary of the novel

- 3.3 As a picaresque novel
- 3.4 Frontier in the novel
- 3.5 Various themes in the novel

#### Unit - IV

##### Poetry

- 4.1 Passage to India
  - i) Transcendental Features
  - ii) American Culture,
- 4.2 There was a Child went forth
  - i) Influence of Indian Culture
  - ii) As a propaganda of freedom
  - iii) Vision of growth in children
- 4.3 Emily Dickinson
  - i) I taste liquor never brewed
  - ii) There's a certain slant of light
  - iii) Because I could not stop for death
    - 1) Death theme in her poetry
    - 2) Mysticism

#### Unit - V

##### Thoreau: Civil Disobedience

- 5.1 Background to prose
- 5.2 Transcendentalism in the essay
- 5.3 Gandhi and civil disobedience

#### **Reference Books:**

1. Spiller Robert, The Cycle of American Literature.
2. F. O. Matthieson, The American Renaissance.
3. Richard Chase, The American Novel and its Tradition.
4. A. N. Kaul, The American Vision.
5. Lesley Fielder, Love and Death in the American Novel.
6. L. Budd ed., Critical Essays on Mark Twain, 1867-1910.

7. F. R. Rogers, Mark Twains' Burlesque Patterns
8. Hency Smith, Mark Twain's Fable of Progress
9. Edward Wagenknecht, Mark Twain
10. J. M. Elder, Nathaniel Hawthorne
11. A. N. Kaul, Hawthorne: A Collection of Critical Essays
12. T. J. Martin, Nathaniel Hawthorne
13. H. H. Waggoner, Hawthorne

### **Section B - 20<sup>th</sup> Century**

#### **OBJECTIVES:**

1. To acquaint the students with American Literature through a study of selected texts.
2. To develop in the students the ability to interpret, analyze and evaluate American Literature in the context of world literatures in English and relate them to the developments in Critical Theory.
3. To acquaint the students with A study of the historical and socio-cultural background of twentieth century American Literature with reference to the following topics and texts.

#### **SYLLABUS:**

##### Unit - I

###### Background Topics

- 1.1 The relevance of background topics to the growth of the American English Literature.
- 1.2 Expressionism
- 1.3 The Lost Generation
- 1.4 Southern Renaissance
- 1.5 The relevance of the background topics to the prescribed syllabus

##### Unit - II

###### Arthur Miller: The Death of a Salesman

- 2.1 About Miller
- 2.2 Plot

2.3 The motif of American Dream

2.4 The lost generation in the play

### Unit - III

Edward Albee: Who's Afraid of Virginia Woolf

3.1 About Albee

3.2 Absurd theatre

3.3 Summary of the play

3.4 Various themes

3.5 Expressionism in the play

### Unit - IV

John Steinbeck: Of Mice and Men

4.1 About the author

4.2 The southern renaissance

4.3 Themes

4.4 The lost generation and disillusion

### Unit - V

Poetry

5.1 Mending walls

i) Larger than life vision

ii) Vision of ordinary life

5.2 The Road not taken

i) Larger than life vision

ii) Vision of ordinary life

5.3 The Emperor of Ice-cream

i) Transitoriness of life

5.4 Anecdote of the Jar

i) Symbolism

### **Reference books:**

1. Frederick J. Hoffman, The 20<sup>th</sup> American Writing in the post-war decade.
2. Robert Spiller, A Literary History of the United States.
3. Roy Harvey Pearce, The Continuity of American Poetry.
4. Alan Downer, American Theatre.
5. Jean Gould, Modern American Playwrights.
6. Elizabeth Jennings, Robert Frost.
7. R. W. Horton and H. W. Edwards, Background of American Literary Thought.
8. Bogard Travis, Contour in Time: The Plays of Eugene O'Neill.
9. Falk Doris, Eugene O'Neill and the Tragic Tension.
10. John Gassner, ed. Eugene O'Neill: A Collection of Critical Essays.
11. Robert Corrigan, ed. Arthur Miller: A Collection of Critical Essays.
12. Edward Martin, Arthur Miller: New Perspectives.
13. Benjamin Nelson, Arthur Miller: Portrait of a Playwright.
14. Gilbert Debuscher, Edward Albee: Traditional and Renewal.
15. Martin Esslin, The Theatre of the Absurd.
16. Amacher Richard, Edward Albee.
17. Anne Paolucci, From Tension of the topic: The plays of Edw Albee.