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- 5 Felicity Hand and Josep M. Jaumà
Forward

Articles

- 9-17 **Olive, David** (Manchester Metropolitan University)
Possibilities of Performance: New Ways of Teaching Dramatic Literature. *Links & Letters*, 1995, núm. 2, p. 9-17, 8 ref.
This essay is aimed at students and teachers of dramatic literature and encourages a teaching method which seeks to elicit responses based on performance.
Key words: Teaching methods, Practical drama workshops, Film/television versions, *Macbeth*, *Miss Julie*.
- 19-30 **Martínez Azorín, María José** (Universidad de Alicante/Volkhochschule Braunschweig)
Student Response Criticism: Any Influence in the Literature Class? *Links & Letters*, 1995, núm. 2, p. 19-30, 61 ref.
This paper sets out to describe the potentials of a particular literary theory—*Reader Response Criticism*—as a valid and adequate framework from which a practical application in the literature class can be inferred.
Key words: Literature teaching at university level, Reader Response Theory.
- 31-45 **Rowan, Nicole** (Universiteit Gent)
Is There a Woman in this Text? Female Domination in Shakespeare's *Henry VI*. *Links & Letters*, 1995, núm. 2, p. 31-45, 11 ref.
This paper attempts a re-evaluation of Shakespeare's *Henry VI* by drawing on the insights of feminist literary criticism. Marginalized aspects such as pain and sorrow are highlighted.
Key words: Shakespeare-history plays, feminist literary criticism.
- 47-61 **Cornut-Gentile, Chantal** (Universidad de Zaragoza)
Mary Wollstonecraft's *A Vindication of the Rights of Women* as Generator of Differing Feminist Traditions. *Links & Letters*, 1995, núm. 2, p. 47-61, 21 ref.

The purpose of this article is to analyze how and why Mary Wollstonecraft's *A Vindication of the Rights of Women* can be considered as having given rise to two different and sometimes contradictory approaches to feminism.

Key words: Wollstonecraft, Generator, Differing trends of feminism.

- 63-76 **Worth, Chris** (Monash University)
Ivanhoe and the Making of Britain. *Links & Letters*, 1995, núm. 2, p. 63-76, 24 ref.

This paper analyzes Walter Scott's *Ivanhoe* as an illustration of a paradigmatic intervention of fiction in the construction of synthetic nationhood. As such it is far from being the static landmark of a moment of literary history that some critics have condemned it to be.

Key words: Scott, Nationhood, Fiction, History.

Interview

- 79-86 A talk with David Dabydeen (by Felicity Hand. Universitat Autònoma de Barcelona)

Reviews

- 89-92 D. Cairns & S. Richards. *Writing Ireland: Colonialism, Nationalism and Culture*. (By Mireia Aragay. Universitat de Barcelona)
- 92-94 G. Austin. *Theories for Dramatic Criticism*. (By Mireia Aragay. Universitat de Barcelona)
- 94-99 James Engell and David Perkins (eds). *Teaching Literature: What Is Needed Now*. (By Núria Augé. Universitat Autònoma de Barcelona)
- 99-101 Italo Calvino. *Por qué leer los clásicos*. (By Anna Llisterra. Universitat Autònoma de Barcelona)
- 101-102 Italo Calvino. *Seis propuestas para el próximo milenio*. (By Lúdia Schibi. Universitat Autònoma de Barcelona)
- 102-104 Wayne C. Booth. *The Company We Keep: An Ethics of Fiction*. (By Joan Curbet. Universitat Autònoma de Barcelona)
- 105-113 **Notes and News**