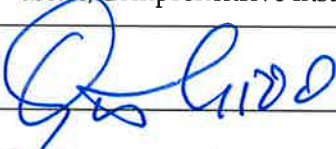


NOMINATION SIGNATURE PAGE

2023 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Dr. Margarita Marinova
Institution:	Christopher Newport University
Category (choose only one): <ul style="list-style-type: none">• Baccalaureate Institution• Masters/Comprehensive Institution• Research/Doctoral Institution• Two-Year Institution• Rising Star	Masters/Comprehensive Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Dr. Quentin Kidd
E-mail address of President or Chief Academic Officer:	qkidd@cnu.edu
Telephone number of President or Chief Academic Officer:	757-594-8499

Christopher Newport University Mission Statement

The mission of Christopher Newport University is to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia and the nation. Christopher Newport provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research and arts programs. Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish. Our primary emphasis is to provide outstanding undergraduate education. We also serve the Commonwealth with master's degree programs that provide intellectual and professional development for graduate-level students. We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. Christopher Newport students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and Commonwealth.

Summary of Accomplishments

Dr. Margarita Marinova joined Christopher Newport's distinguished faculty in the Fall of 2005. In the sixteen years of teaching and service to the university and the larger Newport News community, she has established herself as an inspiring teacher, a supportive colleague, and an engaged participant in local events and initiatives. She is an internationally recognized scholar of Russian and Eastern European literature and culture, and a translator whose work has been nominated for prestigious national and international awards, like the PEN Award (known as the "Translation Oscar") and a PROSE Award (one of the most prestigious awards for published academic writing in the United States). She has received an NEH grant, as well as Faculty Development Grants to support her research at CNU. Dr. Marinova has shared her projects with broader audiences through various public forums (the NPR, invited lectures at prestigious universities and international conferences, regional events, and local schools). Her commitment to her students has been acknowledged with awards by student organizations on campus, such as the CNU student Hook Award (given to faculty in recognition of their "exemplary commitment to educational excellence") in 2019, and, most recently, when she was chosen to be a finalist for the CNU Alumni Society Award for Excellence in Teaching and Mentoring.

Teaching

Teaching—and teaching well—is Dr. Marinova's passion, which means that she devotes considerable time to developing her skills in the classroom, offering exciting opportunities to her students to learn about the world at large, and staying abreast of and incorporating all the newest recommendations for successful instruction at the college level.

Her enthusiasm for the presented course material and love of what she does, commonly referenced in her course evaluations, are key to her success in the classroom and demonstrate a pattern of truly outstanding teaching effectiveness. The student comments about her classes provide verbal support for the often-perfect scores she has received on "progress on relevant objectives," "excellence of course," and "excellence of instructor." Here is a representative sampling: "The best professor I've ever had. You can tell she genuinely cares about the material and enjoys teaching. The notes and discussions in class make material that I once thought to be boring and outdated to be fascinating." • "I was apprehensive about taking this course since it has a reputation for being difficult and is a requirement for my major. Though it is certainly challenging, I was pleasantly surprised to find that I was not "lost" or confused too often. Professor Marinova does an excellent job explaining the complex theories we have to apply. The work is difficult, but I am happy to see that my grade has thus far reflected the amount of work I have put in, so I am overall extremely satisfied with the course." • "I cannot recommend or give enough credit to Professor Marinova for inspiring me to pursue English as a major. I came into college somewhat decided on aspiring to be an educator in the English field, but she has really made this idea concrete for me. She is unboundedly knowledgeable and understanding in all types of literature, she is interactive with her students, and she genuinely enjoys standing in front of her class every afternoon, which makes all of the difference."

Aiming to inspire her students to succeed beyond their original expectations, Dr. Marinova's teaching approach combines enthusiasm, humility, compassion, and genuine respect for those in her classroom. Rather than a traditional transmitter of knowledge, she sees herself as a facilitator in the classroom, which means that she provides her students with multiple opportunities for leadership in in-class and on-line discussions. In the process, students develop skills needed for the 21st century, such as the ability to frame, investigate, and solve problems; acquire and evaluate information, collaborate effectively with others; work with a variety of technologies; and synthesize previous information and develop new ideas.

Dr. Marinova is always eager to expand her teaching portfolio, as evidenced by the twenty different classes she has developed and taught at CNU. For the first few years of her

appointment, she taught 4 classes per semester. Even after she was given the opportunity to offer 3 courses per term, she has continued to put students first, and took on additional instructional burden when asked by individual students to do Independent Study courses with them. For example, since CNU does not offer Russian or Bulgarian language classes and, occasionally, students need them in order to apply for Fulbright or other international programs, she has led such language courses in addition to her regular teaching load.

