

Department of Languages, Literatures and Cultures
Fall 2022
RUT 3524 (Section RUT5/ class # 21969) Russia through Film

<p>Classes: M, W, F, period 7 (1:55 PM – 2:45 PM), ARCH 0215</p> <p>Mode of instruction: Face-to face in the classroom; 4 days of individual work (watching a film at home and posting comments on the film on the Canvas Discussions board); 8-10 meetings via Zoom.</p> <p>No final exam</p>	<p>Instructor: Dr Aleksandr Lvovich Burak</p> <p>Dauer Hall, room 254 E-mail: alburak@ufl.edu Tel: (352) 273-3798</p> <p>M, W Period 8 (3:00-3:50 pm) or by appointment (in Dauer Hall 254)</p>
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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 20th century to the present day through the media of some 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.

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 20-30 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.

Grade Distribution

Your work will be evaluated, and your final grade determined based on your attendance, class participation, and in-class written tests. 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 - 20%

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) –20%.

Four “take-home” pass/fail (complete/incomplete) tests in the form of short comments on films watched – 60%

Optional (to take care of any unforeseen absences): Bonus points for one 10-15-minute presentation in front of the 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 four tests will be based on the contents of the films watched, primary texts studied, AND the instructor's lectures.

If you are absent, it is your responsibility to get any notes from another student, to complete any assignments given during your absence, or to find out about any schedule changes. I suggest you exchange contact information with a few students in the class early in the semester

Grading scale

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

Grading Scale & GPA Equivalent

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76-73 (2.0)	72.9-70	69.9-67	66.9-63	62.9-60	59- (0)
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)		(1.67)	(1.33)	(1.0)	(0.67)	

Students will need to earn a C or higher to use this course toward a major or minor and/or earn General Education Credit. For more details, visit:

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

Course Materials

Required: *The Contemporary Russian Cinema Reader. 2005-2016.* Edited by Rimgaila Salys. Academic Studies Press, 2019. REQUIRED

Optional: Nicholas V. Riasanovsky and Mark D. Steinberg. *A History of Russia. Ninth Edition.* New York & Oxford: Oxford University Press, 2019.

Optional: *Cinemasaurus: Russian Film in Contemporary Context.* Eited by Nancy Condee, Alexander Prokhorov, and Elena Prokhorova. Academic Studies Press, 2020.

Note:

You will need to buy and physically have the first book on the list above. The history book is a reliable source of historical material (it is an optional source), but you might want to use other sources to prepare for answering some of the cultural background questions listed in the syllabus. Most of the films that will be discussed can be found online.

Expected Class Demeanor

Please, come to class on time. No cell phone use, instant messaging, texting, tweeting or other computer/iPhone use unrelated to class work will be permitted. I would also appreciate it if you would refrain from eating, drinking, and 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/>.

COVID-19 Statement

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

Netiquette Guide

Please, read this section very carefully.

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors.

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.

Discussion Board Guidelines

- When posting:
 - Take your posts seriously. Review and edit your posts before sending.
 - Make posts that are on topic and within the scope of the course material.
 - Be sure to read all messages in a thread before replying.
 - Always give proper credit when referencing or quoting another source.
 - Always be respectful of others' opinions even when they differ from your own.
 - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
 - Do not make personal or insulting remarks.

Zoom Etiquette

Do not share your Zoom classroom link or password with others.

When attending a Zoom class or meeting:

- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357). <https://elearning.ufl.edu/media/elearningufl.edu/zoom/How-to-Join-a-Meeting.pdf>*
- During class session, set yourself on mute unless you want to speak or you are called upon.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.

- Refrain from eating during the class hour, as you would in a face-to-face course.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- During unrecorded group work sessions we expect students to interact with each other using audio and their webcam whenever possible. If you have a reason to keep your webcam and audio off, please communicate that reason to me directly or through the Dean of Students Office.

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 (Aug 24, 26)

The Lumière brothers, Auguste Marie Louis Nicolas Lumière and Louis Jean Lumière, were manufacturers of photography equipment, best known for their Cinématographe motion picture system and the short films they produced between 1895 and 1905.

Their first Cinématographe show took place in the basement of the Grand Café on the Boulevard des Capucines in Paris on 28 December 1895.

The first film they showed was “La Sortie des ouvriers de l'usine Lumière” (“Workers Leaving the Lumière Factory”). It was shown at an industrial meeting in Paris in March 1895. It is considered to be the very first motion picture.

