

PITTSBURG STATE UNIVERSITY  
*College of Arts and Sciences*  
FALL 2009

<b>Course Number and Title:</b>	MLL 475-01/MLL 655-01 Latin American Short Story
<b>Department Assignment:</b>	Modern Languages and Literatures
<b>Credit Hours:</b>	3
<b>Pre-requisite:</b>	Instructor Consent
<b>Meets:</b>	Arranged
<b>Faculty Member:</b>	Judy Berry-Bravo, Ph.D., Chair Modern Languages and Literatures Professor of Spanish and Portuguese
<b>Office:</b>	429 Grubbs Hall
<b>Office Hours:</b>	8:00-9:00 a.m. M-F and 10:00-11:00 a.m. MTThF
<b>Telephone:</b>	235-4708 (voice mail)
<b>E-mail:</b>	<a href="mailto:jberry-b@pittstate.edu">jberry-b@pittstate.edu</a>
<b>Textbook:</b>	Booklet from Professor
<b>Recommended:</b>	<u>Pequeño Larousse Ilustrado</u> (Spanish-Spanish dictionary) or <u>Gran diccionario moderno Larousse</u> (Spanish-English dictionary)

**Course Description:**

For students with significant experience studying Spanish in formal settings and with the capability of conducting directed studies on an independent basis. The course is designed to facilitate the transition from reading for comprehension to reading for interpretation. As their knowledge of Spanish increases, the strategies they use to understand literary texts should approximate more and more those that native speakers employ automatically when they read their own language. Once students have mastered the necessary skills for ascertaining the meaning of a text, they develop critical reading and interpretive skills.

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**Major Topics:**

Overviews from literary history provide background information, as do brief biographical sketches of each author that include the context and significance of his/her work. The writers whose stories will be the focus of the course are: Isabel Allende (Chile), Reinaldo Arenas (Cuba), Mario Benedetti (Uruguay), Jorge Luis Borges (Argentina), Julio Cortázar (Argentina), Gabriel García Márquez (Colombia), Silvina Ocampo (Argentina), Cristina Peri Rossi (Uruguay), Elena Poniatowska (México), and Luisa Valenzuela (Argentina).

**Class Format:**

Students work independently and turn in weekly assignments on Fridays as described below in the Schedule of Readings and Assignments. They also meet individually with a native speaker Conversation Partner for thirty minutes weekly.

**Grading:**

The standard grading scale is applied to these evaluative instruments:

Class Journal 15 entries @ 25 points each	375	446-495=A
Term Paper	100	396-445=B
Lab Assignments 2 @ 10 points each	<u>20</u>	347-395=C
	495	297-346=D
		0-296=F

**Important Dates:**

- ☀ Class journals should contain all of the pre-reading, post-reading, and textual analyses for each story. The assignments outlined for each week constitute said journal. These are turned in electronically by Friday of each week. Points are earned for completeness, organization, and timeliness.
- ☀ The term paper is a work in progress throughout the semester. Students choose a research topic from a list of suggestions or a topic arrived at in consultation with the professor. They turn in an abstract worth 10 points during the third week of classes, the week of September 7. The abstract should be a paragraph headed by the tentative title chosen for your paper. The title should be concise and informative, helping readers understand what the paper is about. The abstract itself is a paragraph that contains the purpose of the paper, clearly states the topic, and how tells how it will be approached, i.e., works to be read and analyzed. The abstract will later become the opening paragraph to the term paper. A tentative bibliography using MLA format and worth 10 points is due during the fifth week, the week of September 21. Students can refer to the Bibliography near the end of this syllabus for some of the most often used general secondary sources. Students must search in the library for relevant primary and secondary sources on their particular topic. Once they have finished writing, they will draw from those and other sources to prepare a Works Cited page using MLA format. Students may consult this website for details on writing a paper and creating a Works Cited (Obras citadas) page: <http://www.ccc.comnet.edu/mla/index.shtml> Other helpful information about writing a paper can be found near the end of this course syllabus. This includes sections on Writing a Term Paper, Help with Language for Your Term Paper,

and Literary Analysis. The final paper worth 80 points is due during the week of December 7.

- ☀ Lab assignments require students to conduct research using the Internet. They gather information about history and the arts in order to better understand literary pieces and their socio-cultural contexts. They write at least two paragraphs summarizing their findings. Students must cite the website/s utilized for their research.