In addition to working with students in the classroom, Dr. Marinova also makes a concerted effort to encourage further research and presentations at CNU's student conference, *Paideia*, and at undergraduate conferences around the country. Many of her students have also published their essays in undergraduate journals, such as *The Cupola* and *Sigma Tau Delta Review*.

Since mentoring students is very important to her, Dr. Marinova has also organized and lead annual Graduate School Application Forums for HONOR students and English majors who are interested in continuing their education beyond CNU. She has worked closely with hundreds of English majors to ensure their application materials are as good as they can be, reviewed multiple versions of their Statements of Purpose, and written countless recommendation letters. The results speak for themselves: her students have continued their studies at prestigious universities across America, but also England, Scotland, Ireland, and even Japan. To give but two specific examples: Amanda Blake Davis finished her doctorate in Romantic poetry at the University of Sheffield in Britain in the Spring of 2021, and she recently chaired a digital event, titled "The Late Mary Shelley" for the British Association of Romantic Studies which attracted 180 international scholars. Nick Huber completed his doctorate in literature from Duke University in 2019 and is currently working at the University of Copenhagen. Now successful professionals living a life of purpose (as stated in CNU's mission) all across the Commonwealth, the US and the world, these young men and women are a true testament to Dr. Marinova's promotion of student-centered learning, commitment to innovative teaching, and encouragement of intercultural appreciation and understanding.

Discovery

In her research and scholarship, Dr. Marinova is driven by the demands of cultural translation, which empowers our existence as global citizens today. In her work as an educator and comparatist, she relies upon translation practices (literally and broadly understood) to enable her readings of literary products of various cultures and periods. Her native or near-native knowledge of several languages have allowed her to immerse herself in linguistically very different texts, and place them side-by-side in order to have them participate in original conversations with each other. Her efforts have resulted in four books and 15 articles since her arrival at CNU.

The vast majority of humanities scholars research and write alone. Unlike the sciences and social sciences, where collaborative work is typical and expected, such work in the humanities is still rare. Dr. Marinova has certainly demonstrated that she excels in accomplishing independent research through projects that have foregrounded her interests in inter-cultural exchange, and intellectual and generic cross-pollination. Her first book, *Transnational Russian-American Travel Writing* (Routledge, 2011, 2019), examines the diverse practices of crossing boundaries, tactics of translation, and experiences of double and multiple political and national attachments, evident in textual products of Russo-American encounters during an understudied period --from the end of the American Civil War to the Russian Revolution of 1905--of superficial good will between the two countries. Several of her later essays return to this topic to reveal the intricacies of imagining other cultures in Soviet travel writing about Czechoslovakia, or Russian encounters with American minorities on a cross-country train ride during the late 19th c. She has also written about different generic border crossings and cultural transfigurations that have brought archetypal heroes of Western literature in contact with "minor" or "Eastern" cultures and literatures. She has published articles about

Don Quixotes's "re-accentuation" (a term borrowed from M. Bakhtin) in Russian and Bulgarian, and explored the strangely topical re-creation of Molière's life and work in Soviet writing from the horrific period of Stalin's purges. She has also focused on encounters with alterity as a gendered experience in articles about contemporary Eastern European female authors. Her translation of Mikhail Bulgakov's original play *Don Quixote* (published by MLA in two editions—one for learners of Russian, and one for English readers) similarly staged opportunities for conversing with a cultural other. But Dr. Marinova's most recent and compelling intellectual discoveries arguably are the result of working alongside scholars in and beyond her field.