The Lumiere Brothers' First films (1895): <https://www.youtube.com/watch?v=4nj0vEO4Q6s> (6:34)

Coronation of Tsar Nicholas II, 1896 - Film 1011138 (2:57):

[\(9\) Coronation of Tsar Nicholas II, 1896 - Film 1011138 - YouTube](#)

Home assignment for Friday, August 26: (1) Read: “Why the Russian Phoenix Matters,” Canvas/Files (12 pp.) Be ready to discuss in class one question: What new information about Russia did you learn? **(2) Finish watching the film** *A Man from the Boulevard des Capucines* (1:38) Be ready to discuss in class your impressions and message of the film.

An overview of Russian cinema (1917-2010s)
https://en.wikipedia.org/wiki/Cinema_of_Russia

A Man from the Boulevard des Capucines (1:38) / The film examines, in comedic form, the American Wild West and the social and aesthetic impact of cinema.

Film description: https://en.wikipedia.org/wiki/A_Man_from_the_Boulevard_des_Capucines

Watch it online with English subtitles:

<https://sovietmoviesonline.com/comedy/474-chelovek-s-bulvara-kapucinov.html> (1:38) / First 20 minutes for free

<https://www.youtube.com/watch?v=4JZzsIncaVo> (1:38) / full movie

Home assignment for Monday, Aug 29: 1. Read “Russia and Geography” (9 pp.), Canvas/Files; 2. Read “Film: A Revolutionary Art” (9 pp.), Canvas/Files; 3. Finish watching the film *A Man from the Boulevard des Capucines*
(<https://www.youtube.com/watch?v=4JZzsIncaVo>)

Be ready to talk in class about Russia’s geography, Eisenstein’s contribution to world cinema, and your impressions of the film *A Man from the Boulevard des Capucines*.

Week 2 (Aug 29, 31; Sept 2)

Sergei Eisenstein (1898-1948): https://en.wikipedia.org/wiki/Sergei_Eisenstein

Films: (1) *The Battleship Potemkin* (1:11:09) – DVD 3002 (Library West) or

<https://www.youtube.com/watch?v=mCR44ihk6C8>

(2) *October* – <https://www.youtube.com/watch?v=YVuf3T3k-W0> (1:42:19/1928)

(3) *Ivan IV/the Terrible, Part 1* (1:39:15): https://www.youtube.com/watch?v=ZYOxxp_EVxc

(4) *Ivan IV/the Terrible, Part 2* (1:25:00): <https://www.youtube.com/watch?v=vnNgoS8VsoQ>

(5) *Ivan the Terrible: Russia's First Tsar - Full Documentary* (52:23):

https://www.youtube.com/watch?v=2wr63FdF_sg

Home assignment for Wednesday, Aug 31: Read on Canvas/Files “Russia’s Two Revolutions of 1917” (7 pp.) and “Russia’s Civil War” (4 pp.). Be ready to describe in class the outcomes of the October 1917 Bolshevik Revolution and the Civil War that followed.

Read about the film “Chapaev” (1934):

[https://en.wikipedia.org/wiki/Chapaev_\(film\)](https://en.wikipedia.org/wiki/Chapaev_(film))

Watch the film *Chapaev* (Чапаев / 90 min.):

<https://www.youtube.com/watch?v=T6KDKMgALps>

Optional: Contemporary folklore: Чапаев jokes (Анекдоты про Чапаева: Василий Иванович, Петька, Анка): https://en.wikipedia.org/wiki/Russian_jokes; https://en.wikipedia.org/wiki/Russian_jokes#Vasily_Ivanovich

Home assignment for Friday, Sept 2:

Read “Russian Autocracy” (7 pp.) on Canvas/Files.

Read about the film “The Elusive Avengers” (1966):

http://en.wikipedia.org/wiki/The_Elusive_Avengers

Watch the film The Elusive Avengers (Неуловимые мстители / Part 1 / 59 min/English subtitles/) here:

[Неуловимые мстители \(приключения, реж. Эдмунд Кеосаян, 1966 г.\) - YouTube](#)

Or here:

<https://youtu.be/3V0g1gM2P6o> (1:13:12) With English subtitles

Be prepared to discuss/compare “Чапаев” and “Elusive Avengers” in class on Friday, September 2.

