

## Course|Gen\_Ed|New-Close-Modify for request 10507

### Info

**Request:** RUT3524 Russia Through Film

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### Responses

**Course Prefix and Number :** RUT3524

**Course Title:** Russia Through Film

**Request Type:** Change GE/WR designation (selecting this option will open additional form fields below)

**Effective Term:** Earliest Available

**Effective Year:** Earliest Available

**Credit Hours :** 3

**Prerequisites:** sophomore standing or instructor permission

**Current GE Classification(s):** None

**Current Writing Requirement Classification :** None

**One-semester Approval?:** No

**Requested GE Classification:** H

**Requested Writing Requirement Classification:** None

**Department of Languages, Literatures and Cultures**  
**Spring 2016**  
**RUT 3524 (Section 9762) Russia through Film**

(3 General Education Credits in Humanities /H/ and International Studies /N/)

Classes: T 8-9, R 9 Place: TBA End-of-course final project (in the form of a Russian film review) to be e-mailed to the instructor no later than 5:00 p. m. on April 28	Instructor: Dr Aleksandr L’vovich Burak Dauer Hall, room 381 E-mail: alburak@ufl.edu Tel: (352) 273-3798 Office hours: T, R – period 10 (5:10-6:00 p. m.) or by appointment
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### **Course Description**

This course examines Russian history, institutions, and everyday life against the background of period-defining historical, political and cultural events from the early 20<sup>th</sup> century to the present day as reflected and refracted in some of the emblematic feature, documentary, and animated cartoon films. You will get acquainted with the key events and personalities of Stalin’s Soviet Union, the Great Patriotic War, the Khrushchev Thaw, the Brezhnev “stagnation period,” Gorbachev’s perestroika and glasnost, the “wild/roaring” 1990s of the Yeltsin period, and the new era of Putin, Medvedev, and Putin again. You are not expected to have any previous knowledge of Russian language or culture. The classes will be conducted entirely in English in the form of a combination of lectures and discussions, based on close reading of the latest sources on Russia and watching relevant excerpts from selected films. All of the mandatory course texts are listed in the “Required Course Materials” section of this syllabus, are available online, or have been reserved for you on the UF ARES system (<https://ares.uflib.ufl.edu/ares/>).

### **Format of classes**

The course relies on lectures, readings, screenings of extracts from films and full films, and in-class discussions of films that you will watch online prior to each class. Reading and film watching assignments will constitute a very important part of the course, serving as the background to the material covered in in-class lectures as well as providing a more solid basis for informed discussion in class. Hence the weight of attendance and class participation in your overall grade. On average, you will be expected to read about 30-40 pages of historical, cultural and film studies materials a week. All reading and film-watching assignments will have to be done in full by the set deadlines. (See the schedule of topics and readings.)

### **Course Objectives**

Students will learn about Russian history, culture, and different types of people’s behavior by reading various theoretical works and watching Russian films. Students will also learn how society may control people’s behavior and worldviews through cinema as a cultural institution. Students will also appreciate that the ways in which cinema affects people and the ways in which people react to films change with time.

An attendant aim of the course will be to consider – among others – the questions: Do films as a composite art have to be strictly based on and reflect hard historical and sociological facts of actual life? To what extent are such facts in the eye of the beholder? Do films have to pursue some civic, moral or ideological purpose/agenda? Do they actually do so without (or with) their

creators/viewers being aware of it? Which medium is more influential: the educational system or the mass-appeal films, some of which embody considerable “poetic license” in interpreting historical and cultural events? Should feature and cartoon films be pure entertainment or should they combine entertainment with instructive lessons?

In addition to gaining a deeper appreciation of Russian institutions and culture through film, students will develop a broader cultural literacy in general.

### **Student Learning Outcomes (Humanities and International)**

Students will acquire a basic understanding of historical, cultural, cross-cultural, and sociological analysis and learn to apply this knowledge and develop their own analytical and critical thinking skills.

