

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

www.mlcs.ca

2008 - 2009 **UKR 504** (Fall Term)

UKRAINIAN ON TV AND IN FILM

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Time: W 2:00-4:50

Place: H C 2-17

Office Hours: TBA,
or by appointment

N.B. This course is taught in conjunction with UKR 404 A1. Graduate students will be expected to meet separately with instructor for an additional period, on a weekly basis, at a mutually agreeable time.

Course Prerequisite: consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects involved

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material available

NA

Course Description and Objectives:

The course will focus on the manner in which poetry, prose and drama, composed by prominent 18th — 20th century authors, have been interpreted by filmmakers in the 20th century. In particular, it will investigate cultural politics in the USSR and post-independence Ukraine and their impact on the cinema and discourses concerning the relationship among elite, popular and mass culture. Key texts in modern Ukrainian literature (including Ivan Kotliarevs'kyi's *Aeneid*, Mykola Hohol's *St. John's Eve*, Vasyli' Stefanyk's *The Stone Cross*, Ol'ha Kobylanska's *Valse Melancholique*, Mykhailo Kotsiubyn'skyi's *Shadows of Forgotten Ancestors*, Volodymyr Vynnychenko's *The Law*, Ivan Drach's *Toward You*) will be subjected to a close reading and a comparison with their filmic incarnations.

Besides becoming conversant with current debates on the cinema in Ukraine, students will be expected to consider the manner in which film and TV may be used in the culture-in-language classroom.

REQUIRED TEXTS:

Most of the materials for this course are available on the internet. Please consult UKR 404 syllabus for details. A separate, detailed bibliography for graduate students will be made available.

RECOMMENDED SUBSCRIPTION:

UKRAINA TV, an internet service offering Ukrainian TV news on a daily basis, and a collection of video clips of contemporary music, sports events, TV advertisements and children's stories. Subscription is

\$0.99 for 1 day subscription

\$9.95 for 1 month subscription

\$95.00 for 1 year subscription. **Please visit: <http://www.ukrainatv.com/eng/catalogue/News/>**

Students will be asked to view selected programmes, such as *Кабінет*, *5 Кониюок*, various talkshows and programmes for children.

There will be a number of **Xerox handouts** in this course, for which a small fee will be collected at the end of the semester.

Attendance, Absences, and Missed Grade Components:

Regular daily attendance is essential.

In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail.

Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar.

Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course,

Attendance will be taken at every class meeting. Unexcused absences will adversely affect the student's grade. **More than nine-hours of absences is grounds for failing the course.**

Tardiness is counted as unexcused absence.

Students are responsible for making up work that is missed due to excused absence; this work is **NOT** an excuse for lack of preparation upon return to class. The work to be made up must be handed in the day the student returns to class.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension.

Otherwise, assignments may be handed in with a 10%-per-class- penalty assessed for each class of lateness for written homework assignments, and a 5%-per-day penalty for each day for the final essay.

Please note that assignments will not be accepted after a period longer than two weeks from the due date. Final essays will not be accepted after a period longer than one week from the due date.

Grade Distribution:

Daily grade (Sep 3-Dec 3, 2008) [participation and preparation for class]	10%
Discussion of literary works and additional historical and theoretical readings at separate meetings of 504	10%
Oral reports and presentations (dates to be announced for each student)	20%
Written assignments (on a weekly basis)	15%
Book/Film reviews (3-4 pages, 2 @ 10%) (Oct 8, Nov 26)	20%
Essay (15-18 pp. for M.A. students; 20-25 pp. for PhD students; due Dec 8, 2008)	25%

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“MLCS Graduate Grading Scale”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

“MLCS Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D	50-53	Failure
F	00-49	Failure

University of Alberta Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003). “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Plagiarism and Cheating:

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

Students in languages courses should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Criteria for Evaluating Graduate Student Essays

EXCELLENT (A+ [97-100])

(10%) The **introduction is comprehensive, covering all important points** of the essay and the manner in which its arguments will develop. There is thorough awareness concerning the literature on the topic and of the key arguments that pertain to it, as well as the history of their development.

(30%) **Content is relevant throughout the essay. The essay's arguments are appropriate and the analysis is not only thorough and persuasive, but also innovative.** There is clear understanding of the problem at hand and the most relevant literature has been integrated. The exemplification is extensive, insightful, and answers the question. Alternately, it reformulates the question.

(30%) The **underlying** literary/cultural/philosophical (etc.) **theory has been thoroughly grasped and integrated systematically with dexterity and insight. The essay demonstrates innovative thinking.**

(10%) The concluding comments are **critical and innovative. There is detailed analysis of most relevant aspects of argument.** Conclusion/s is/are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments for its validation.

(10%) **The composition is clear. The language is technically sophisticated, efficient and powerful. There are no errors,** be they in punctuation, spelling, semantic choice, grammar or syntax. Formatting is meticulous.