Optional: Watch “Bumbarash” (1971; instructor’s DVD)—time permitting

Home assignment for Wednesday, September 7: Read about Grigori Aleksandrov (1903-

1983): https://en.wikipedia.org/wiki/Grigori_Aleksandrov

and “Soviet Musicals, 1934-1941” (7 pp.) on Canvas/Files

Watch the film “Happy Guys”/Vesyolye Rebiata - Весёлые ребята/ (1:30:104 - 1934):

[\(17\) Веселые ребята \(комедия, реж. Григорий Александров, 1934 г.\) - YouTube](#)

Be ready to share in class on Wednesday your impressions of the film and answer the question: What is the message of the film?

FYI: Many Russian films with English subtitles are available here:

[Soviet and Russian movies with English subtitles:](#)

Week 3 (Sept 5 – Labor Day/No class; Sept 7, 9)

For Friday, Sept 9, watch the film Circus (Tsirk - Цирк):

<https://www.youtube.com/watch?v=ia4DyErYhAs> (1:28:34 – 1936)

Be ready to discuss your impressions and perceived message of the film in class.

Optional:

Volga-Volga (Волга-Волга): – <https://www.youtube.com/watch?v=BfUu9wMvypo> (1:40:18 - 1938)

Alexander Nevsky (1938)/Description: [https://en.wikipedia.org/wiki/Alexander_Nevsky_\(film\)](https://en.wikipedia.org/wiki/Alexander_Nevsky_(film))
[\(24\) Alexander Nevsky \(1938\) movie - YouTube](#)

Tractor Drivers/Трактористы (1939):

https://en.wikipedia.org/wiki/Tractor_Drivers (Трактористы)
(24) [Tractor Drivers \(1939\) movie - YouTube](#)

They Met in Moscow/Свинарка и пастух (1941/82 мин):

https://en.wikipedia.org/wiki/They_Met_in_Moscow
https://urldefense.proofpoint.com/v2/url?u=https-3A_youtu.be_GV1VX6ftrRY&d=DwIFAg&c=pZJPUDQ3SB9JpIYbifm4nt2IEVG5pWx2KikqINpWIZM&r=dQQm2EDYDKNEyIv16lg4HQ&m=LSQKU62gJSnVum3yebInxuq1hsSRHNlp h7-rdO5eL2g&s=Jbf8lS8U7qYaB2tUW-GBw9fIssOS21k0EN-JWpaDcTE&e=

Isaak Dunayevsky (1900-1955): https://en.wikipedia.org/wiki/Isaak_Dunayevsky

Maksim Dunayevsky (b.1945): [Maksim Dunayevsky - Wikipedia](#)

(24) [Maxim Dunaevsky - Madame Cory from "Good Bye Mary Poppins" \(1983\) - YouTube](#)

https://www.youtube.com/watch?v=Jyk4_Of3Tf0 Mary Poppins, Goodbye - Colorful Dreams
[Eng Sub]

Home assignment for September 12, Monday: In Canvas/Files, **read** (1) “Stalin” (7 pp.); (2) “How terrible was Stalin’s Terror?” here: [Struggling with the facts: How terrible was Stalin’s Terror? - Russia Beyond \(rbth.com\)](#); and (3) in Canvas/Files: “Burnt by the Sun,” pp. 220-222 (3pp.)

Class discussion: What have you learned about Stalin and the 1930s in the Soviet Union? Discussion of stereotypical knowledge.

Optional: Read (in Russian) “The Scale of Political Repressions in the USSR” [В.Н.Земсков. О масштабах политических репрессий в СССР. | POLITPROS.COM](#)

Week 4 (Sept 12, 14, 16)

We will watch the **film “Burnt by the Sun”** (1994; 135 min) together in class on M, W, and F. You can borrow the DVD from Library West (DVD 376, 2nd floor) for additional individual watching.

You can also rent the film on Amazon.com (\$2.99): [Watch Burnt By The Sun | Prime Video \(amazon.com\)](#)

For Wednesday, Sept 14, Read about Nikita Sergeevich Mikhalkov (b. 1945):

https://en.wikipedia.org/wiki/Nikita_Mikhalkov

TEST 1 (pass = 15 points; fail = 0 points)

There will be no classroom (on campus) meeting on September 19. You will work at home, writing Test 1 on the film “Burnt by the Sun.”

For the written part of the test, write a short essay (200-300 words) describing your reaction to / impressions of the film and concluding your essay with your recommendations to UF students and Gainesville residents as to whether the film is worth watching. Substantiate your recommendation.

Post your essay on the Canvas Discussions board by 11:59 PM on Tuesday, September 20th (preferably earlier) to give other students sufficient time to respond to your post.