### **Term Papers:**

Students choose one of these topics:

- 1) El uso del humor y/o de la ironía en los cuentos de Mario Benedetti.
- 2) Los cuentos de Elena Poniatowska: Las técnicas periodísticas en los aspectos formales, lingüísticos o estilísticos.
- 3) La obra cosmopolita de Julio Cortázar.
- 4) Los cuentos de Jorge Luis Borges y su relación con filosofías o teologías que ofrecen una explicación del universo.
- 5) Lo fantástico en los cuentos de Silvina Ocampo.
- 6) La exageración o la hipérbole, la ironía y el humor en los cuentos de Gabriel García Márquez.
- 7) La libertad y la censura en los cuentos de Luisa Valenzuela.
- 8) Los personajes femeninos de Cristina Peri Rossi.
- 9) La prosa poética de Reinaldo Arenas.
- 10) El amor en los cuentos de Isabel Allende.

### **State Standards:**

Students make progress towards meeting standards required for the PreK-12 Teaching Field in Foreign Language, including:

*Standard #1* The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.

*Knowledge #1* The teacher is aware that language manifests itself in all aspects of life.

*Knowledge #2* The teacher knows how the target culture and target language interrelate.

*Knowledge #3* The teacher understands linguistic and cultural realities as dynamic and complex and views perspectives of language and culture in relation to practices and products.

*Knowledge #4* The teacher knows both formal and informal aspects of the target language: geography, history, economics, the arts, religion, politics, daily living and customs, social sciences, literature, and origins of the language.

*Performance #1* The teacher presents the target language, its literature, and its culture in contextually meaningful situations.

*Performance #2* The teacher explains the interrelated connections between the target language and the target culture.

*Examples of Required Performance:* Write short essays in Class Journal and a developed essay for a Term Paper, participate in class discussions, conduct research on the Internet for lab assignments.

*Standard #5* The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.

*Knowledge #2* The teacher understands foreign language instructional principles and techniques and knows how to integrate cultural knowledge, literature, history, and customs through group learning, discussions, journals, oral presentations, drama, and multi-media projects into instruction.

*Knowledge #2* The teacher understands foreign language instructional principles and techniques and knows how to integrate cultural knowledge, literature, history, and customs through group learning, discussions, journals, oral presentations, drama, and multi-media projects into instruction.

*Performance #2* The teacher immerses students in foreign language communication through informative, directive, expressive, imaginative, and other interactive means.

*Performance #4* The teacher, to promote students' critical understanding, presents alternative, diverse concepts and representations of foreign language culture, and encourages the students to assume cultural perspectives other than their own.

*Examples of Required Performance:* Participate in class discussions and maintain a Class Journal, conduct research on the Internet for lab assignments.

*Standard #7* The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.

*Knowledge #1* The teacher understands the value of listening, speaking, reading, and writing in the communication process.

*Performance #2* The teacher demonstrates the ability to communicate with accuracy and appropriateness in written form: vocabulary, mechanical skills, physical and organization form, style and tone, voice, development of ideas, sentence structure and fluency, and discourse.

*Examples of Required Performance:* Write short essays for Class Journal and a developed essay for a Term Paper.

*Standard #8* The teacher of a foreign language integrates knowledge of and encourages interactions with the local cultures and the general school curriculum through a foreign language.

*Knowledge #1* The teacher understands the culture(s) of a foreign language.

*Knowledge #2* The teacher knows how to integrate aspects of the foreign language with other curricula.

*Performance #2* The teacher helps students research the foreign language culture(s).

*Performance #3* The teacher accesses opportunities within and outside of the community to increase cultural awareness.

*Examples of Required Performance:* Write a developed essay for a Term Paper, participate in class discussions and maintain a Class Journal, conduct research on the Internet for lab assignments.

### **Class Policy:**

This course assumes that students want to work independently in a guided fashion. It includes numerous activities that require one to engage, explore,

explain, elaborate, and evaluate. Assignments should be completed on time. Late assignments will be graded accordingly. Each assignment will add some new dimension to your knowledge of the language and its related cultures. You are expected to make a commitment to your learning.