Students will pursue these goals across the following three categories:

- **Content:** Students will demonstrate competence in the history, terminology, concepts, methodologies and theories used in the humanities. They will identify, describe, and explain the values, attitudes, and norms that shape the cultural differences of the Russian people.

Assessment by exams, written assignments and in discussion.

- **Communication:** Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the humanities. They will also clearly communicate knowledge, ideas, and reasoning stemming from their analysis of Russian cultural traditions as reflected and refracted in Russian films.

Assessment by written assignments and in discussion.

- **Critical Thinking:** Students will analyze information carefully and logically from multiple perspectives, using methods specific to film studies and the humanities in general and developing reasoned solutions to interpretive problems. They will analyze and evaluate their own cultural norms and values by placing them in dialogue with those of the Russian people.

Assessment by written assignments and in discussion.

**More specifically, by the conclusion of the course, students will have acquired new content knowledge, communication skills, and critical thinking skills. They will be able to:**

- Demonstrate knowledge of key facts in Russian history and cultural development as well as the contents of some universally known in Russia films.
- Produce original, critical readings of different historical, sociological, and cultural implications of Russian films, using different methods of interpretation and analysis.
- Critically assess the variety of ways that cinema has manifested historically and continues to deploy today in molding the human experience.
- Draw connections, make comparisons, and define key differences between historical and cultural contexts of Russian and American films.

## GENERAL EDUCATION INFORMATION

RUT 3524 counts for three (3) hours of the University of Florida's General Education Requirement in the Humanities (H) area by providing instruction in the key themes, principles and terminology of a humanities discipline.

**Courses with the Humanities (H) designation** reflect the following objectives: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

RUT 3524 also counts for three (3) hours of the University of Florida's General Education Requirement in the **International (N)** area by addressing values, attitudes and norms of a non-US culture. **Courses with the International (N) co-designation reflect the following objectives:** International courses provide instruction in the values, attitudes and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

See: <http://gened.aa.ufl.edu/subject-area-objectives.aspx>

**Assessment** of the students' progress/achievements will be effected through written assignments and discussion.

**A minimum grade of C is required for general education credit.**

### Grade Distribution

Your work will be evaluated and your final grade determined based on your attendance, class participation, in-class written tests, and you final take-home paper (project). The requirements for class attendance and make-up tests/exams, assignments, and other work in this course are consistent with the UF policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### **Attendance - 30%**

For details see UF attendance policies

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Class participation** (based on close readings of course materials and the contents of the films that you will have to watch online prior to class) – **10%**

**Three in-class written pass/fail tests** in the form of short responses to 2 questions in each test (one question related to the cultural-historical background of the period under study; the other – to the content/details of the movie/s watched in class or online out of class, with each response to each question being about 100-150 words in length) – **30%**

**End-of-course final paper/project** (a film review essay of 1,200-1,500 words) on a pre-approved Russian film that has not been watched either in class or as homework in the course of the semester – **30%**

**Optional:** Bonus points for **one 10-15-minute presentation in class** – **5%**

Attendance and class participation (doing the assigned readings, watching the assigned films at home, and contributing to class discussions) will be taken very seriously and will be duly reflected in your final grade. You will be expected to do all the readings carefully by the deadlines given in the syllabus so that the texts you have read will form the basis of your INFORMED contributions to class discussions. In order to obtain extra points toward your final grade (a safeguard against any unforeseen circumstances affecting your attendance or performance during the semester or your final course project) you may want to make one carefully prepared oral presentation on an assigned topic in class. In such a case, you will need to e-mail me a summarized text of your oral presentation (approx. 200 words) no later than three days before the presentation is made. The questions of the three tests and the write-at-home final course project will be based on the contents of the primary texts studied during the semester AND the instructor's lectures.