Read other students' posts and respond to at least one of them. In your response/s you need to compare your evaluation of the film with that you are responding to. Your response/s also has/have to be posted by 11:59 PM on Tuesday, September 20 at the very latest.

The form of assessing this assignment is Complete/Incomplete. A "Complete" grade means "a pass," or 15 points toward your final grade for the course. An "Incomplete" grade means 0 points (or "a fail").

Week 5 (Sept 19, 21, 23)

For Wednesday, September 21, read the file "War and Reconstruction, 1941-1953" about the Great Patriotic War of 1941-1945 (8pp./Canvas/Files).

Also read online:

- (a) The Munich Pact/Agreement: http://en.wikipedia.org/wiki/Munich_Agreement
- (b) The German-Soviet Nonaggression Pact (Encyclopaedia Britannica):
<http://www.britannica.com/EBchecked/topic/230972/German-Soviet-Nonaggression-Pact>
- (c) Pearl Harbor: http://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor
- (d) Operation Barbarossa: http://en.wikipedia.org/wiki/Operation_Barbarossa

In class on Wednesday:

Discussing the main events of the Great Patriotic war.

The film "Fate of a Man (drama, dir. Sergei Bondarchuk, 1959/1:36:58): [Судьба человека \(FullHD, драма, реж. Сергей Бондарчук, 1959 г.\) - YouTube](#)

Watching an episode: 51:38-1:03:28 (approx. 12 min)

For Friday, September 23, watch the film "Fate of a Man" up to the end and prepare a 1-2-minute presentation on the film to be made in class.

For Monday, Sept 26, read the material indicated by links (a) through (j) in the Week 6 section.

Week 6 (Sept 26, 28, 30)

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
- (c) The Siege of Leningrad: http://www.historylearningsite.co.uk/siege_of_leningrad.htm
- (d) The Battle of Stalingrad: 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
- (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
- (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
- (i) Assess the reliability of the above sources? Define your criteria.
- (j) The Immortal Regiment: https://en.wikipedia.org/wiki/Immortal_Regiment
Putin takes part in Immortal Regiment march (1 min): [VIDEO : Putin takes part in Immortal Regiment march | Euronews](#)
In Photos: Russians March in Memory of Relatives Who Fought in WWII / May 10, 2022: [In Photos: Russians March in Memory of Relatives Who Fought in WWII - The Moscow Times](#)
Immortal Regiment 2022 in St Petersburg, Russia. Victory Day 2022. LIVE (1:57:42): [\(1\) IMMORTAL REGIMENT 2022 in St Petersburg, Russia. Victory Day 2022. LIVE - YouTube](#)

On Monday, Sept 26, I will quiz you on the reading you have done, calling on you at random.

For Wednesday, September 28, read the file “Culture,” 1941-1945” (8 pp.) in Canvas/Files.

In class on Wed and Fri: Watching “Panfilov’s 28 Men” (2016/105 min)

Optional:

Read about Mikhalkov’s 2010 film “Burnt by the sun 2: Exodus (Predstoianie)”:

http://en.wikipedia.org/wiki/Burnt_by_the_Sun_2

Watch a clip from “Predstoianie/Exodus” here: [\(1\) Burnt By The Sun 2 - scenes with English subtitles - YouTube](#) (5:42)

Many Russian cult war films with English subtitles are available here:
[Soviet and Russian movies with English subtitles:](#)

Here are some widely known Russian war films with English subtitles:

The Cranes Are Flying (1957/1:36:49) - Mikhail Kalatozov:
[\(83\) The Cranes Are Flying \(1957\) - Mikhail Kalatozov \(720p\) - YouTube](#)

Ballad of a Soldier (1959/1:27:58) - Grigory Chukhrai (720p) w/English Subtitles:
Ballad of a Soldier (Trailer English): [\(25\) Ballad of a Soldier \(Trailer English\) - YouTube](#)
Film: [\(25\) Ballad of a Soldier \(1959\) - Grigory Chukhrai \(720p\) w/English Subtitles - YouTube](#)

The Dawns Here are Quiet (1972) / Part 1 Eng subs (1:16:29):
[\(83\) The dawns here are quiet Part 1 eng subs - YouTube](#)
The Dawns Here are Quiet (1985) / Part 2 Eng subs (1:21:11):
[\(83\) The dawns here are quiet Part 2 eng subs - YouTube](#)

They Fought for Their Motherland (1975/2h 27m): [«Они сражались за Родину» \(1975\) — смотреть фильм бесплатно онлайн в хорошем качестве 720 HD на портале «Культура.РФ» \(culture.ru\)](#)

