RUS 320: RUSSIAN CULTURAL HISTORY  
College of William & Mary  

Instructor:  
Бэлла Феликовна Гинзбургская-Блум  
bbginz@wm.edu, Washington Hall #240, 221-2611  

Office hours:  
T/R 12:00 – 1:00 pm, and by appointment  

Course Meetings:  
MWF 2:00 pm - 2:50 pm  
WASH 317  

Required Texts and Materials:  

Course Description and Requirements:  

Russian Cultural History is a proficiency-oriented fourth-year Russian language  
course which also satisfies two General Education Requirements: GER 5 and GER 4 A.  

ACTFL Proficiency Guidelines (excerpts):  “A way to measure language learners’ functional  
competency: that is, their ability to accomplish linguistic tasks representing a variety of levels.  

Advanced Low: Speakers at the Advanced-Low level demonstrate the ability to  
narrate and describe in all major time frames (past, present and future) in paragraph length  
discourse. Advanced-Low speakers contribute to the conversation with sufficient accuracy,  
clarity, and precision to convey their intended message without misrepresentation or confusion,  
and their speech can be understood by native speakers unaccustomed to dealing with non-  
natives.  

Intermediate High: Intermediate-High speakers handle the tasks pertaining to  
the Advanced level, but they are unable to sustain performance at that level over a variety of  
topics. With some consistency, speakers at the Intermediate-High level narrate and describe in  
major time frames using connected discourse of paragraph length.  

Intermediate Mid: Intermediate-Mid speakers tend to function reactively, for  
example, by responding to direct questions or requests for information. 1-Mid speakers are able  
to express personal meaning by creating with language, in part by combining and recombining  
known elements and conversational input to make utterances of sentence length and some strings  
of sentences.”  

http://www.actfl.org/files/public/Guidelinespeak
GER 5 criteria: “A liberally educated person should possess knowledge of important literary or artistic achievements, and how those achievements should be understood in their cultural contexts. A course satisfies GER 5 in one of the following ways:

1) it would introduce students to at least two major forms, genres, eras, cultures, or movements; or
2) it would introduce students to at least two methods of analysis of art or literature.

All GER 5 courses will provide students with the vocabulary of the discipline and teach them to apply the appropriate methodologies for critical analysis.”
http://www.wm.edu/as/dean/faculty/ger5

GER 4 A, History and Culture in the European Tradition, criteria: “The World Cultures and History GER is designed to introduce students to major ideas, institutions, and historical events that have shaped human societies. The courses that would meet this objective have the following features:

1) they are courses covering more than one period, or covering critical periods, or movements which are designed primarily to explore topics, issues, or themes (as opposed to teaching the methods/theories of a discipline);
2) they are informed by an historical perspective (in the sense of addressing the changes in institutions, movements, or cultural practices);
3) they emphasize critical events, institutions, ideas, or literary/artistic achievements; and
4) using disciplinary or interdisciplinary theoretical frameworks, they focus on a European tradition.”
http://www.wm.edu/as/dean/faculty/ger4

**Russian Cultural History** will introduce students to a variety of genres of Soviet cinema presented in an historical progression with some emphasis on major periods in Soviet history and culture. This course will be taught entirely in Russian and all students are expected to start the class at the Intermediate-Mid oral proficiency level on the ACTFL scale. The ultimate goal for fourth-year language students is to reach the Intermediate-High rating on the Oral Proficiency Interview, and any student who was recently rated at the I-High should strive toward the Advanced-Low category (see brief descriptions above).

The common objectives for all students in this course are: to expand your vocabulary, to improve your reading skills, to use complex sentence structures and conversational expressions, and to attempt to narrate and describe in Russian. To that end, your attendance and active class participation are mandatory, and you are expected to give extensive and thorough attention to all reading, viewing and written assignments. In addition, in order to get more speaking practice, all students in this class are required to attend and actively participate in at least 7 conversation hours («Русский Чай») at the Russian House.

If you miss a class because of illness, you are responsible for contacting the instructor or a classmate for any homework assigned and materials covered that day. You will
be graded based on your class and “Russian Tea” participation, written and oral assignments, essays, oral presentations, chapter tests, end of semester Oral Proficiency Interview, and a final interview related to the course content. No make-ups will be given without a documented excuse.

**Oral Proficiency Interviews** will take place during **the last week of classes** and all the students in this course are required to sign up for an OPI with either Lena Prokhorova or Sasha Prokhorov.