### Grading scale

Your final grade for the course will be an aggregate assessment of your attendance, preparation for class, class participation, three in-class tests, and quality of the final course paper. The final grade will be calculated using the following scale:

A = 95 – 100% (4 points)	B - = 75-79% (2.67 points)	D + = 55-59% (1.33 points)
A - = 90 – 94% (3.67 points)	C+ = 70 – 74% (2.33 points)	D = 50 – 54% (1.0 point)
B+ = 85 – 89% (3.33 points)	C = 65 – 69% (2.0 points)	D - = 45 – 49% (0.67 points)
B = 80 – 84% (3.0 points)	C - = 60-64% (1.67 points)	E = 40 – 44% (0 – Failure)

For details visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>

### Required Course Materials

1. Beumers, Birgit. A History of Russian Cinema. Oxford, New York: Berg, 2009.  
York: I.B. Tauris, 1999.
2. Condee, Nancy. The Imperial Trace: Recent Russian Cinema. Oxford, New York: Oxford University Press, 2009.

#### Note:

You will need to buy and physically have the two books listed above. All the rest of the course materials can be accessed on ARES (Automating Course Reserve: <https://www.uflib.ufl.edu>) and on the Internet. Most of the films can be found on [www.cinema.mosfilm.ru](http://www.cinema.mosfilm.ru).

### Expected Class Demeanor

Please, come to class on time. No cell phone use, instant messaging, “twittering” or other computer/iPhone use unrelated to class work will be allowed. I would also appreciate it if you would refrain from eating, drinking or chewing gum while the class is in progress.

## Make-Up Tests

You will only be allowed to make up a missed test if you have a doctor's sickness note or other official documentation specifying valid reasons for missing the class. If any foreseeable serious personal reasons preventing you from writing a test should arise, please, let me know about them before you miss the test so that we can work out an accommodation. See also: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## Accommodations for Students

Students requesting classroom and/or test/exam accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Dean of Students Office: <https://www.dso.ufl.edu/>.

## Schedule of Topics, Readings, Screenings, and Discussions

Please note:

- This schedule of topics, readings, screenings, and discussions is not set in stone and may change as the semester progresses, depending on the progress of the class and, consequently, time availability.
- All the reading assignments must be completed in full by the beginning of the class period indicated. I will make note of the instances of your being unprepared in class and will factor them into your final grade.

### Week 1 (January 5, 7)

**Historical background:** The 1905, the February 1917, and the October 1917 Bolshevik Revolutions – (a) Ares – Russia. A Concise History (Hingley), pp. 142-150; (b) [http://en.wikipedia.org/wiki/October\\_Revolution](http://en.wikipedia.org/wiki/October_Revolution). **Films:** (c) **Battleship Potemkin** – Ares: A History of Russian Cinema, pp. 54-57; <http://www.cinema.mosfilm.ru/Film.aspx?id=51e794e7-449f-412e-a059-37c2838e49d3> (d) **October** – Ares: A History of Russian Cinema, p. 59; <http://www.cinema.mosfilm.ru/Film.aspx?id=266e1b59-4548-43c4-9e36-ec3c42ff9c08&autoplay=true>

### Week 2 (January 12, 14)

**Historical background:** (a) The Russian Civil War – [http://en.wikipedia.org/wiki/Russian\\_Civil\\_War](http://en.wikipedia.org/wiki/Russian_Civil_War); (b) Marxism-Leninism as the Basis of Soviet Ideology – Ares: A History of Russia (Riasanovsky), pp. 451-459. **Films:** (c) **Chapaev** – Ares: A History of Russian Cinema, pp. 94-95; (d) **The Elusive Avengers** (Neulovimye Mstiteli) -- [http://en.wikipedia.org/wiki/The\\_Elusive\\_Avengers](http://en.wikipedia.org/wiki/The_Elusive_Avengers).

### Week 3 (January 19, 21)

**Watch** the “Elusive Avengers” at <http://www.cinema.mosfilm.ru/Film.aspx?id=63467ed5-7d9b-43ea-ac8c-67e158cc53b7> (Click first on Без субтитров and then on английский to watch the movie with English subtitles.) **Prepare** a 5-minute talk comparing the movies “Chapaev” and “The Elusive Avengers.” This should be in the form of a comparative film review, concluding

with your recommendation to UF students and Gainesville residents as to whether one or both of the movies are worth watching. Substantiate your recommendation.