Come and See (2:22:49) / 1985: [\(83\) Come and See | WAR FILM | FULL MOVIE - YouTube](#)

Monday, October 3

TEST 2 (pass = 15 points; fail = 0 points)

There will be no classroom meeting on October 3. You will work at home, writing Test 2. The test will consist of two written parts: (1) A short essay (about 200 words) describing your reaction to / impressions of the film “The Cranes are Flying” (or “Ballad of a Soldier”) and concluding with your recommendation to UF students and Gainesville residents as to whether the film is worth watching. Substantiate your recommendation. Post your essay on the Canvas Discussions board by 11:59 PM on Tuesday, October 4 (preferably earlier) to give other students sufficient time to respond to your post; (2) also post a brief response (length at your discretion) to at least one post by somebody from our class by 11:59 on Tuesday, October 4 (at the very latest). In your response/s you need to compare your evaluation of the film with that you are responding to.

The form of assessing this assignment is Complete/Incomplete. A “Complete” grade means “a pass,” or 15 points toward your final grade for the course. An “Incomplete” grade means 0 points (or “a fail”).

The Cranes Are Flying (1957/1:36:49) - Mikhail Kalatozov:
[\(83\) The Cranes Are Flying \(1957\) - Mikhail Kalatozov \(720p\) - YouTube](#)

Ballad of a Soldier (1959/1:27:58) - Grigory Chukhrai (720p) w/English Subtitles:
Ballad of a Soldier (Trailer English): [\(25\) Ballad of a Soldier \(Trailer English\) - YouTube](#)
Film: [\(25\) Ballad of a Soldier \(1959\) - Grigory Chukhrai \(720p\) w/English Subtitles - YouTube](#)

As an alternative you can watch either “The Dawns Here are Quiet” (2 h 38 min): / [\(83\) The dawns here are quiet Part 1 eng subs - YouTube](#); [\(83\) The dawns here are quiet Part 2 eng subs - YouTube](#) / or the film with some very disturbing scenes “Come and See” (2 h 23 min): [\(83\) Come and See | WAR FILM | FULL MOVIE - YouTube](#). In either case, you won’t have to post a response to anyone else’s post if you turn out to be the only person who has watched one of these films. **You will get a bonus of 5 points toward your final grade** if you choose to work on one of these longer films.

Week 7 (Oct 3, 5; Oct 7—Homecoming/No class)

For Wednesday, October 5, read (1) about the Khrushchev Era (Khrushchev’s de-Stalinization speech, the Khrushchev Thaw, etc.) – Michael Kort: A Brief History of Russia, pp. 194-211 (the text can be found in the “Files” section on Canvas: files 11a – 11g / 18pp); (2) **read** about Eldar Ryazanov (1927-2015): http://en.wikipedia.org/wiki/Eldar_Ryazanov

[Carnival Night - Wikipedia](#) / “**Carnival Night**” (1956) online at:

<https://www.youtube.com/watch?v=3jg21SZJ8g8&feature=youtu.be> (1:12:29) English subtitles

<https://sovietmoviesonline.com/comedy/88-karnavalnaya-noch.html> (only the first 20 minutes are available for free) English subtitles

<https://sovietmoviesonline.com/comedy/88-karnavalnaya-noch.html> (1:12:29) English subtitles

<https://www.youtube.com/watch?v=3jg21SZJ8g8&feature=youtu.be> (1:12:29) English subtitles

Optional for Homecoming weekend: Finish watching “Carnival Night.”

Be prepared to discuss your impressions of the film in class on Monday, October 10.

Optional:

Read David MacFadyen review (2010) “El’dar Riazanov: ‘Carnival Night 2’ (Karnaval’naia noch” 2, 2006) /KinoKultura, Issue 28 (2010) here: [KinoKultura](#)

Home assignment for Monday, October 10:

Read about "The Irony of Fate" (1975/185 min):

https://en.wikipedia.org/wiki/The_Irony_of_Fate (general description)

Read: "Want to understand Russians? Watch the film 'The Irony of Fate':"

https://www.rbth.com/literature/2013/08/29/want_to_understand_russians_watch_the_film_irony_of_fate_29339.html

Watch part 1 of "The Irony of Fate" at home: "The Irony of Fate":

<https://sovietmoviesonline.com/comedy/137-ironiya-sudby-ili-s-legkim-parom.html>

Be prepared to talk about what struck you as unusual in "Irony of Fate" (part 1) in class.