Collaboration requires a focus on research and problem solving that integrates the collaborators' skills and expertise to produce singular, coherent pieces of scholarship; to that end, a temperament is required of the collaborators which subordinates ego to the greater needs of the scholarship. Thus, while the translation at the heart of *Mikhail Bakhtin: The Duvakin Interviews* (Bucknell University Press, 2019) was Dr. Marinova's, she partnered with Dr. Slav N. Gratchev (Marshall University) to edit the original recordings, and create the extensive scholarly apparatus needed to help orient the readers in the complex historical and political context of the times discussed in the interviews. The importance of this book cannot be overstated, as Bakhtin, one of the most significant thinkers and literary scholars of the 20th c., never discussed his private opinions elsewhere. The Duvakin interviews are therefore our primary source on Bakhtin's personal views on: formative moments in his education and exile; his reaction to the Revolution; his impressions of contemporary political, intellectual, and theatrical figures; and his non-conformist opinions about Russian/Soviet poets and musicians. Bakhtin's passion for poetic language and his insights into music also come as a surprise to readers who know him mostly as the 20th c. preeminent theorist of the novel. To quote the enthusiastic assessment of the value of this work offered by Galin Tihanov (one of the leading Bakhtinean scholars today, and the George Steiner Professor of Comparative Literature at Queen Mary University of London): "This book is an extraordinary contribution to cultural and intellectual history. Bakhtin's conversations with Duvakin capture a succession of epochs and dramatic events; they reveal a Bakhtin who is both vulnerable and sovereign, anchored in his time and breaking free of its constraints."

The successful collaboration with Dr. Gratchev has led to two more recent publications: *Russian Modernism in the Memories of the Survivors* (Toronto University Press, 2021) and *The Art of Translation in Light of Bakhtin's Re-accentuation* (Bloomsbury Academic, 2022). The former book is, in the words of one reviewer, Dr. Alexandra Smith, Reader of Russian Studies at the University of Edinburgh, an "exciting collection of interviews, available for the first time in an excellent English translations," which "will be an invaluable source for information to scholars and students alike, as well as anyone with an interest in Russian twentieth-century culture." The latter collection of essays examines the art of translation as an exercise in a cultural *re-accentuation* (a transferal of the original text and its characters to the novel soil of a different language and culture). Both books are concerned with the needs of more general audiences of non-specialists, which is a hallmark of Dr. Marinova's intellectual contributions as she tries to reach beyond the narrow confines of traditional academic writing.

Knowledge Integration

The Department of English hired Dr. Marinova to expand and help shape its offerings in world literature. She came with an expertise in Russian, Eastern European, and European literatures that the department did not have. Early on, she helped refashion the department's conventional two semester sophomore world literature survey into two far more nimble and dynamic courses that allowed for much more creative exploration and play, respectively "World Literature in Dialogue" and "Forms and Expressions in World Literature." When, a decade ago, the department decided to return to a sophomore survey to ensure that all majors have a foundational knowledge of literary history, Dr. Marinova was instrumental in conceiving the hybrid three semester sequence, ENGL 200-202 ("Literary Foundations"), which weaves

together American, British, and world literatures. The hybridity of these courses provided an efficient solution to a concern about our majors' baseline literary content knowledge that the department had been wrestling with for two decades. Dr. Marinova also helped rethink and recreate our upper-level world literature offerings: ENGL 323 ("Literatures of the Globalized World") 324 ("Exploring Alterity"), 428 ("Literary Booms"), and 429 ("East-West Literary Relations"). As the department's curriculum has changed in the last two decades to respond to university needs and disciplinary developments, Dr. Marinova has been at the center of that evolution time and again. To put it simply, in the words of one of her colleagues and close collaborators, Dr. Scott Pollard, "the English Department would not be what it is, and what it has become, without Dr. Marinova."

Beyond the department, Dr. Marinova has used her expertise in the organization of various university-wide events (poetry readings, scholarship exchange forums, teaching-enhancement workshops, junior colleagues mentoring initiatives, etc.), and community-engagement opportunities (such as the "Great Books" series, courses offered through the LifeLong Learning Society, working with gifted disadvantaged middle schoolers).

In her own research and teaching, Dr. Marinova integrates her interests in literary theory, cultural history, world history, American studies, travel studies, and translation studies through her books, published essays, new courses, individual work with students, and public lectures. For ex., most recently, she has researched the Russian reception of Mark Twain during the 19th c. and the Soviet period through the end of Stalin's regime of terror, and included her findings in materials shared with students in her World Literature classrooms, conference presentations, and, finally, an accepted publication in *The Journal of Transnational American Studies*.

Service

Dr. Marinova has demonstrated a strong commitment to departmental and university service as a member and chairperson of several high-impact committees. Specifically, she has been on multiple Department Review Committees; served as Chair and member of the English Majors Mentoring Committee; served as member of the English Major Assessment Committee, the Lecturer in English Search Committee, Lecturer Evaluation Standards Committee, the Course Learning Objectives Committee, the Composition Committee, and the English Dept. Council. She has also been Chair of the Curriculum Revision (Literature) Committee and served as a Faculty Mentor to new English faculty.