(10%) **Supporting literature is abundant and always relevant, as well as efficient.** Referencing is accurate and there are no bibliographical errors.

EXCELLENT (A [93-96]; A [90-92])

(10%) The **introduction is comprehensive, covering most important points of the** essay and the manner in which its arguments will develop. There is ample awareness concerning the literature on the topic.

(30%) **Content is relevant throughout the essay. Its arguments are appropriate and the analysis is thorough and persuasive.** There is a clear understanding of the problem at hand and most relevant literature has been integrated. The exemplification is extensive and insightful.

(30%) The **underlying** literary/cultural/philosophical (etc.) **theory has been thoroughly grasped. Its integration is systematic but not mechanistic.** The student is capable of assessing how theoretical insights support the essay's narrative argument.

(10%) The comments are mainly **critical, rather than simply descriptive.** Conclusions are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments.

(10%) **The composition is clear and sophisticated, making the arguments come across as compelling but balanced.** Errors, be they in punctuation, spelling, semantic, grammar or syntax are rare. Formatting is meticulous.

(10%) **Supporting literature is abundant and always relevant.** Referencing is accurate and there are no bibliographical errors.

GOOD (B+ [87-89]; B [79-86])

(10%) The **introduction is comprehensive and covers most important points of the** essay and the development of its arguments. There is brief indication of awareness concerning the literature on the topic.

(30%) **Content is relevant and supports the main thesis. The essay's arguments are sound.** There is clear understanding of the problem at hand, and most relevant literature has been integrated with much persuasive exemplification.

(30%) There is evidence that the student has grasped the **underlying** literary/cultural/philosophical (etc.) **theory.** Moreover, the student has integrated this understanding of theory throughout the essay to support the essay's narrative.

(10%) There is **some critical evaluation**. Conclusions are consistent with the content of the essay, but the student has not assumed a clear stance on the topic.

(10%) **The composition is clear and helps with the flow of the argument**. There are almost no grammatical/ syntactical/ spelling errors. Formatting is meticulous.

(10%) **Supporting literature is relevant and significant in scope, albeit not always used effectively**. Referencing is accurate and bibliographical errors, if any, are insignificant.

SATISFACTORY (B- [74-78])

(10%) The **introduction is too broad and lacks detail** concerning the essay's content. Some explanation concerning the scope of the essay's arguments and their development is given but without mention of the relevant literature.

(30%) **Content is relevant, for the most part, and tends to support the main thesis. But the essay's arguments are undeveloped or not always logical**. Most relevant literature is integrated with supportive exemplification.

(30%) There is evidence that **underlying** literary/cultural/philosophical (etc.) **theory** has been grasped. But there is no clear evidence how theoretical insights support the essay's narrative. There might be a tendency toward the mechanistic application of theoretical models.

(10%) There is **no critical evaluation**. However, conclusion/s is/are consistent with the content of the essay.

(10%) **The composition is clear** but somewhat puerile. Some grammatical/ syntactical errors. Formatting is meticulous.

(10%) **Supporting literature is relevant but limited**. Referencing is not always accurate and there are a few bibliographical errors.

SATISFACTORY (C+ [68-73])

(10%) The **introduction is weak** and offers an incomplete or unclear explanation of the essay's content, the development of its arguments, and the literature on the topic.

(30%) **Content is primarily descriptive**. There are some literary/cultural (etc.) arguments, but they remain undeveloped. Analysis is limited and there is no indication as to the significance of the question/s posed. Some relevant literature is integrated and some exemplification presented.

(30%) References to **underlying** literary/cultural/philosophical (etc.) **theory** are few. They do not demonstrate an understanding how the theoretical models inform the essay's content.

(10%) **Conclusions are too broad** and generalizing, as well as unsubstantiated by the essay's contents. There is **no critical evaluation**.

(10%) Arguments are undermined by **unclear composition**. Many grammatical/ syntactical errors, and spelling errors. The formatting is sloppy.

(10%) **Paucity of relevant supporting literature**. Many referencing errors. Many bibliographical errors.

FAILURE (C, C-, D+, D, F) 63 and less

(10%) The **introduction is weak** and does not introduce essay contents and manner in which its arguments will develop. There is no awareness of the literature on the topic.

(30%) **Content is undeveloped**. There is no analysis or reflection on the relevance of the question/s posed. No relevant literature is integrated.

(30%) **No** appropriate reference is made to **underlying** literary/cultural/philosophical (etc.) **theory**.

(10%) Failure to make critical evaluation/s and relevant conclusions.

(10%) **Poor writing**, unclear composition, extensive grammatical/syntactical errors, and sloppy formatting.

(10%) **Supporting literature is insufficient** and/or irrelevant. Incorrect and/or unsystematic referencing. Absence of bibliography.