### **Communication:**

Since language is communication, keep the lines of communication open. For example, if you're having problems keeping up due to your heavy work schedule or your work is "less than perfect" because you were up all night writing a paper, let me know. Don't let me draw false conclusions about you! Cooperate and be flexible with me and your Conversation Partner. Have fun improving your Spanish and learning about the rich and varied cultures in which you can use it!

### **Schedule of Readings and Assignments:**

#### **#1 Week of August 24**

##### **I. El cuento: Vocabulario y conceptos básicos**

- a) Underline important facts.
- b) Write answers to Repaso.

##### **II. Mario Benedetti (Uruguay, 1920-2009).**

- a) Lab Assignment. Visit this website <http://www.rau.edu.uy/uruguay/generalidades/mvd.htm> Write a summary of what you learn.
- b) Underline important facts about author.
- c) Read Guía y actividades de pre-lectura, underlining important parts and answering questions.
- d) Read "Una carta de amor."
- e) Write answers to Comprensión y expansión.

##### **III. Mario Benedetti (Uruguay, 1920-2009).**

- a) Underline important facts about author.
- b) Study Vocabulario.
- c) Read "Memoria electrónica."
- d) Write answers to Comprensión del cuento.

##### **IV. Graduate Students Only. Mario Benedetti (Uruguay, 1920-2009).**

- a) Underline important facts about author.
- b) Read "El cambiao."
- c) Write answers to Comprensión y análisis, choosing one question from each category (Forma, Contenido, Lenguaje, Comunicación).

#### **#2 Week of August 31**

##### **I. Elena Poniatowska (Paris, moved to México as child, 1932- ) .**

- a) Underline important facts about author.
- b) Read Guía y actividades de pre-lectura, underlining important parts and answering questions.
- c) Read "Cine Prado."
- d) Write answers to the Comprensión y expansión section.
- e) **Graduate Students Only**. Brief Analysis. Choose one of the Temas de discusión o análisis. Write at least one paragraph.

**II. Elena Poniatowska** (Paris, moved to México as child, 1932- ).

- a) Study Basic Vocabulary.
- b) Write answers for Vocabulary Usage and Using Vocabulary in Context.
- c) Write answers for Anticipating the Story.
- d) Read “El recado.”
- e) Write answers for Reading Comprehension.
- f) Write answers to Structures (The Present Tense of Stem-changing Verbs, Past Participles, Saber vs. conocer, Ser vs. estar, and Por vs. para).

**#3 Week of September 7**

**I. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Underline important facts about the author.
- b) Write answers to Temas para comentar antes de la lectura.
- c) Read “La noche boca arriba.”
- d) Write answers to Después de leer.

**II. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Underline important facts about author.
- b) Write answers to Fuente de palabras about negative prefixes.
- c) Study grammar section about use of infinitives.
- d) Re-write the ¡Otra vez! Section, changing verbs to the appropriate past time.
- e) Read “Casa tomada.”
- f) Write answers to Interpretación: Análisis.

**III. Term Paper Abstract Due.**

**#4 Week of September 14**

**I. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Underline important facts about author.
- b) Write answers to Vocabulario.
- c) Write answers to the Preparación.
- d) Read “Los amigos.”
- e) Write answers to Díganos.
- f) Write answers to Desde el punto de vista literario.

**II. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Underline important facts about author.
- b) Read Guía y actividades de pre-lectura, underlining important facts and answering questions.
- c) Read “Grafitti.”
- d) Write answers to Comprensión y expansión.
- e) **Graduate Students Only.** Brief Analysis. Choose one of the topics under Temas de discusión o análisis. Write at least one paragraph.

**III. Graduate Students Only.** (Belgium \*Argentine parents, 1914-1984).

- a) Underline important facts about author.
- b) Read “AXOLOTL.”
- c) Write answers to Comprensión y análisis, choosing one question from each category (Forma, Contenido, Lenguaje, Comunicación).

### **#5 Week of September 21**

**I. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Study Basic Vocabulary.
- b) Write answers to Vocabulary Usage.
- c) Write answers to Using Vocabulary in Context, parts A and C.
- d) Write answers to Anticipating the Story.
- e) Read “Continuidad de los parques.”
- f) Write answers to Reading Comprehension.
- g) Write answers to Structures: Preterit versus Imperfect, The Pluperfect Tense, and The Past Progressive Tense.

