

CURRICULUM VITAE (Revised September 2022)

Matthew McGarry
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Education

- ABD, Slavic Languages and Literatures, University of Wisconsin – Madison (Anticipated graduation: January 2023)
- M. A. in Slavic Languages and Literatures, University of Kansas, November 2004.
- B. A. in Slavic Languages and Literatures, English Literature; Certificate in Russian and East European Studies, University of Kansas, University of Kansas, August 2000.
- Herzen State Pedagogical Institute, St. Petersburg, Russia, Academic Year, 1999-2000.

Current Position (July 2021 -)

- Teaching Assistant Professor of Russian, Department of Germanic and Slavic Languages and Literatures, University of North Carolina at Chapel Hill
- ROTC Coordinator (Pending) UNC Russian Flagship

Previous Positions (August 2015 – June 2021)

- Russian Language Coordinator and Instructor of Russian, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma-Norman
- Tutor Coordinator, Russian Flagship Program, University of Wisconsin-Madison: AY 2011-15
- Russian Instructor, Russian Flagship Program, University of Wisconsin-Madison: 2010-2015
- Senior Instructor of Elementary and Intermediate Russian – Beloit College Center for Foreign Languages, Summer 2006-2007
- Coordinator, Kansas University's Summer Study Abroad Program in St. Petersburg, Russia (Summer 2003-2005)

- Teacher of English and Composition, Perth Amboy High School, Perth Amboy, New Jersey (2000 – 2002)

Academic Honors, Grants, and Fellowships

Graduate:

- Mellon Fellow, Summer 2014
- Chancellor’s Fellow (UW-Madison), Spring 2013
- FLAS Fellow (KU) – Polish, AY 2005-2006 (Declined in order to pursue PhD at UW-Madison)
- FLAS Fellow (KU) - Polish, AY 2004-2005

Undergraduate:

- Boren Scholar (National Security Education Project) at Herzen State Pedagogical Institute, St. Petersburg, Russia, Academic Year 1999-2000.
- Departmental Honors in Slavic Languages and Literatures, University of Kansas, 1999.
- Kansas University Undergraduate Research Grant, Summer and Fall, 1998.
- Dobro Slovo, University of Kansas, 1999.
- Phi Alpha Theta, University of Kansas, Department of History, 1998.

Teaching Awards and Recognitions

- University of Wisconsin-Madison, University Housing “Honored Instructor” 2014 and 2015.
- Courses ranked in the top 10% in the Department of Modern Languages, Literatures, and Linguistics based on Student Teacher Evaluations at the University of Oklahoma-Norman:
 - Beginning Russian I (Fall 2015, Fall 2017, Fall 2018)
 - Chekhov (Spring 2016)
 - Tolstoy (Fall 2016) Beginning Russian II (Spring 2016, Spring 2017, Spring 2018)
 - Intermediate Russian I (Fall 2019 – both sections)

- Advanced Russian I (Spring 2017), Advanced Russian II (Spring 2018)

Publications (Published and Forthcoming)

Peer Reviewed articles:

- “Making History Sublime: Reading Natasha *Polytropus* in the Tragic Mode,” *Tolstoy Studies Journal* (Forthcoming, *TSJ*, January 2023)
- “Ode to the Great Leader” or “Ode to the Poet”: Identifying the Hero in Osip Mandel'shtam’s “Poems about Stalin.” *Studies in Slavic Cultures and Literatures* VI 2007, 67-81.

Translations:

- “Padeniie” (The Fall), Dmitrii Bykov, *Late- and Post-Soviet Russian Literature: A Reader*; Eds. Mark Lipovetsky and Lisa Ryoko Wakamiya; Brighton, MA: Academic Studies Press (2013).
- “Vdrug u Tolstogo: neozhidannoe v mire zakonomirnogo,” (“Tolstoy’s Tropics of Suddenness: The Unexpected in the World of the Law”) Olga Slivitskaya, *Tolstoy Studies Journal*, Vol. XXV

Reviews:

- *Tolstoy on War, Narrative Art and Historical Truth in “War and Peace”*; Eds. Rick McPeak and Donna Tussing Orwin. Cornell, 2012. *Tolstoy Studies Journal*, Vol XXV, 1-3
- *A History of Russian Literary Theory and Criticism*; Eds. Evgeny Dobrenko and Galin Tihanov Pittsburg: 2012. *Slavic and East European Journal*, 57:3, 488-489.
- *A “Labyrinth of Linkages” In Tolstoy’s Anna Karenina*, Gary L. Browning. Academic Studies Press, 2010. *Slavic and East European Journal* (Summer 2012), 281-83.
- *Istoricheskaya ritorika, strategii russkoi slovestnosti (Historical Rhetoric, Strategies of Russian*, I. V. Kuznetsov. Russian State University of the Humanities Press, 2007. *Slavic and East European Journal* (Winter 2011), 702-703.
- *Bakhtin: Ethics and Mechanics*, Ed. Valerie Z. Nollan. Northwestern University Press, 2003. *Russian Review* 64 (January 2005) 121-22.