**Read:**

**Historical Background:** (a) The Soviet Union under Stalin. – Ares: Russia: A Short History (Ascher), pp. 180-201; (b) Soviet Musicals (1934-41) – Ares: A History of Russian Cinema (Beumers), pp. 82-86; Stalin Purges, pp. 99-100; (c) Ares: The Musical Comedy Films of Grigori Aleksandrov: Laughing Matters (Rimgaila Salys), pp. 61-68; 80-102; 118. **Films: Happy Guys** (Veselye Rebiata); The Circus (Tsirk); Volga-Volga – [www.cinema.mosfilm.ru](http://www.cinema.mosfilm.ru). **For Test 1 on January 26, watch “The Happy Guys”**

at <http://www.cinema.mosfilm.ru/Film.aspx?id=ef83b9df-f081-4baa-b632-2244bda69a58> (Click first on Без субтитров and then on английский to watch the movie with English subtitles.)

**Week 4 (January 26, 28)**

**Test 1 on January 26** (50 minutes). You will have to answer 2 questions (1 from each of the two sections) in about 150 words each. The questions will be chosen by drawing lots right before the test. This is a pass-fail test that will earn you 10% toward your final grade if your score on the test is 6 or higher.

**Historical Background:**

1. Give the main reasons for and assess the results of the 1905 Revolution in Russia.
2. Give the main reasons for and assess the results of the 1917 Revolution in Russia.
3. What was the essential character and who were the main combatants in the Civil War of 1917-1921 in Russia?
4. Give the main reasons for and assess the results of the Stalin Purges (Great Terror) in Russia.

**Films:**

1. Give the main cause and describe the outcome of the mutiny on the battleship “Potemkin” as shown in Sergey Eisenstein’s film “The Battleship Potemkin.”
2. Write a brief review of “Chapaev” as if you were an “Alligator” cultural correspondent. Recommend or do not recommend the movie to “Alligator” readers. Substantiate your position.
3. Describe one of the key characters in the “Chapayev” movie (Vassiliy Ivanovich, Pet’ka, Anka, or Furmanov) and give your opinion of his or her personality.
4. Describe a character in the “Happy Guys” movie that you personally find the most or least sympathetic. Give your reasons. The characters to choose from: Kostia, Aniuta, or Lena.

The rest of the class time will be devoted to: Nikita Sergeevich Mikhalkov (b.

1945): [http://en.wikipedia.org/wiki/Nikita\\_Mikhalkov](http://en.wikipedia.org/wiki/Nikita_Mikhalkov)

(Biography); <http://www.sonyclassics.com/burntbythesun/misc/interview.html> (Interview with Mikhalkov on August 15, 1995); and watching the beginning of the film “Burnt by the Sun”: [http://en.wikipedia.org/wiki/Burnt\\_by\\_the\\_Sun](http://en.wikipedia.org/wiki/Burnt_by_the_Sun) (Synopsis of the film);

[http://nashgorod.pnz.ru/index9\\_14.html](http://nashgorod.pnz.ru/index9_14.html) -- Burnt by the Sun online.

**Week 5 (February 2, 4)**

- (a) Read about the Great Patriotic War of 1941-1945 on Ares: A History of Russia (Dukes), pp. 266-282;
- (b) The Munich Pact/Agreement: [http://en.wikipedia.org/wiki/Munich\\_Agreement](http://en.wikipedia.org/wiki/Munich_Agreement)
- (c) The German-Soviet Nonaggression Pact (Encyclopaedia Britannica): <http://www.britannica.com/EBchecked/topic/230972/German-Soviet-Nonaggression-Pact>
- (d) Pearl Harbor: [http://en.wikipedia.org/wiki/Attack\\_on\\_Pearl\\_Harbor](http://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor)