**II. Graduate Students Only. Julio Cortázar** (Belgium \*Argentine parents, 1914-1984).

- a) Write answers to Prepárese a leer.
- b) Underline important facts about author.
- c) Read “Las buenas inversiones.”
- d) Write answers to Después de la lectura, parts A, B, and C.

**III. Term Paper Tentative Bibliography Due.**

### **#6 Week of September 28**

**I. Jorge Luis Borges** (Argentina, 1899-1986).

- a) Underline important facts about author.
- b) Lab Assignment. Visit this website  
<http://www.artegaucho.com.ar/El%20Gaucho%20Origen.htm>  
Write a summary of what you learn.
- c) Complete the Vocabulario section that follows the story, “El fin,” in your book.
- d) Read “El fin.”
- e) Write answers to Después de leer.

**II. Jorge Luis Borges** (Argentina, 1899-1986).

- a) Underline important facts about author.
- b) Complete the Vocabulario section that follows the story.
- c) Write answers to Preparación.
- d) Read “Leyenda.”
- e) Write answers to Díganos.
- f) Write answers to Desde el punto de vista literario.

**III. Graduate Students Only Jorge Luis Borges** (Argentina, 1899-1986).

- a) Underline important facts about author.
- b) Study the Expresiones that follow the story.
- c) Read “Las ruinas circulares.”
- d) Write answers to Preguntas.

### **#7 Week of October 5**

**I. Jorge Luis Borges** (Argentina, 1899-1986).

- a) Underline important facts about author.
- b) Write answers to Temas para comentar antes de la lectura.
- c) Read “El sur.”
- d) Write answers to Comprensión.
- e) Write answers to Análisis.

## **II. Jorge Luis Borges** (Argentina, 1899-1986).

- a) Write answers to Temas para comentar antes de la lectura.
- b) Read “El otro.”
- c) Write answers to Comprensión.
- d) Write answers to Análisis.
- e) **Graduate Students Only**. Brief Analysis. Choose one of the topics from Expansión for either “El sur” or “El otro. Write at least one paragraph.

### **#8 Week of October 12**

#### **I. Jorge Luis Borges** (Argentina, 1899-1986).

- a) Underline important facts about author.
- b) Read “La casa de Asterión.”
- c) Write answers to Cuestionario.
- d) Study Léxico:opciones.
- e) Write sentences in Práctica A.
- f) **Graduate Students Only**. Brief Analysis. Choose one of the topics from Temas relacionados con la selección literaria. Write at least one paragraph.
- g) Study Repaso grammatical (Prepositions).
- h) Write sentences in Práctica A.
- i) Write answers to Práctica D.

#### **II. Silvina Ocampo**, (Argentina 1903-1994).

- a) Study Basic Vocabulary and Useful Expressions
- b) Write answers to Vocabulary.
- c) Write answers to Using Vocabulary in Context.
- d) Write answers to Cognates and Word Formation.
- e) Write answers to Anticipating the Story.
- f) Read “La casa de azúcar.”
- g) Write answers to Reading Comprehension.
- h) Write exercises for Pluperfect Subjunctive and Conditional Perfect.

### **#9 Week of October 19**

#### **I. Gabriel García Márquez** (Colombia, 1928- ).

- a) Underline important facts about author.
- b) Read “El ahogado más hermoso del mundo.”
- c) Write answers to Preguntas.

#### **II. Gabriel García Márquez** (Colombia, 1928- ).

- a) Study Basic Vocabulary.
- b) Write answers to Vocabulary Usage.
- c) Write answers to Using Vocabulary in Context.
- d) Write answers to Cognates and Word Formation.
- e) Write answers to Anticipating the Story.
- f) Read “Un señor muy viejo con unas alas enormes.”
- g) Answer Reading Comprehension.
- h) Write answers for *sino*, *sino que*, and *pero*, The Imperfect Subjunctive, The Reflexive Construction, The Impersonal Reflexive Construction.



**III. Graduate Students Only. Gabriel García Márquez** (Colombia, 1928- ).

- a) Underline important facts about author.
- b) Read “La prodigiosa tarde de Baltazar.”
- c) Write answers to Comprensión.
- d) Write answers to Análisis.