At the College level, she was on the College of Liberal Arts NEH Summer Stipend Committee (2010) and served on many Department Review Committees for colleagues in different departments. She was also a member of the Russian History Faculty Search Committee during the 2018-19 academic year. Finally, at the University level, she has served as a member and secretary of the Undergraduate Curriculum Review Committee.

Dr. Marinova have been on the HONORS Council for 14 years. She has also served on the Quality Enhancement Strategic Planning Committee and Quality Enhancement Plan Undergrad Research Best Practices subcommittee; the Undergraduate Research Council (Chairperson); the Liberal Learning Council; the Liberal Learning Council Common Reading subcommittee (Chairperson); the Faculty Mentors Committee; and the University Student Discipline Committee. In addition, she has been a member of the Center of Effective Teaching's Advisory board since the Center's inauguration in 2014.

This much service denotes recognition and trust. Her colleagues know her as someone who will do the work and move the ball forward. Nationally and internationally, she serves as article reviewer for three scholarly journals in her field and as peer reviewer for the National Endowment for the Humanities. It is in the middle years of one's professional life that one should become stalwart and to whom colleagues from near and far dependably turn. Dr. Marinova has clearly reached this milestone in her career, and both her colleagues and students benefit from it.

Personal Statement

Nothing in my background ever indicated that I would one day end up a Professor of Literature at a small Liberal Arts university in Virginia. I was born in a provincial town in the northwest region of the Socialist Republic of Bulgaria to a family of non-conformists, who refused to join the Communist Party despite the serious repercussions of such a decision. My father, a neurosurgeon with a degree from the prestigious Bucharest University of Medicine, and my mom, a microbiologist, had been forced to accept positions at the small regional hospital in Vratza without any prospects for continuing their careers at research institutions of their choice. My father, in particular, had dreamed of working at some of the leading medical institutions in the capital city of Sofia, but his political status (he was blacklisted by the Communist authorities because of his refusal to serve as an informer while interpreting for visiting professionals from Romania—a task he had to perform on multiple occasions because of his fluent Romanian) precluded such ambitions from ever being fulfilled. Still, every time he heard of a position in the capital he would be qualified to fill, he promptly applied and aced all required exams. He never got the job. “You are the best candidate,” he would hear time and time again, “but the Party doesn’t trust you.” He would nod and go back home, where he would continue to work tirelessly until the next time a national competition would lure him away from his beloved patients for a few days. I remember watching him in amazement as this scenario repeated itself over and over again. Finally, I had to ask: if, as Einstein claimed, it’s madness to do the same thing multiple times while expecting different results, isn’t it even greater insanity to do it while knowing full well that you’d achieve the same disappointing result every time? I’ll never forget his answer: “This is my way of making them realize I exist,” he said. “My personal revolution that lets them know their system is corrupt, and bound to be challenged and destroyed one day.”

I remembered his words when, several years later, as a freshman at the Sofia University I found myself in the forefront of a student strike, which grew into a movement that ultimately toppled the socialist government in Bulgaria and led to the first free elections in the country. Those were exhilarating times. The Berlin Wall had just come down. We were young, full of hope and enthusiasm for a future that finally included the freedom to study and travel around the world. My parents might not have had the right to own international passports, but I could.

My family had prepared me to recognize the power and implicit responsibilities of knowing a foreign language. I had begun learning English in high school, and now had the opportunity to continue studying it in college. I fell upon it as a starving man devours a loaf of bread. The words of Shakespeare, Milton, Austen, Brontë, Woolf, and so many others, created a feast for my tongue I knew would grow only richer and more satisfying with time. My studies soon took me beyond the classics and I fell in love with contemporary voices writing in English from around the world. I still wanted more. I had always loved Russian language and literature, but now I added to my repertoire several other cultural foci of interest that required learning other new languages. I realized that my major, English Philology, was not enough for me, and that I wanted to delve into literary studies from a more global perspective. A Fulbright scholarship took me to the US at just the right time, and I returned home with the newfound determination to study comparative literature in order to participate in conversations beyond the national confines of one language or culture. The following year I graduated with a MA in English from the Sofia University, and applied and was accepted to study first at Stephen F. Austin State University, and then at the University of Texas at Austin, where I received my Ph.D. in Comparative Literature in 2005. The girl who had never dreamed of traveling anywhere in the West now had the opportunity to share the lessons she had learned from her father and many wonderful mentors who had believed in her along the way with students of her own in a faraway land and in a language different from her own. I knew I had made the right choice: teaching and studying World Literature was how I wanted to make a difference in the world I came in contact with. I still do.