Optional:

Read about "The Irony of Fate 2": https://en.wikipedia.org/wiki/The_Irony_of_Fate_2

Excerpts from "The Irony of Fate 2" (2007; 115 min.) / Instructor's DVD/

Soviet Classic 'Irony of Fate' Set Gets Immersive New Year's Treatment. The Moscow Times, Dec. 22, 2021: [Soviet Classic 'Irony of Fate' Set Gets Immersive New Year's Treatment - The Moscow Times](#)

Week 8 (Oct 10, 12, 14)

Monday: "The Irony of Fate" / Discussion

For Wednesday, Oct 14: Read about Leonid Gaidai:

http://en.wikipedia.org/wiki/Leonid_Gaidai;

Mandatory: Watch "Operation 'Y' and Shurik's Other Adventures" (Operatsiia "Ы" i drugie prikliucheniia Shurika) with English subtitles at <https://youtu.be/F68bbzOOOdY> (1:30:37)

Operation "Ы" and Shurik's Other Adventures (with English subtitles):

<https://youtu.be/F68bbzOOOdY> (1:30:37) or <https://youtu.be/xJ5iHFSdAU4> (1:30:37)

For Russian speakers: Operation Y and Shurik's Other Adventures with Russian subtitles:

<https://youtu.be/JZ-bjMWuBt4>

Discussion in class on Wednesday.

For Friday, Oct 14: Watch "The Stolen Bride of the Caucasus" (Kavkazskaia plenitsa / 1967) (1:19:53): <https://www.youtube.com/watch?v=PmaZ0SlyZ9E> (The Caucasian Prisoner with English subtitles)

Kidnapping Caucasian-Style (1967):

https://www.youtube.com/watch?v=PmaZ0SlyZ9E&feature=player_embedded (1:19:53)

Kidnapping, Caucasian Style with Russian subtitles: https://youtu.be/fNBGnV_IDB4 (1:19:53)

Alternative websites:

<http://cinema.mosfilm.ru/films/film/1960-1969/kavkazskaya-plennitsa-ili-novie-priklucheniya-shurika/>

https://www.youtube.com/watch?v=PmaZ0SlyZ9E&feature=player_embedded

Prepare a 1-2-minute presentation to be made in class on Friday, October 14.

Home assignment for Monday, Oct 17: (1) Watch “The Diamond Arm” (Brilliantovaia ruka) with English subtitles at [Бриллиантовая рука \(FullHD, комедия, реж. Леонид Гайдай, 1968 г.\) - YouTube](#)

or here: https://www.youtube.com/watch?v=IvVpbNaSk6k&list=PLgjWe5mDnN7-QkXXgu_Clu4qjyMzwgyCK&index=24&t=1270s

or here: “The Diamond Arm” with English subtitles: <https://youtu.be/IvVpbNaSk6k> (1:38:21)

(2) Which episodes/aspects of the film “The Diamond Arm” are hard for you to understand?

(3) Read the chapter “Glasnost, Perestroika, and the End of the Soviet Union, 1985-91.”

The chapter is available in Canvas/Files/in two files “a” and “b” (Riasanovsky, A History of Russia, pp. 566-585).

Questions for discussion in class: What have learned about Mikhail Sergeyevich Gorbachev (b. 1931)? What have you learned about Boris Nikolayevich Yeltsin (1931-2007)? What happened in Moscow on August 19-21, 1991?

Optional:

Gaidai’s film “Ivan Vasilyevich Changes his Profession” or “Ivan Vasilievich: Back to the Future” as the film is titled for English-speaking countries: [Ivan Vasilievich: Back to the Future - Wikipedia](#)

With English subtitles (1hr 27min): [Ivan Vasilievich Changes Professions with english subtitles - YouTube](#)

Week 9 (Oct 17, 19, 21)

Discussion: Overt and implied socio-cultural comments in Gaidai’s films. Your impressions and recommendations for UF students and Gainesville residents.

Russian glasnost and perestroika. The end of the Soviet Union.

Aleksei Oktyabrinoich Balabanov(1959-2013) was a Russian [film director](#), [screenwriter](#), and [producer](#), who shot mostly [arthouse](#) pictures but gained [mainstream](#) popularity with the crime drama [Brother](#) (1997/96 min) and its more action-oriented sequel, [Brother 2](#) (2000/123

min), both of which starred [Sergei Bodrov, Jr.](#) as Danila Bagrov. *Brother 1 and 2* have since achieved huge popularity in Russia, with Danila Bagrov becoming something of a national hero.