**The Final Interviews will take place between December 11 and December 21.**

**Evaluation:**
- Class and "Russian Tea" participation: 10%
- Assignments: 10%
- OPI: 10%
- Compositions and Oral presentations: 30%
- Exams: 20%
- Final Interview: 20%

**Grading of class and «Russian Tea» participation:**
- **V+** active participation, thoughtful intelligent contributions to discussion (through either questions or responses), speaking in strings of sentences, attempt to use complex sentence structure
- **V** responding to professor's and classmates' direct questions, exhibiting full preparedness for class discussion (having viewed the assigned film, read the text, answered the questions, learned new vocabulary, and so on), speaking in complete sentences
- **V-** responding to questions with incomplete and/or poorly prepared answers, not participating actively in group work

**Grading of written assignments:**
- **V+** intelligent, well-written and grammatically accurate responses in complete sentences or, when appropriate, in well-organized paragraphs with complex sentence structure
- **V** good full-sentence and some paragraph-level responses with a clear effort to use appropriate vocabulary and correct grammatical structures, some attempts to incorporate complex structures in writing
- **V-** late submissions; incomplete and/or poorly written responses with a high number of lexical and grammatical errors, no attempts to use complex sentences and/or connectives
- **0** assignment not turned in
ESSAY GRADING:

<table>
<thead>
<tr>
<th></th>
<th>10 pts.</th>
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<tbody>
<tr>
<td>Content</td>
<td>(appropriate topic, clear theme, the theme is developed in the report)</td>
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<tr>
<td>Grammar</td>
<td>15 pts.</td>
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<tr>
<td></td>
<td>(clear sentence structure, appropriate vocab., proper use of tense, aspect and agreement, etc.)</td>
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<tr>
<td>Organization</td>
<td>15 pts.</td>
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<tr>
<td>Advanced Syntax</td>
<td></td>
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<tr>
<td></td>
<td>(introduction and conclusion, organized paragraphs, use of connective phrases, control of complex sentence structure)</td>
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<tr>
<td>Spelling</td>
<td>10 pts.</td>
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TOTAL: 50 pts.

ORAL PRESENTATION GRADING:

<table>
<thead>
<tr>
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<th>10 pts.</th>
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<tbody>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(introduction and conclusion, organized paragraphs, control of complex sentence structure and grammar in each sentence)</td>
</tr>
<tr>
<td>Organization</td>
<td>20 pts.</td>
</tr>
<tr>
<td></td>
<td>(good speech, pronunciation, proper stress and intonation, easy to follow and understand)</td>
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<tr>
<td>Flow of speech</td>
<td>20 pts.</td>
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TOTAL: 50 pts.

MLL Departmental Scoring Guide:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>66-67</td>
</tr>
<tr>
<td>D-</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
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The instructor reserves the right to make changes as necessary.
Русский язык 320.

Расписание на Осеннний семестр 2006-го года.

Среда, 30-ое августа
Пятница, 1-ое сентября

Понедельник, 4-ое сентября
Среда, 6-ое сентября
Пятница, 8-ое сентября

Понедельник, 11-ое сентября
Среда, 13-ое сентября
Пятница, 15-ое сентября

Понедельник, 18-ое сентября
Среда, 20-ое сентября
Пятница, 22-ое сентября

Понедельник, 25-ое сентября
Среда, 27-ое сентября
Пятница, 29-ое сентября

Понедельник, 2-ое октября
Среда, 4-ое октября
Пятница, 6-ое октября

Понедельник, 9-ое октября
Среда, 11-ое октября
Пятница, 13-ое октября

Понедельник, 16-ое октября
Вторник, 17-ое октября
Среда, 18-ое октября
Пятница, 20-ое октября

Понедельник, 23-ье октября
Среда, 25-ое октября
Пятница, 27-ое октября

Экзамен #1
Первое сочинение (пересказ)

Устные доклады (пересказ)

Экзамен #2
Второе сочинение (описание)

Осенние каникулы
Осенние каникулы
Понедельник, 30-ое октября
Среда, 1-ое ноября
Пятница, 3-ье ноября

Экзамен #3
Устные доклады (описание)

Понедельник, 6-ое ноября
Среда, 8-ое ноября
Пятница, 10-ое ноября

Третье сочинение (пересказ)

Понедельник, 13-ое ноября
Среда, 15-ое ноября
Пятница, 17-ое ноября

Понедельник, 20-ое ноября
Среда, 22-ое ноября
Четверг, 23-е ноября
Пятница, 24-ое ноября

Экзамен #4
КАНИКУЛЫ!
С ДНЁМ БЛАГОДАРЕННИЯ!
КАНИКУЛЫ!

Понедельник, 27-ое ноября
Среда, 29-ое ноября
Пятница, 1-ое декабря

Четвертое сочинение (описание)

Понедельник, 4-ое декабря
Среда, 6-ое декабря
Пятница, 8-ое декабря

Устные доклады (пересказ)

ПОСЛЕДНИЙ ДЕНЬ ЗАНЯТИЙ