Encyclopedia Contributions:

- “Acmeism,” *The Routledge Encyclopedia of European Modernism*; Ed. Megan Swift.

Conference Presentations

- September 22, 2022, Seminar Presentation: Introductory chapter: “Sublime History: A Reading of *War and Peace* in the Tragic Mode,” Carolina Seminar in History, UNC-Chapel Hill
- November 2019, Paper: “Nabokov’s *The Gift: Literary History as Fulfillment*”; (Discussant): “Mandelstam: Art, Politics, and Religion” ASEEEES, San Francisco
- October 2019: “The Dialectical Figure of Realism in *War and Peace*.” SCMLA, Little Rock Arkansas
- November 2016, Roundtable: “Tolstoy and the Fiction of History” (with Donna Orwin, Jeff Love, Michael Denner, and Dominic Lieven); ASEEEES Paper: “The Figure of History in Mandelstam’s Critical Prose.” ASEEEES, Washington, D. C.
- November 2015, Roundtable: “Tolstoy: Aesthetics, Politics, and Death” (Discussant w/ Michael Denner, Jeff Love, and David Houston, ASEES, Philadelphia)
- November 2013 Panel: *Acmeism and Modernism*: “Derzhavin’s Slate and Acmeist Materiality of Modernism” ASEES, Boston
- November 2013, Roundtable: “Is Russian Literature Ready for a Marxist Criticism (Again)?” (organizer and participant; additional participants: John MacKay (Yale), Jeff Love (Clemson), Jacob Emery (Indiana) Tomislav Longinovic (Wisconsin), David Houston (Wisconsin), ASEES, Boston)
- November 2012, “Theory and Criticism in Slavic: Ethics, Possibilities, and Problems” (organizer and participant; additional participants: Justin Weir (Harvard), John MacKay (Yale), Jeff Love (Clemson), Andrew Reynolds (University of Wisconsin-Madison)
- December 2012, “From Hero to Person: Narrative and the Development of the Self in Andrei Bitov’s *Pushkin House*.” ATSEEL, Seattle

Teaching Activities

Courses Taught at UNC:

- RUSS 101: Elementary Russian I (Fall 2022)
- RUSS 102: Elementary Russian II (Spring 2023)
- RUSS 455: 20th Century Russian Literature and Culture (Spring 2022)
- RUSS 410: Intermediate to Advanced Russian (Spring 2022)
- RUSS 410: Intermediate to Advanced Russian (Spring 2022)

- RUSS 203: Intermediate Russian I (Fall 2021)
- RUSS 203: Intermediate Russian I (Fall 2021)
- RUSS 101: Elementary Russian I (Fall 2021)
- RUSS 101: Intensive Elementary Russian I (Summer Session II 2021)

Courses Taught at OU:

- RUSS 1115: Beginning Russian I (Fall 2015, 2016, 2017, 2018, Spring 2021)
- RUSS 1115: Beginning Russian I Honors (Fall 2019, Fall 2020)
- RUSS 1225: Beginning Russian II (Spring 2016, 2017, 2018, 2019, 2020, Spring 2021)
- RUSS 2113: Intermediate Russian I (Fall 2016, 2017, 2018, 2020)
- RUSS 2223: Intermediate Russian II (Spring 2017, Spring 2020)
- RUSS: 3323 Advanced Russian I (Fall 2015, Fall 2017, 2019)
- RUSS 3423: Advanced Russian II (Spring 2016, 2017, 2019)
- RUSS 3523: Interpreting the Russian Media (Fall 2016, 2018, Scheduled for Fall 2020)
- RUSS 3023: Beginning Business Russian (Spring 2017, 2020)
- RUSS 3073: Russian Conversation (Spring 2019)
- MLLL 3163: Chekhov: Prose and Drama (Spring 2015, Fall 2017)
- MLLL 3163: Tolstoy: Artist and Thinker (Fall 2016)
- MLLL 3163: Nabokov (Spring 2017)
- MLLL 3523 Nineteenth-Century Russian Literature from Karamzin to Gorky (Fall 2015)
- RUSS 3990: Directed Readings: 20th Century Russian Literature from Gorky to Ganieva (Fall 2019)

Description of Teaching Duties at OU:

- Teach 3 to 4 class/semester depending on Russian section needs (12 – 16 hours/semester)

- Coordinate beginning, intermediate, and advanced Russian language classes
- Write syllabi, assessments, quizzes, daily instructional materials, and oral assessments for Beginning and Intermediate Russian language classes.
- Administer oral placement assessments for advanced learners and heritage speakers
- Grade prior Russian language learning assessments
- Coordinate the Russian Action Tutoring Program
- Lead weekly Russian language table
- Supervise bi-monthly Russian film nights

Research Statement

- My work focuses on the problem of realism in Russian prose and poetry. Building on the work of Roman Jakobson, it proceeds from the position that Realism as practiced and defined in Western European literature ceases to exist in Russian literature from the 1840s onward. This is because Western European Realism is a mimetic and representative activity based on a correspondence theory of truth, the goal of which is to present the world faithfully and accurately. Russian Realism, conversely, is motivated by a coherence theory of truth that aims not to represent reality as it is but to create it anew. This accounts for the formal peculiarities of Russian literature. Whereas Western European Realism privileges continuity and contiguity, Russian Realism values incommensurability and disjuncture; contradiction in Russian Realism is not evidence of error or bad thinking but an opportunity to think differently. Russian Realism honors reality by making new, co-equal realities that exert pressure on constituted ones by the construction of other visions.