- (e) Operation Barbarossa: [http://en.wikipedia.org/wiki/Operation\\_Barbarossa](http://en.wikipedia.org/wiki/Operation_Barbarossa)
- (f) Watch at home before this class “**The Cranes are Flying**” (Letiat Zhuravli): <http://www.cinema.mosfilm.ru/Film.aspx?id=0bc60e0d-01ab-4fb9-8743-9088642d7db5>
- (g) Be ready to discuss in class: The Great Patriotic War (main events) and the characters in the film “The Cranes are Flying.”
- (h) How does the synopsis of the film “The Cranes are Flying” on //cinema.mosfilm.ru distort the actual plot of the film? (Think of the precise circumstances in which Veronica marries.) *Synopsis: Boris and Veronika love each other; they are young, happy and have their whole life before them. But the war starts, dashing hopes for a happy future, and Boris leaves for the front as a volunteer. Veronika soon learns that Boris has been killed. Crushed and hopeless, she tries to start a family with someone she does not love, but suffers even worse. Through the years Veronika keeps waiting for Boris – to bury love in oblivion is equivalent to death for her.*
- (i) Clips from “The Cranes are Flying.” Discussion.

### **Week 6 (February 9, 11)**

#### **Read and be ready to give essential facts about:**

- (a) The source of information <http://www.historylearningsite.co.uk/about-the-author.htm>
- (b) The Battle of Moscow: [http://www.historylearningsite.co.uk/battle\\_for\\_moscow.htm](http://www.historylearningsite.co.uk/battle_for_moscow.htm)
- (c) The Siege of Leningrad: [http://www.historylearningsite.co.uk/siege\\_of\\_leningrad.htm](http://www.historylearningsite.co.uk/siege_of_leningrad.htm)
- (d) The Battle of Stalingrad: [http://www.historylearningsite.co.uk/battle\\_of\\_stalingrad.htm](http://www.historylearningsite.co.uk/battle_of_stalingrad.htm)
- (e) Russia's contribution to winning World War 2: [http://wiki.answers.com/Q/How\\_did\\_Russia's\\_contribution\\_to\\_World\\_War\\_2\\_lead\\_to\\_the\\_Allies\\_victory](http://wiki.answers.com/Q/How_did_Russia's_contribution_to_World_War_2_lead_to_the_Allies_victory)
- (f) U.S. contribution to winning World War 2: [http://wiki.answers.com/Q/How\\_much\\_did\\_the\\_US\\_contribute\\_to\\_winning\\_World\\_War\\_2](http://wiki.answers.com/Q/How_much_did_the_US_contribute_to_winning_World_War_2)
- (g) D-Day in Europe: [http://en.wikipedia.org/wiki/D-Day\\_\(military\\_term\)](http://en.wikipedia.org/wiki/D-Day_(military_term))
- (h) Atomic bombings of Hiroshima and Nagasaki: [http://en.wikipedia.org/wiki/Atomic\\_bombings\\_of\\_Hiroshima\\_and\\_Nagasaki](http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki)
- (i) Assess the reliability of the above sources? Define your criteria.
- (j) Read about the film “Burnt by the Sun” on Ares: Nikita Mikhalkov (Beumers), pp. 104-114.
- (k) Read about Mikhalkov’s 2010 film “Burnt by the sun 2: Exodus (Predstoianie)”: [http://en.wikipedia.org/wiki/Burnt\\_by\\_the\\_Sun\\_2](http://en.wikipedia.org/wiki/Burnt_by_the_Sun_2)

Watching clips from “Predstoianie/Exodus.”

### **Week 7 (February 16, 18)**

Review material of Weeks 5-6.

The Great Patriotic War as depicted in Nikita Mikhalkov’s film “Predstoianie/Before the Face-Off.” Clips from the film. Discussion.