The modern Bulgarian word свят ["svyat," or world] is derived from the Proto-Slavic "svet" [light], also meaning "enlightenment" and "illumination." Old Church Slavonic uses the same root to express a related idea: "svyatost" [holiness]. The semantic kernel that connects the idea of a communal existence [the world] with light and purity of intent summarizes neatly my own thinking about and teaching World Literature. The best literary works, no matter where and when they originated, always help us understand that we are not alone, that there is a much bigger world beyond our metaphorical and literal home, that there is great value in listening to the other because that interaction could potentially affect our own selves in ways that are not only aesthetically pleasing, but also morally transformative. My experiences in the classroom have only strengthened my belief in the necessity to expose young minds to the arts at every level of their education, but especially as they make the all-important decision about their future career. They may not always know it, but our students are ready for such encounters, and primed to benefit from them greatly.

In the twenty different classes I have taught at CNU, I have never shied away from "difficult" works feared by undergraduates because of their length or reputation of being too "dense" or "foreign." It has been an absolute pleasure and a privilege to watch my students discover, time and time again, the life-altering power of well-known prose masters like Tolstoy or Dostoevsky, or less familiar contemporary powerhouses like Georgy Gospodinov, Olga Tokarczuk, or Elena Ferrante. These authors have made my job feel like a spiritual calling. They have incited marvelous, soul-revealing conversations in the classroom and beyond, and have led to friendships that I hope will last a lifetime. Some of my most cherished memories as a teacher have been the direct result of intense—and very real—connections made between texts written in distant time and spaces, and their young readers in Newport News, VA. For example, I'll always remember the student who sobbed uncontrollably, shaken to her core, in my office after reading the famous "Grand Inquisitor" chapter from *The Brothers Karamazov* (she is now a lawyer working for a nonprofit organization in DC); or the first-generation English major who was so moved by Ivo Andrić's descriptions of inter-ethnic conflict in *The Bridge on the Drina* that he ended up going to graduate school at Duke to get a Ph. D. in Eastern European Studies, and is now teaching in Europe; or the senior who called me from the hospital (where he had been admitted because of an unsuccessful suicide attempt) a year ago to discuss the chapters from Ferrante's *My Brilliant Friend*, which he had missed that week, because they gave him something to hold on to while the world around him seemed to dissolve into nothingness (he graduated successfully, and checks in with me regularly to tell me what he's reading these days).

What I have realized over my seventeen years of teaching at a small liberal arts college in VA, is that you are always answerable for your actions no matter how abstract or separate from our material reality they may seem. As a teacher, scholar, and translator, I owe great responsibility to my students, the authors I engage in my scholarship, or the works I render into English. The nature of our relationship is always dialogic, to borrow a term from Mikhail Bakhtin, the famous Russian cultural critic and philosopher whose words I have been privileged to translate into English. My father sought to make the other listen even in the face of failure because he knew that was his moral obligation. While I am fortunate to live in a very different political system, I still recognize that there's much we can do to make it more equitable for all of our fellow travelers. My students and my work keep me grounded in the dialogues that propel us onward when we are prepared to face the consequences of our deep engagement with each other. I am excited to see where they take us next, and just as hopeful for the future as I was at the start of this journey all those many years ago.

MARGARITA D. MARINOVA, PH. D.
CURRICULUM VITAE

EDUCATION

BA and MA English Philology, 1995, Sofia University, Bulgaria

MA English and Philosophy, 1998, Stephen F. Austin State University, USA

Ph.D. Comparative Literature, 2005, University of Texas at Austin, USA

TEACHING EXPERIENCE (20 courses taught at Christopher Newport University)

- ENGL 123 (First Year Writing Seminar) • ENGL 223 (Second Year Writing Seminar)
- ENGL 200 (Lit Foundations I: Ancient through 17th Century) • ENGL 201 (Lit Foundations II: 18th Century through mid 19th Century) • ENGL 205 (World Literatures in Dialogue) • ENGL 304 WI (Creativity Out of Conflict) • ENGL 308 WI (Literature, Theory, and Culture) • ENGL 320 (Studies in Women and Literature. Contemporary Eastern European Female Authors) • ENGL 322 (Pre-Modern World Literature) • ENGL 324 (Exploring Alterity. Eastern European Women Forge an Identity in Writing) • ENGL 325 (Contemporary World Literature) • ENGL 380 (Film and Literature) • ENGL 395 (Special Topics, multiple iterations: The Great Russian Realist Novel; Tolstoy and Dostoevsky; 19th c. Russian Literature) • ENGL 415 (Studies in Literary Genre) • ENGL 423 (Major Authors: Dostoevsky) • ENGL 429 (East-West Literary Relations) • ENGL 490 (Senior Seminar: Female Friendships in Literature) • ENGL 499 (Independent Study) • HONR 100 (ArtScience) • HONR 378 (The Soviet Experiment)