Start watching “brother.

Brother (1/8): <https://www.youtube.com/watch?v=iw6cDYEd8Dw> Brother (2/8):

<https://www.youtube.com/watch?v=pbR2nGphkZM> Brother (3/8):

<https://www.youtube.com/watch?v=Nrzbk9-tumU> Brother (4/8):

<https://www.youtube.com/watch?v=36xOOiKcb8c>

For Friday, October 21, finish watching “Brother” at home. Be prepared to discuss the main idea/s of the film in class.

In class on Friday, start watching “Brother 2” (123 min).

Home assignment for Monday, October 24, read: “Russian Cinema in the Era of Globalization” in *The Contemporary Russian Cinema Reader: 2005-2016*, pp. 9-34.

What useful/interesting information have you learned from the article?

Week 10 (Oct 24, 26, 28)

Mon, Wed, Fri: “Brother 2” in class.

Week 11 (Oct 31; Nov 2, 4)

For Monday, Oct 31, read the 4 Balabanov files (“a” through “d”) in Canvas/Files or in your book *The Contemporary Russian Cinema Reader: 2005-2016*, pp. 35-51.

Mon, Wed: (Dead Man’s Bluff aka Blind Man’s Bluff – Zhmurki /105 min/. Watch the beginning of “Zhmurki”: <https://sovietmoviesonline.com/comedy/202-zhmurki.html> (Only the first 20 minutes available for free / 1:36:05)

Start working on your Test 3.

TEST 3 (pass = 15 points; fail = 0 points)

There will be no classroom meeting on November 4. You will work at home on Test 3.

For the written part of the test, write a short essay (about 200 words) describing your reaction to / impressions of the film “Brother 2.” Concluding your essay with your recommendation to UF students and Gainesville residents as to whether the film is worth watching. Substantiate your recommendation.

Post your essay on the Canvas Discussions board by 11:59 PM on Tuesday, November 1 (preferably earlier) to give other students sufficient time to respond to your post. You will need to respond very briefly (length at your discretion) to at least one post by somebody

from our class by 11:59 on Tuesday, March 29. In your response/s you need to compare your evaluation of the film with that you are responding to.

The form of assessing this assignment is Complete/Incomplete. A “Complete” grade means “a pass,” or 15 points toward your final grade for the course. An “Incomplete” grade means 0 points (or “a fail”).

Week 12 (Nov 7, 9; Nov 11—Veterans Day/No class)

Monday, Nov 7, Wednesday, Nov 9:

The Thief (Vor) (full movie) 1997 english subt. (1:33:32):

[the thief \(Vor\) \(full movie\) 1997 english subt. - YouTube](#)

1st 20 minutes: [The Thief \(Bop\) 1997 in English Online \(sovietmoviesonline.com\)](#)

Katya, a poor and desperate widow, and her young son Sanya try to survive in the post-World War II Soviet Union during the late 1940s through the early 1950s. While on a train, the two meet a handsome, rakish officer, Tolyan, who seduces the mother. Katya stays with Tolyan, who pretends to be her husband and acts as a stepfather to Sanya, who is at first highly distrustful of the man, resenting his presence and authority. Through his good looks, apparent generosity, and his status as a war veteran, Tolyan charms his way into a variety of lucrative positions. Katya and Sanya both realize the harsh and increasingly abusive nature of the new head of their family, but, although alarmed, neither mother nor child seems willing to leave the man. The extent of Tolyan's love for his new family remains ambiguous throughout the film and provides one of the more compelling elements of the story.

Class discussion: How would you describe the living conditions of the Soviet people following the Great Patriotic War of 1941-45 based on their portrayal in the film? (The way they dressed, interacted, shared their communal apartments, tried to have a good time, etc.)

Week 13 (Nov 14, 16, 18)

For Monday, Nov 14, read: The Contemporary Russian Cinema Reader: 2005-2016, pp. 114-135 (Hipsters / Stiliagi / 2008 / 125 minutes).

For Wednesday, Nov 16, read about the Soviet Komsomol organization:

[Komsomol | Soviet youth organization | Britannica](#)

Why did Soviet people join ‘Komsomol’, the USSR youth organization?