### **Week 8 (February 23, 25)**

#### **Test 2 on February 23:**

##### **Historical background:**

1. The significance of the Battle of Moscow.
2. Describe the siege of Leningrad.
3. The Battle of Stalingrad.
4. Define the role of the Soviet Union in WW II and assess the effect of its losses on the



development of the country.

5. Define the role and assess the losses of the USA in WW II.

**Film details:**

1. How does the synopsis of the film “The Cranes are Flying” distort the actual plot of the film? (Think of the precise circumstances in which Veronica marries Mark.)
2. If you were to justify the behavior of Veronika and/or Mark in the “Cranes are Flying” movie, what arguments would you put forward? Can you imagine yourself under any circumstances acting in a way similar to the way Veronica or Mark acted?
3. Write a brief review of “Burnt by the Sun: Exodus/Predstoianie” up to the point where Nadia saves herself on a floating mine (the first 75 minutes of the movie) as if you were an “Alligator” cultural correspondent. Recommend or do not recommend the movie to “Alligator” readers. Substantiate your position.
4. Describe one of the characters in the “Predstoianie” movie (Kotov, Nadia, Mitia, or any other character) and give your opinion of his or her personality. Assess the quality of acting of the respective actor/actress.
5. Describe a character in “Predstoianie” that you personally find the most or least sympathetic. Give your reasons.

**Week 9 (March 1, 3) No classes – Spring Break**

**Week 10 (March 8, 10)**

**Read** about the Khrushchev era (Khrushchev’s de-Stalinization speech, the Khrushchev Thaw, etc.) – ARES: Michael Kort: A Brief History of Russia, pp. 194-211; Eldar Ryazanov (b. 1927): [http://en.wikipedia.org/wiki/Eldar\\_Ryazanov](http://en.wikipedia.org/wiki/Eldar_Ryazanov); **Watch** “Carnival Night” (1956) online at: <http://www.cinema.mosfilm.ru/Film.aspx?id=a5d1e07e-904b-4d95-907f-a44ffe36c1bf>. Be prepared to discuss in class the plot of “Carnival Night” and its characters Ivan Serafimovich Ogurtsov/Igor’ Il’inskii, Lenchka Krylova/Liudmila Gurchenko, and others. **Read** about “Carnival Night 2” (2006) at <http://www.kinokultura.com/2010/28r-carnival2.shtml>. Clips from “Carnival Night” (<http://webteleradio.com/movies/archives/2322> -- no English subtitles). Discussion.

**Week 11 (March 15, 17)**

**Read** about the Brezhnev period of stability (“stagnation”), Gorbachev’s perestroika and glasnost’, the failed coup d’état of August 19-21, 1991, and the beginning of the “roaring/wild” ‘90s [“likhie devianostye” – лихие девяностые]. ARES: Michael Kort: A Brief History of Russia, pp. 211-29; Leonid Gaidai: [http://en.wikipedia.org/wiki/Leonid\\_Gaidai](http://en.wikipedia.org/wiki/Leonid_Gaidai).

**Mandatory: Watch** “Operation ‘Y’ and Shurik’s Other Adventures” (Operatsiia “Ы” i drugie priklucheniia Shurika) at [www.cinema.mosfilm.ru](http://www.cinema.mosfilm.ru). **Optional:** Watch “The Stolen Bride of the Caucasus” (Kavkazskaia plennitsa); and/or “The Diamond Arm” (Briliantovaia ruka) at [www.cinema.mosfilm.ru](http://www.cinema.mosfilm.ru). **Prepare** a 3-5-minute oral review of one of the three cine-novellas from “Operation ‘Y’”. Recommend or don’t recommend watching the short to prospective UF and Gainesville viewers. Substantiate your recommendation. **Screening** (29 min.): one of the three shorts from “Operation ‘Y’” that has won the most recommendations from the class reviewers. Discussion: Analysis of the overt and covert sociopolitical and cultural messages arguably present in the film.

