Abstracts


*denotes Holy Cross student co-author

Grants


A Celebration of Faculty Scholarship
SEPTEMBER 24, 2019

Articles


Articles


**de la Paz, Oliver**. (2019). “Diaspora Sonnet 34”. In *Cherry Tree*, (5).


Articles


Gallo-Cruz, Selina. (2018). Do We Have a New Women’s Movement. In *Mobilizing Ideas*.


Articles


A Celebration of Faculty Scholarship

SEPTEMBER 24, 2019

Articles


* denotes undergraduate co-author
† denotes student advisee

**Books**


- **Santos, Jorge**. (2019). Graphic Memories of the Civil Rights Movement: Reframing History with Comics. (Austin, TX: University of Texas Press).


**Edited Journals**


A Celebration of Faculty Scholarship
SEPTEMBER 24, 2019

Chapters


Geracht, Maurice. (2018). Gestures in the Paintings of Valentin de Boulogne: How was the Frenchman beyond Caravaggio? In, INTERFACES.


Franco, Bridget, Sheila Coursey ’13, Kelsey Smith ’13, Nicholas Triant Jr. ’19. Cineglos: Glosario cinematográfico interactivo, version 3. CINEGLOS is an audiovisual glossary of cinematographic terminology designed for students and professors of cinema in Spanish. Most of the defined terms are accompanied by fragments of Latin American or Spanish films that visually show the cinematographic technique referred to.

Franco, Bridget. “The Prado Museum Expansion: The Diverse Art of Latin America.”. The Prado game provides a diachronic introduction to the diverse styles and movements (Cubism, Constructivism, Surrealism, Expressionism, Mexican Muralism, Indigenismo, Abstract Expressionism, Hyperrealism, Chicano Art, Street Art, and Naïf Art) that have influenced our understanding of Latin American art from the early 1900s to the new millennium. Taking on the roles of museum curators, docents, marketing directors, Patrons of the Arts, private art collectors, artists, and art dealers, players will learn how to identify the formal elements of Latin American painting and immerse themselves in the complex dynamics of the international art world. The game is designed to be played in English or Spanish.

Gago-Jover, Francisco. Colonial Texts. The goal of the Colonial Texts project is to produce a corpus of philologically rigorous paleographical transcriptions of Spanish Colonial texts and incorporate them into the Hispanic Seminary of Medieval Studies’ Digital Library of Old Spanish Texts (http://www.hispanicseminary.org/textconc-en.htm). Texts to be included in the corpus will be those written in any area of the Americas during the colonial period, 1492 to Independence. Given the varied chronology of the independence movements by country, the end date will depend on the area involved, e.g. 1810 for Mexico vs. 1898 for Cuba. The Colonial Texts project will be a significant source of information not only for historical linguists, but also for literary and cultural specialists, historians, and lexicographers, who will be able to access and search the contents of the texts for a wide variety of research tasks, allowing for examination from different foci—across time, across text, across topic.

Gago-Jover, Francisco. Textos y Concordancias de las glosas a las Coplas por la muerte de su padre de Jorge Manrique. CD-ROM. The CD-ROM contains the paleographical transcriptions of the 14 glosses to Jorge Manrique’s «Coplas a la muerte de su padre» written between 1501 and 1570, with the corresponding introduction, interactive concordances and indexes (alphabetic, frequency, and reverse alphabetic). It was the result of a collaboration with the Universidad de Valladolid.


Smith, Neel. Homer Multitext Project. Summer 2018 release includes the first complete publication of the Venetus A manuscript of the Iliad including more than 9,900 scholia (scholarly notes in the manuscript). Roughly 200 contributors; more than 90% contributed before earning a bachelor’s degree.

Spani, Giovanni. Dante’s Florence. Multimedia educational app for Android and iOS.


Yuhl, Stephanie. Revisiting Prop Master: A Digital Exhibit and Catalog. Lead Project Scholar and Author, Lowcountry Digital History Initiative, College of Charleston, SC.
Arrell, Chris. (2019). *Three’s A Crowd!* Houston, TX: University of Houston.


Reviews


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