[Why did Soviet people join ‘Komsomol’, the USSR youth organization? - Russia Beyond \(rbth.com\)](#)

In class on Nov 14, 16, 18: Watching “Stiliagi”:

[Hipsters \(Стиляги\) 2008 in English Online \(sovietmoviesonline.com\)](http://sovietmoviesonline.com) (First 10 minutes only)

TEST 4 (pass = 15 points; fail = 0 points)

There will be no classroom meeting on Monday, November 21. On this day you will write a short essay (about 200 words), describing your reaction to / impressions of the film “Stiliagi” (Hipsters). Conclude your essay with your recommendation to UF students and Gainesville residents as to whether the film is worth watching. Substantiate your recommendation.

Post your essay on the Canvas Discussions board by 11:59 PM on Tuesday, November 22 (preferably earlier to give other students sufficient time to respond to your post also by 11:59 PM, Tuesday, November 22). You will need to respond very briefly (length of response at your discretion) to at least one post by somebody from our class. In your response/s you need to compare your evaluation of the film with that you are responding to.

The form of assessing this assignment is Complete/Incomplete. A “Complete” grade means “a pass,” or 15 points toward your final grade for the course. An “Incomplete” grade means 0 points (or “a fail”).

Week 14 (Nov 21)

Take-Home Test 4. Thanksgiving Holiday.

Home assignment for Monday, November 28, read “What Makes Russia So Different from the West,” pp. 372-391 (19 pp.) in Canvas/Files/ File 14. Excerpt from “Russia’s Visionaries: Direct Speech”: [Russia’s Visionaries: Direct Speech - Cambridge Scholars Publishing](http://www.cambridge.org/9780521876223/chapter/10.1017/C9780521876223.010)

Week 15 (Nov 28, 30; Dec 2)

Class Discussion: Based on your reading of chapter 14 in “Russia’s Visionaries,” compare one or two aspects of Russia’s cultural/national identity with any of those you believe are part of the American way of life/American “national idea” [?]/cultural identity [?].

Start watching “The World of Fixtures.”

For Wednesday, November 30, read “Lost in Translation” in the chapter “Short Stories” (Rasskazy), CRCR, pp. 239-248.

Continue watching Rasskazy (Short Stories) 1:48:27

<https://www.youtube.com/watch?v=N9n12DdILNE&feature=youtu.be> (full film)

<https://sovietmoviesonline.com/comedy/rasskazy> (only the first 20 minutes of the film)

For Friday, December 2, read “What do we Know about Russia?” in the chapter “Short Stories” (Rasskazy), CRCR, pp. 249-256.

Be ready to compare in class your impressions and understanding of the four cine-novellas (“The World of Fixtures,” “Circular Movement,” “Energy Crisis,” and “Inflamed” in the “Short Stories” film with those expressed in the two reviews in the *Contemporary Russian Cinema Reader* (CRCR), pp. 239-256.

Week 16 (Dec 5, 7)

For Monday, Dec 5, read “Russia’s Galley Slave” (*Russia’s Visionaries*, pp. 310-337) in Canvas/Files. Which facts about the Russian president did you find entirely new/surprising, etc. to you? We will discuss this in class.

For Wednesday, Dec 7, read: The Ultimate Russian Cinema Guide – Way to Russia:
<http://waytorussia.net/WhatIsRussia/Russian-Cinema-Movies-Video.html>

Follow one of the following links in the above Cinema Guide and be ready to give a 2-3 -minute talk on the films that caught your attention:

1. Tarkovsky and Parajanov
2. The fiction and the real: Russian films of the 90s
3. Russian cinema of the 00s
4. Contemporary Russian cinema
5. Russian series and TV shows

Also read:

<https://waytorussia.net/WhatIsRussia/Russian-Cinema-Movies-Video.html>; and

Five Russian Films to Watch in 2015: <http://www.theguardian.com/world/2015/jan/27/-sp-five-russian-films-watch-2015>

Be ready for a class discussion on Wednesday: Based on this course and your personal experience, how would you answer the questions: What kind of cinema is the Russian cinema? What kind of cinema is the American cinema? Discussion

Optional / For Russian speakers/learners:

In Russian: The latest Russian films: Best 10 Russian films released in 2019 (14:35):

[10 лучших российских фильмов 2019, которые стоит глянуть каждому - YouTube](#)

In Russian: Best 15 Russian films released in 2020 (26:14):

[Топ-15 самых ожидаемых российских фильмов 2020 - YouTube](#)

KinoKultura Issue 77 (July) is now available online
at <http://www.kinokultura.com/2022/issue77.shtml>
Enjoy! Your KiKu Team

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 Counseling and Mental Health Services

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

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/>.