My dissertation leverages this revision of Realism to produce a multi-leveled reading of Tolstoy's master-text, *War and Peace*. This project is a dialectical mapping of disjuncture and contradiction in *War and Peace* at three levels: form, discourse, and personality. It argues that these gaps in the text engender *affects* in readers; because they are unable to precisely name these moments, they are obliged to try different names and ideas in their attempts to come to terms with the text. But instead of being abysses where meaning founders these lacunae become zones of creation where different possibilities, from genre and discourse to personality, are rhizomatically produced one after the other by characters and readers alike. The result, as suggested in the dream Pierre sees of the liquid globe after the battle of Borodino, is a world of ever-expanding dimensions and increasing possibilities. The insights drawn from this study of *War and Peace* motivate my research on late- and post-Soviet metahistorical fiction, as well as my work on the odes of Derzhavin, Mandelstam, Pasternak, and Brodsky.

Teaching Statement:

- Mr. Miyagi says something to the effect that there are no bad students, only bad teachers. Most of us, I assume, would consider such a perspective hopelessly idealistic. And yet whatever else we might say about Mr. Miyagi’s teachings, it is clear they have a substantial impact on Daniel: he gradually becomes patient, wise, and perhaps most important to him, capable of defending himself. Indeed, throughout that movie, Mr. Miyagi fulfills what I take to be the central mission of any teacher: to take the student where he or she cannot go alone.

I always look for new ways of collaborating with my students. A student feels most poignantly that she has a stake in her own education when she takes an active part in it. Following Terry Eagleton’s dictum that desire is constitutive of knowledge, I try, to the extent that it is possible and reasonable, to let students shape the trajectory of their curriculum. By and large, the aim of any student learning a foreign language is to be able to speak the tongue. In developing my Russophone tutor project, which puts students in touch with native speakers of Russian from Eastern Europe and Central Asia, I have relied on the students’ ability to navigate different video recording and editing programs. Work this year will lead to a conference presentation in Tulsa at the Oklahoma Foreign Language Teachers Association Conference where one of my students will co-present our Russophone project. Technology opens up exciting new possibilities for student and instructor to work together.

Teaching writing is one of the most difficult—and yet rewarding—enterprises an instructor undertakes. Each student requires her own approach. One of my favorite writing exercises is the *résumé de texte*, or critical summary. We learn to write well by rewriting, and the *résumé de texte* is designed to do precisely that. The assignment can only be done well once a difficult text is read and reread multiple times. Taking stock of the choices they have made on a first draft, students learn not only the importance but necessity of revision: they see what they have left out, what is superfluous, and also how they have unwittingly changed the information they read as they wrote. I take special pride in the critical summaries of two students: one dealt with Hayden White’s “The Burden of History,” and the other with Fredric Jameson’s “War and Representation.” You can only be humble when one of your freshmen summarizes Jameson more effectively and concisely than you!

Service:

Committees:

- Fulbright Committee (2018-2021)
- First Year Language Courses Steering Committee, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma-Norman (2015-2020)
- Scholarship Committee, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma-Norman (2016-2020)

Student Services and Organizations:

- Faculty Advisor: UNC Slavic Club (Fall 2022 -)
- OU Dobro Slovo Chapter Advisor (2017-Present)
- Russian Table Advisor (2015-Present)
- Russian Film Night Sponsor (2016-Present)

Languages

- Russian – Near native
- Polish – Intermediate
- German – Advanced Reading

Memberships

- American Association of Teachers of Slavic and East European Languages
- American Association for the Advancement of Slavic Studies
- Modern Language Association
- North American Tolstoy Association

References

Dr. Dustin Condren, Assistant Professor Russian, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma-Norman

Email: dcondren@ou.edu

Dr. Andrew W. M. Reynolds, Associate Professor of Slavic Languages and Literatures, University of Wisconsin-Madison.

Email: awreynolds@wisc.edu

Dr. Maurizio Vito, Lecturer in Italian, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma-Norman

Dr. Jeff Love, Professor of Russian and German, Department of Languages, Clemson University

Email: gjlove@clemson.edu

Dr. Galin Tihanov, George Steiner Professor of Comparative Literature, Queen Mary University, London, United Kingdom

Email: g.tihanov@qmul.ac.uk

Dr. Maria Carlson, Professor Emerita of Slavic Languages and Literatures, University of Kansas.

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