SELECTED GRANTS AND AWARDS

- **CNU Annual Faculty Award for Excellence in Scholarship**, CNU, 2022 (\$2,000)
- **CNU Faculty Development Grant**, CNU, 2006, 2021 (total: \$6,000)
- **CNU Alumni Society Excellence in Teaching and Mentoring Award**, Finalist, 2021, 2022
- **CNU Student Hook Award**, Recipient, 2019
- **NEH Summer Stipend**, Summer 2010 (\$3,000)
- **CLAS Dean's Office Grant**, CNU, Fall 2006 (\$1,000)
- **Supplementary Grant for Graduate Studies in the Humanities**, SOROS, New York, 2001-2002 (\$5,000).
- **Fulbright Graduate Research Grant**, U.S. Department of Education, 1994 (\$10,000).

PUBLICATIONS:

Books:

- Marinova, Margarita and Slav Gratchev (2022) *The Art of Translation in Light of Bakhtin's Re-accentuation*. Bloomsbury Academic.
- Marinova, Margarita and Slav Gratchev (2021) *Russian Modernism in the Memories of Survivors*. Toronto University Press.
- Marinova, Margarita and Slav Gratchev (2019) *Mikhail Bakhtin: The Duvakin Interviews*. Bucknell University Press.
- Marinova, Margarita and Scott Pollard (2014) Mikhail Bulgakov's *Don Quixote*. (Two volumes: English and Russian editions.) New York: MLA.
- Marinova, Margarita (2011, 2019) *Transnational Russian-American Travel Writing*. London and New York: Routledge.

Book Chapters and Essays in Refereed Journals (selected)

- "Huck Finn's Adventures in the Land of the Soviet People." In *The Journal of Transnational American Studies*, Vol. 12, No. 2 (December 2021), pp. 119-47.
- "Don Quixote in Bulgaria: Perception and Interpretation." In *Don Quixote Around the Globe: Perceptions and Interpretations*, ed. by S. Gratchev and H. Mancing. (Juan de la Cuesta, 2020), pp. 143-170.

- “Malevich’s ‘Ule Elye Lel’: A Suprematist’s Avant-Garde Poetic Experimentations.” In *The Poetics of the Avant-garde in Literature, Arts, and Philosophy*, ed. by Slav Gratchev (Lexington Books, 2020), pp. 87-114.
- “The Art and Answerability of Bakhtin’s Poetics.” In *Mikhail Bakhtin’s Heritage in Literature, Arts, and Psychology: Art and Answerability*, ed. by Slav Gratchev (Lexington Books, 2018), pp. 41-62.
- “The Spanish Knight Among the Soviet People: Dramatic Re-accentuations of Don Quixote as a Doomed Performer” in *Don Quixote: The Re-accentuation of the World’s Greatest Literary Hero*, ed. by S. Gratchev and H. Mancing (Bucknell University Press, 2017), pp. 221-36.
- “The Author’s Heroes: Bulgakov’s Molière, and Other Deployments of World Literature Classics.” *The Comparatist*, Vol. 41 (October 2017), pp. 197-213.
- “Bulgarian Women Write the New European Subject: Emilia Dvorianova’s *Zemnite Gradini na Bogoroditsa* as a Response to Julia Kristeva’s Crisis of the European Subject.” *Tulsa Studies in Women’s Literature*. 34:2 (Fall 2015), pp. 379-401.
- “With Friends Like These...Soviet Travel Writing About Czechoslovakia During the Khrushchev’s Era,” *Global Cold War Literature: Western, Eastern and Postcolonial Perspectives* (Routledge Studies in Twentieth-Century Literature. Ed. by Andrew Hammond. London and New York: Routledge, 2012, pp.128-140.
- “Russian Tourists Discover America,” *Studies in Travel Writing*. Vol. 13, No.3, September 2009, pp. 219-238.
- “Malevich’s Poetry: A ‘Wooden Bicycle Against a Background of Masterpieces’?” *Slavic and East European Journal*, Vol. 48.2 (Winter 2004): pp. 567-593