**#10 Week of October 26**

**I. Gabriel García Márquez** (Colombia, 1928- ).

- a) Underline important facts about author.
- b) Complete Vocabulario.
- c) Write answers to Preparación.
- d) Read “Un día de éstos.”
- e) Write answers to Díganos.
- f) Write answers to Desde el punto de vista literario.

**II. Gabriel García Márquez** (Colombia, 1928- ).

- a) Underline important facts about author.
- b) Read “La siesta del martes.”
- c) Write answers to Comprensión.
- d) Study Léxico: opciones.
- e) Write answers to Práctica A.
- f) Study Repaso grammatical (Ser vs. Estar).
- g) Write answers to Prácticas A, B and D.

**III. Graduate Students Only. Gabriel García Márquez** (Colombia, 1928- ).

- a) Read “El verano feliz de la señora Forbes.”
- b) Write answers to Comprensión.
- c) Write answers to Análisis.

**#11 Week of November 2**

**I. Luisa Valenzuela** (Argentina, 1938- ).

- a) Underline important facts about author.
- b) Read Guía y actividades de pre-lectura, underlining important facts and answering questions.
- c) Read “Los censores.”
- d) Write answers to Comprensión y expansión.

**II. Luisa Valenzuela** (Argentina, 1938- ).

- a) Underline important facts about author.
- b) Write answers to Vocabulario, part B.
- c) Read “La historia de papito.”
- d) Write answers to Cuestionario.

**III. Graduate Students Only.** (Argentina, 1938- ).

- a) Underline important facts about the author.
- b) Read “De noche soy tu caballo.”
- c) Write answers to Comprensión y análisis, choosing one question from each category (Forma, Contenido, Lenguaje, Comunicación).

### **#12 Week of November 9**

**I. Cristina Peri Rossi** (Uruguay, 1941- ).

- a) Underline important facts about author.
- b) Read Guía y actividades de pre-lectura, underlining important facts and answering questions.
- c) Read “Indicio 15.”
- d) Write answers to Comprensión.
- e) Read “Indicio 25.”
- f) Write answers to Comprensión y expansión.

**II. Cristina Peri Rossi** (Uruguay, 1941- ).

- a) Underline important facts about author.
- b) Study Vocabulario.
- c) Write answers to Actividades de pre-lectura.
- d) Read “El ángel caído.”
- e) Write answers to Comprensión del cuento.
- f) **Graduate Students Only**. Brief Analysis. Choose one of the topics under Temas para conversar o para escribir. Write at least one paragraph.

### **#13 Week of November 16**

**I. Reinaldo Arenas** (Cuba, 1943-1990).

- a) Underline important facts about author.
- b) Read “Con los ojos cerrados.”
- c) Write answers to Cuestionario.
- d) Study Léxico: opciones.
- e) Write answers to Práctica A.
- f) **Graduate Students Only**. Brief Analysis. Choose one of the topics under Temas a escoger and write at least one paragraph.
- g) Study Repaso grammatical (The Subjunctive Mood).
- h) Write answers to Prácticas A, B, and D.

### **#14 Week of November 23**

**I. Isabel Allende** (Perú \*Chilean parents, 1942- ).

- a) Underline important facts about author.
- b) Study Expresiones that follow the story in your book.
- c) Read “Una venganza.”
- d) Write answers to Preguntas.
- e) **Graduate Students Only**. Brief Analysis. Choose one of the topics under Comentar y escribir. Write at least one paragraph.

### **#15 Week of November 30**

**I. Isabel Allende** (Perú \*Chilean parents, 1942- ).

- a) Study Basic Vocabulary.
- b) Write answers to Vocabulary Usage.
- c) Write answers to Using Vocabulary in Context.
- f) Write answers to Anticipating the Story.
- g) Read “Dos palabras.”

- h) Write answers to Reading Comprehension.
- i) Write answers to Structures (Comparisons, Absolute Superlatives, The Imperfect Subjunctive, The Present Participle with Reflexive and Object Pronouns)
- j) Write answers for A, C, and D.

**#16 Week of December 7**

**I. Term Paper Due**

**WRITING A TERM PAPER**

There are several important steps towards writing your term paper. First, you choose a topic of interest. Then, you began your research in the library. The next step is to write an abstract. You might also think of it as the introduction to your paper. In fact, it will become the introduction that guides the remainder of your work. In the introduction, you present the topic, explain its importance, and give a thesis –a clear and concise explanation of the main idea--. You also briefly state how you plan to approach the topic.