**Week 12 (March 22, 24)**

From Boris Yeltsin to Vladimir Putin to Dmitrii Medvedev to Vladimir Putin. **Read** ARES: Philip Longworth, Russia: The Once and Future Empire from Pre-History to Putin, pp. 301-318; ARES: Nancy Condee, The Imperial Trace, pp. 217-236. Alexei Balabanov: “Brother” (Brat) and

“Brother 2” (Brat 2). Clips. Discussion.

**Week 13 (March 29, 31)**

**Test 3 on March 29.**

**Historical Background:**

Characterize briefly 1) the Khrushchev “thaw”; 2) the Brezhnev period of stability; 3) Gorbachev’s perestroika and glasnost; 4) the “wild” ‘90s; 5) the presidencies of Putin, Medvedev, and Putin again.

**Film Details:**

Imagine that you are selling Russian movies to American distributors. With this aim in mind, write a brief review of 1) “Carnival Night”; 2) one of the three Gaidai movies watched and discussed during week 11; or 3) “Brother” [Брат]. 4) Write a character sketch of Danila Bagrov from “Brother 2”; 5) Write about a character in any of the movies you have watched during weeks 10-12 that you particularly liked or disliked.

Optional: Balabanov: “Brother 2” [Брат 2]; Balabanov: “Dead Man’s Bluff” (Zhmurki – Жмурки). Clips from the films. Discussion.

**Week 14 (April 5, 7)**

**Watch** online Andrey Zvyagintsev’s most recent film “Leviathan” (2014). Clips from “Leviathan.” Discussion.

**Week 15 (April 12, 14)**

**Read** “Russian Cinema – National Cinema? Three Views” on ARES: Birgit Beumers, Russia on Reels, pp. 43-53. Based on the three views in the Beumers book and your own experience to date, **be ready** to answer two questions: What kind of cinema is the Russian cinema? What kind of cinema is the American cinema? Clips from the above films. Discussion

**Week 16 (April 19)**

Q & A session concerning the material covered in the course. How to write the final paper.

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**Stages and content of your final project/paper:**

1. Choose a topic (look for ideas/ suggestions in the syllabus, course materials, online, or talk to the instructor).
2. Write the topic down on your attendance sheet on the next to last or last day of your Russia through Film course at the very latest.
3. DO NOT refer to any critical or other assessments of the subject matter you have chosen prior to watching the movie and thinking about it carefully on your own.
4. Watch the movie.
5. Write down your own spontaneous assessment of the movie, as well as the interpretation, impressions, associations or ideas based on the movie.
6. Find in the course texts, online or in print elsewhere any authoritative (from your point of view) evaluations of the work you are writing about.
7. Write down your reaction to those evaluations (compare, discuss, reject, or accept). Relate what you have learned or think to your own life. Substantiate your position: Your essay should be a concise well-argued statement.

**Final project deadline:**

Your write-at-home course paper/project is to be e-mailed to me no later than 5:00 p. m. on the day designated for the final exam (preferably earlier than that). Your paper should be sent to me as an attached Microsoft Word file. The text of the paper should be 1,200-1,500 words in length. Please, double-space it and use a size 12 font.

**Referencing your final paper:**

Your final paper should be properly referenced: All the sources that you have used in preparing and writing your final paper should be included as footnotes or endnotes. For books, include the author/s, title, place of publication, publisher, overall number of pages, and the page/s you are specifically referring to. If the source is a translation, you also need to give the name of the translator and the year the translation first came out or the translation copyright was registered. Any references to texts, or visual, or sound materials online should be supplied with the relevant Internet address (in a footnote or endnote) following the words "Retrieved from". Don't forget to include your own first and last names followed by your e-mail address in front of the title/topic of your final paper.

**Students with Disabilities**

Students with physical, learning, sensory or psychological disabilities will be accommodated in accordance with the relevant policies adopted at UF (for details, please, visit <http://www.dso.ufl.edu/drc/>).

**UF Student Honor Code**

Please, refer to the following webpage: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

**Course Evaluation Process for Students**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**UF Counseling and Mental Health Services**

Phone: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>