SELECTED RECENT PROFESSIONAL PRESENTATIONS (over 30 conference presentations and invited talks):

- “Russian Tourists ‘Discover America in the Second Half of the 19th c.” and “Translating Drama,” invited lectures at Oberlin College and Conservatory, March 2022 • “Bakhtin on Translation,” Southern Conference on Slavic Studies, Richmond, February 2022 • “*Huck Finn’s* Adventures in the Land of the Soviet People,” Annual Meeting of the American Comparative Literature Conference, April 9-11, 2021 • “Humanization of Literature/Culture and Language Education,” Association for Slavic, Eastern European, and Eurasian Studies Annual Meeting, San Francisco, CA, November 2019. • “Soviet Encounters with the Spanish Hidalgo,” American Comparative Literature Association Annual Meeting, University of California Los Angeles, CA, March 2018.
- “Duvakin’s Oral History and Bakhtin in His Own Voice,” invited talk at the University of California at Santa Barbara, CA, March 1, 2017.

SELECTED UNIVERSITY SERVICE:

- Member and Secretary of the Undergraduate Curriculum Review Committee (2017-2021)
- Member of the Faculty Review Committee (2015-2017; 2020-2022) • Member of the Advisory Board of the Center for Effective Teaching (2014-2020) • Peer Reviewer for the Center for Effective Teaching(2016-present) • Member of the QEP Strategic Planning Committee • Chair of Undergraduate Research Council, Christopher Newport University, (2013-2015) • Member of multiple job search committees • Member of multiple department review committees

SELECTED PROFESSIONAL SERVICE:

- Peer reviewer for the academic *Journal of Slavic and East European Studies (SEEJ)*
- Peer reviewer for the academic journal *Studies in Travel Writing* • Peer reviewer for the academic journal *Balkanistica* • NEH peer review panelist in the area of Comparative Literature and Literary Theory

LETTERS OF SUPPORT (Excerpts)

Lori Underwood, Ph. D., Vice Provost, Christopher Newport University. I have known Dr. Marinova throughout her career at Christopher Newport University, as a faculty colleague and as her dean. She embodies the ideal of a passionate teacher / scholar. Both within and beyond the classroom, Dr. Marinova cultivates an environment of respect for her students and for learning. Students seek her out for advice and mentoring. She is one of the rare faculty members whose office is filled during office hours. Moreover, while her classes are intellectually challenging, she is considerate, respectful, and encouraging. A prolific and esteemed scholar, Dr. Marinova has published an amazing array of work in her area of specialty, Eastern European Literature including, most recently her books *The Art of Translation in Light of Bakhtin's Re-Accentuation*; *Mikhail Bakhtin: The Duvakin Interviews, 1973*; *Don Quixote*; *Mikhail Bakhtin's Heritage in Literature, Arts, and Psychology: Art and Answerability*, and her monograph, *Transnational Russian-American Travel Writing*, all works that have cemented her place as a preeminent scholar in her field. Numerous articles round out her impressive body of work. I can imagine no one better suited for the Outstanding Faculty Award than Dr. Margarita Marinova, and I enthusiastically recommend her without reservation. She is a devoted scholar, a deeply dedicated teacher and mentor, and someone whose tremendous productivity and promise will bring great honor to this award.

Slav Gratchev, Ph. D., Professor, Marshall University. Margarita and I have collaborated on several projects over the last five years, and I have had many opportunities to be impressed by her academic accomplishments and knowledge of her chosen fields of study, productivity and collegiality. She has produced 4 books in just nine years, as well as published many articles in peer-reviewed journals and collected editions. Her publication record is on par with a colleague at a Research 1 university, and truly impressive considering the amount of teaching she has to do at CNU. Her first book, on Russo-American cultural encounters during the late 19th and early 20th c., has received critical acclaim and has been re-issued in 2019. The projects on Bakhtin and Russian Modernism we developed together, have been widely celebrated as seminal achievements that allow us all important insights into the fate of the Arts and individual artists in Soviet Russia. Her enthusiasm for the research of her peers and younger scholars, and genuine concern with the success of those around her, are infectious and worthy of note. In the competitive, often cut-throat world of American academia, it is rare to find this kind of support and promotion of the work of others. Margarita is to be praised for her collegiality, and rewarded for her efforts to build bridges between various intellectual pursuits, as befits a true comparatist.