Once your abstract has been approved, you can begin to write an outline that will guide your writing. An outline is a plan showing the relationship between main topics and supporting ideas. A good outline organizes you before you begin and serves as a check that your arguments are on track.

The body of your paper is where you develop the thesis and provide specific evidence to support it. Several strategies are often employed by effective writers to develop the body of their essay. Examples and definitions of unfamiliar terms can help your reader follow your ideas. Descriptions may also be appropriate, and sometimes the narration of a short passage from a work or about an event can help to support your thesis. You may also choose to compare and contrast certain ideas, break them down into their component parts, look for causes and effects, or argue for a particular interpretation. Any of these strategies can also serve as the organizational backbone of an essay.

Finally, your term paper will end with a conclusion. This is your opportunity to summarize main points and consider further implications.

Points to consider while composing your essay:

- Keep your audience in mind when writing. Is your style appropriate?
- Keep your thesis in mind. Is discussion in the body pertinent to what you are saying?
- Make up a title. It can be either informative or imaginative, but it must reflect the main idea of the term paper.
- Keep in mind a working title. It will help keep you on track, but change it if your ideas change.

**HELP WITH LANGUAGE FOR YOUR PAPER**

**Reported Speech**

Here are some ways to introduce information taken from others:

Dice que	Opina que	Piensa que	Le parece que
Insiste en que	Cuenta que	Afirma que	Confiesa que
Contesta que	Responde que	Cree que	Explica que

### Marking Sequence with Transition Words

al principio	enseguida	después	por último	al final
primero	antes	más tarde	por fin	
luego	antes de eso	después de eso	finalmente	

### Providing Smooth Transitions

Transition words provide the glue that holds a piece of writing together. Examples:

así que= so (result)	de repente, de pronto=suddenly
como resultado=as a result	entonces=so (logical result)
por eso=that's why	por lo tanto=therefore
sin embargo=however	como consecuencia=as a consequence
ya que, puesto que=since	a causa de (que)=because
debido a (que)=due to	

### Using Transitions of Concession

Often when discussing or giving opinions, certain transition words and expressions are particularly useful for acknowledging the validity of another person's points or ideas, while at the same time challenging them:

a pesar de (que)=despite, in spite of
aunque=although, even though
con todo, aún así=still, even so, nevertheless
no obstante=nevertheless
sin embargo=however

Example: A pesar de que la trama es excelente, hay, sin embargo, ciertas lagunas que afectan la credibilidad.

### Comparing

parecerse a=to resemble	ser similar=to be similar to
al igual que=just like, as	ser parecido=to be similar to
a semejanza de=just like, as	ser semejante a=to be similar to
de la misma manera=in the same way	tan (+ adjetivo) como=as (adj.) as
de la misma forma=in the same way	tanto A como B=both A and B
del mismo modo=in the same way	

### Contrasting

a diferencia de=unlike	por un lado=on the one hand
diferenciarse de=to differ from	por otro lado=on the other hand
en cambio=on the other hand, instead	sin embargo=however
en contraste con=in contrast to/with	no obstante=however
más (+adj./sustantivo) que=more (adj./noun) than	
menos (+adj./sustantivo) que=less/fewer (adj./noun) than	

### Causes and Effects

así que=thus, so	el resultado=the result
el factor=the factor	ya que=since
la causa=the cause	puesto que=since
por consiguiente=therefore	como=since
por eso=therefore	a causa de (que)=because of, due to
por lo tanto=therefore	debido a (que)=because of, due to
conducir a=to lead to	como resultado=as a result
llevar a=to lead to	como consecuencia=as a consequence

## Bibliography

This list includes some of the most frequently consulted books and articles about Latin American short story. You can obtain these through Axe Interlibrary Loan Service.

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- . *El Aleph Weaver: Biblical, Kabbalistic and Judaic Elements in Borges*. Potomac, MD: Scripta Humanística, 1984.
- Alazraki, Jaime. *Borges and the Kabbalah, and Other Essays on His Fiction and Poetry*. Cambridge University Press, 1988.
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