



# INTERNATIONAL NETWORK FOR COMPARATIVE HUMANITIES ANNUAL REPORT

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JULY 2019 // PREPARED BY NICOLE WINSOR



Summer Meeting  
Rome

"SELVES"

*Summer Meeting, May 23rd - 26th, 2019*

## UNIVERSITY OF NOTRE DAME ROME GLOBAL GATEWAY

From the 23rd to the 26th of May 2019, twenty-five students and seven faculty members attended the Summer 2019 meeting of the International Network for Comparative Humanities at the University of Notre Dame Rome Global Gateway.

With a focus on the theme of "Selves," this group of scholars discussed the following texts:

- Virginia Woolf's *The Years* (1937, novel)
- Annie Ernaux's *The Years* [*Les années*] (2008; novel)
- Emily Brontë's *Wuthering Heights* (1847; novel)
- Agnès Varda's *Les Plages d'Agnès* (2008; film)

A total of 13 universities were represented, including:

- University of Notre Dame
- Princeton University
- Columbia University
- University of Georgia
- University of Lisbon
- University of Siena
- University of Ioannina
- University of Geneva
- Utrecht University
- Scuola Normale Superiore
- Goldsmiths, University of London
- Durham University
- University of Oxford



"INCH provides the opportunities for networking that graduate students and early-career scholars need, in order to meaningfully build international relationships based on shared scholarly interests. It has evolved into a genuinely supportive and enthusiastic scholarly community that has opened up many opportunities for transatlantic collaboration, interdisciplinarity, and comparative study and cultural exchange."

– Eva Kenny, PhD., Princeton

"INCH has continued to offer me the kind of experience that few other programs can: the opportunity to maintain rich communication with scholars from across nations over a period of several years, to cross institutional boundaries, and to rediscover what is most essential to research in the humanities."

– Brian Gringrich, PhD., Princeton

"INCH is, by design, composed of expert teachers alongside advanced practitioners sharing immersive training in the liberal arts; one invaluable component of INCH participation is the pedagogical expertise one develops engaging with a community working toward shared goals, where few professional truisms can be assumed across national and institutional contexts."

– Jill Wharton, PhD., Notre Dame.

"Being a part of INCH absolutely enhanced my first year at Notre Dame. The books we've read and themes we've discussed have had an invaluable contribution to my MFA thesis. I now have a refreshed and sharpened vision for what I want to do in my writing. I truly appreciate having had the opportunity to discuss some of the best works of European literature with scholars from Europe and those who are focusing on European literature in their research."

– Nazli Koca, MFA student, Notre Dame.

My first INCH Workshop offered me the chance to engage in intriguing discussions about how different literary works and different forms of art deal with timeless matters, such as the formation of identity, its fluidity, and its close relation to heredity, politics, education, and art. The friendly, warm, non-hierarchical ambiance of INCH significantly encouraged me to commit wholeheartedly in this highly educative procedure."

– Maria Apostolidou, PhD Candidate, University of Ionnina, Greece.

"INCH provided me with the richest possible environment to engage in concentrated discourse on comparative literature with brilliant scholars from across the globe whose diverse languages and backgrounds pushed me to think in ways I could not have done in any other environment. My scholarship and thought will be stronger for this."

– Julian Dean,  
Doctoral student, Notre Dame

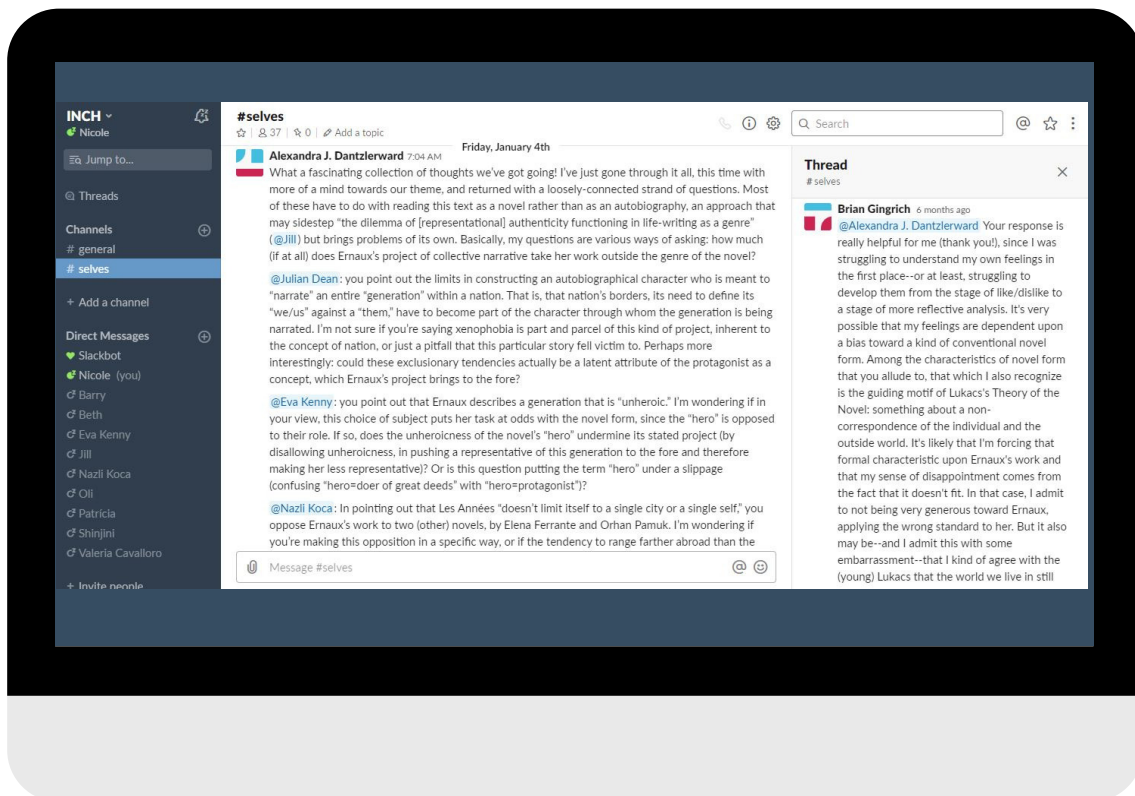


**PARTICIPANT  
RESPONSES**

## THE INCHx INITIATIVE

In 2018, INCH launched a new venture called INCHx—an online reading group hosted on the team collaboration platform, Slack.com (see image of forum below). In the lead up to our meeting in Rome, participants read Annie Ernaux's *The Years* and discussed this text online with the theme of "Selves" in mind.

After a rigorous discussion of Ernaux's text (led primarily by the students, with input and guidance from faculty members), students then utilized the collaborative element of this venture by reading Brontë's *Wuthering Heights* and posing a question in the forum which applied an element of our previous discussion about *The Years* to Brontë's novel. These questions were then used to identify some paths for discussion to be explored while at our workshop in Rome.



A Collaborative  
Online Forum

INCHx