Mary Wright, Dr. D., Chair of English Department, Christopher Newport University. Dr. Marinova is one of the smartest and most delightfully learned colleagues I have been honored to work with, and as this letter will demonstrate, she is a person possessing sound and reasoned leadership, unimpeachable integrity, excellence in teaching and relating to students, collegial and wise interpersonal skills, and extensive scholarship. Integrity is a trait that visibly manifests in sincerity, modesty in strength, and intelligible tenacity, all of which Margarita is and inspires in her students and colleagues. Whether teaching her classes, mentoring a faculty member, advising a student, writing countless letters of recommendation for current and former students, serving on tenure committees, or working on university-level committees, Margarita brings these same qualities, of which we have all profited. From intentionality in the syllabi to describing the pedagogical purposes in assignments, handouts, and samples, Dr. Marinova builds rigorous courses that require students to take command of their work and evolve as thinkers. As her Department Chair, I value and respect Margarita's energy and ability to help students weave the complexities of comparative literature and literary theory and their relationships with their world.

Scott Pollard, Ph.D., Professor, Christopher Newport University. Dr. Marinova integrates her work as an extraordinarily scholar with her masterful skills as an engaging teacher who sparks students' intellects. She is an eclectic comparatist, publishing widely in literature, theory,

and translation. She has produced much scholarship on a variety of topics ranging from the Russian avant-garde to contemporary Bulgarian writers. Her genius, though, is working with others. I was privileged to be involved in her translation of Mikhail Bulgakov's *Don Quixote*. Twice, CNU Theater actors performed readings of early drafts, during which Dr. Marinova focused intensely, took notes, asked detailed questions, and responded to the actors' reactions. Those discussions mirrored my own experiences editing and writing with her, and I have since come to understand that what I observed was exemplary of her professional work ethic: collaborative, intellectually engaged, detailed, productive. At a university with a demanding teaching load, her scholarship is exceptional: she has published five books since 2011, all in prestigious presses, with a sixth in pre-publication. I know no one at CNU who has published so much in such a short time. I cannot imagine a more extraordinary colleague than Margarita.

Nicholas A. Huber, Ph.D., Postdoctoral fellow at Copenhagen University. I write from the dual position of a former student and advisee, and a colleague in literary scholarship and pedagogy. A great deal of my professional development from the former to the latter position is owed to Dr. Marinova's influence while I was a major in the English department at CNU. I entered CNU as an anxious first-generation college student. It wasn't until my third and fourth years as a major, in 2006 and 2007, that I was able to enroll in two of Dr. Marinova's courses. Those classes served as a personal and professional turning point. In courses on contemporary world literature and the history of the Eastern European novel, she guided us through primary materials that challenged many of the methodological frames we had been using to approach US and British texts. Her skillful use of what I now know to be touchstones of philosophy, literary and cultural theory brought the primary texts into conversation not only with the broader literary discipline but, indeed, with an entire social and historical system. I sometimes reflect on a moment in class, late in my senior year, when I said aloud for the first time that I wanted to do what Dr. Marinova does. I now find myself in that position and, because of teachers like Dr. Marinova, feel a responsibility to my students to meet them where they are, to take their thinking seriously, and to show them that for which they do not yet know how to look.

Brandon Cumbo, former student: Dr. Marinova brought her energy, extreme intelligence, and compassion to every class I was in. I always felt challenged to improve and push myself in her class. She created an environment that was conducive to learning in the truest sense. I had some of the richest academic discussions of my college career in her class, even when we had to adapt to COVID restrictions. In addition to being an inspiring professor, Dr. Marinova is an incredible person. She is caring and empathetic in her interactions with students, even after they have left her classroom.

Ja'Miyah Price, student: As a transfer student at Christopher Newport University, I have had the pleasure of taking courses with Dr. Marinova every single semester since I arrived in 2020! Her knowledge of topics across various literary disciplines and amongst diverse cultures has always amazed and inspired me. She shows a clear dedication for teaching and for the advancement of her students.

Manuela Rojas, Community Member. Is with great admiration and gratitude that I write this letter in support of Dr. Marinova's nomination for a VA Outstanding Faculty Award. I am a working single mother of a smart little 11 years old girl whose teacher recommended that she took an advanced reading / writing class. Upon contacting Dr. Marinova, and after meeting with my daughter, she designed a summer literature program for her and guided her through different assignments, despite the commitments and responsibilities inherent to her academic workload. I truly believe that her dedication as an educator has made a difference in my daughter's approach to her storytelling and made her a more critical and thoughtful reader.