LTWL 172 — Special Topics in Literature: Race and Ethnicity Through the Lens of “Cold War” Cinema (4)  
Prof. Amelia Glaser (amglaser@ucsd.edu)

Syllabus subject to revision.

This course examines race and ethnicity in American and Soviet film during the Cold War (roughly 1917-1991). We shall discuss key phenomena such as Black Leninism, Soviet portrayals of American racism, and American portrayals of Russian anti-Semitism. This comparative approach to 20th Century film will help us to discuss key concerns in contemporary American society, including the perpetuation of an unequal power system. In addition to viewing and discussing a feature-length film each week, we will discuss short readings on race and politics, and students will write weekly posts on how the cinema of the past contributes to our understanding of contemporary race politics. Each student will also give one 5-minute presentation on a secondary source, chosen from the recommended readings. Students may choose between writing a final paper on a comparative topic, and making a short original film (5-10 minutes) about a current issue of social concern. An optional Russian-language section will be available to students of Russian.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and In-class clips</th>
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<tr>
<td>Week I</td>
<td>Introduction: Imagining the “Other” at the dawn of cinema</td>
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<td>Mon.</td>
<td><strong>In class:</strong> Clips from Lumiere Brothers (1894-5), from “Fish factory in Astrakhan” (1906), Curtis, <em>In the Land of the Head Hunters</em> (1914)</td>
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<td><strong>Discussion topics:</strong> Early filmmakers’ use of camera techniques to document ethnic groups. The myth of an unbiased camera</td>
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<td>Wed.</td>
<td><strong>Reading assignment.</strong> Film analysis guide, parts 1-6: <a href="http://classes.yale.edu/film-analysis/">http://classes.yale.edu/film-analysis/</a></td>
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<td><strong>Lecture clips:</strong> Drankov, “Stenka Razin” (1908), Griffith, <em>Birth of a Nation</em> (1915), Micheaux, <em>Birth of a Race</em> (1918)</td>
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<td><strong>Lecture topics:</strong> How to analyze a shot? How are camera angles used to present race and ethnicity in particular lights? How did early filmmakers like Drankov combine fiction with history to build visual stories of nationhood?</td>
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<td>Fri.</td>
<td><strong>Film assignment.</strong> Micheaux, <em>Body and Soul</em> (1925)</td>
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<td><strong>Discussion topics:</strong> Griffith’s biased portrayal of reconstruction in America, and Micheaux’s rejection of this.</td>
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**Week 1 short-essay prompt:** Early filmmakers used the camera to document multiple cultures. This involved the perpetuation of myths. Discuss Griffith’s portrayal of African Americans in *Birth of a Nation*. Choose a sequence of 4-5 shots in the film to describe how Griffith is using film techniques to perpetuate his biases about race in America. **Alternate film prompt:** Excerpt a clip from Birth of a Nation that contains 4-5 shots. Add a voice over that walks us through these clips, discussing how the sequence presents race in post-reconstruction America.

Recommended readings (available on JStor unless otherwise specified):

- Anna Siomopoulos, “The Birth of a Black Cinema: Race, Reception, and Oscar Micheaux’s ‘Within Our Gates’”  
  (*The Moving Image*, V. 6, N. 2, Fall 2006, pp. 111-118)
- Jeffrey B. Martin, “Film Out of Theatre: D. W. Griffith, ‘Birth of a Nation’ and the Melodrama ‘The Clansman’”  
  (*Literature/Film Quarterly*, V. 18, N. 2, 1990, pp. 87-95)
**Week II**  
**Mon.**  
Discussion topic. Revolution and Imperialism  
*In class clips*: Ivan Ivano-Vano, “China in Flames” (1925 animation), Flaherty, *Nanook of the North*, (1925)

**Wed.**  
*Lecture clips*: Vertov, “Three Songs about Lenin” (1934), Denham, *King Kong* (1933)  
*Lecture topic*: Pudovkin, Vertov, and filming the anti-imperialist revolution

**Fri.**  
Film assignment. Pudovkin, *Storm over Asia* (1928)  
[https://www.youtube.com/watch?v=sCE5447sjQY](https://www.youtube.com/watch?v=sCE5447sjQY)

**Week 2 Short Essay Prompt**: The late 1920s and early 1930s was a time of experimentation with sound and special effects in film. Pudovkin, in *Storm over Asia*, experiment with these new technologies to create a film that was action-packed. How does this film also tell a story about race, integration, and the outsider?  
*Alternative assignment*: Create a 2 minute sound recording near your dorm or house that gives a sense of the environment and the cultures living there.

**Recommended readings:**  
Alice Maurice, “‘Cinema at Its Source’: Synchronizing Race and Sound in the Early Talkies” (*Camera Obscura* 49, V. 17, N. 1, 2002, pp. 1-71)  
muse.jhu.edu  

**Week III**  
**Mon.**  
Discussion topic. Assimilation and the American melting pot  
*In class clips*: Granovsky, “Before the Law,” “Jewish luck” (1925)

**Wed.**  
Reading assignment. Horace Kallen, “Democracy Versus the Melting Pot”  
[http://www.expo98.msu.edu/people/kallen.htm](http://www.expo98.msu.edu/people/kallen.htm)  
*Lecture*. Jews in America between ethnicity and religion.

**Fri.**  
Film assignment. Crosland, *The Jazz Singer* (1927)  
*In class clips*: Korsh and Shapiro “Seekers of Happiness” (1936)

**Week 3 prompt**: In Micheaux’s *Body and Soul*, a criminal passes as a reverend. In Crosland’s *The Jazz Singer*, the son of a rabbi performs in blackface on Broadway. How does performance figure into the formation of racial identities in America? What does it say about a film’s plotline?

**Recommended readings:**  

Langston Hughes, “Moscow Bound in Black and White: March 1932-February 1933” (Letters from Langston, UC Press, 2016, pp. 48-108)


Charles Musser, “Why did Negroes Love Al Jolson and The Jazz Singer?: Melodrama, Blackface and Cosmopolitan Theatrical Culture” (Film History, V. 23, N. 2, 2011, pp. 196-222)

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**Week IV**

**Mon.**

**Discussion topic:** Performing identity in the interwar period  
**In class clips:** Lubitsch, “Ninotchka” (1939), Chaplin, Modern Times (1936), Shpis and Milman, “The return of Nathan Bekker” (1933)

**Wed.**

**Reading assignment.** Langston Hughes, “Moscow Movie”  
**Lecture topic:** Black Americans on the Soviet screen  
**Lecture clips.** Ivan Ivano-Vano, “Blek end uait” (1932), Demikovsky, Black Russians: The Red Experience (2013)

**Fri.**

**Film assignment.** Alexandrov, Circus (1936)  
**In-class clips:** Todorovsky, “Stiliyagi” (2008)

**Week 4 prompt:** Why did Langston Hughes’ film project in Moscow fail? What were the elements of race and America that the Soviet Union misses, according to Hughes? To what extent are the points Alexandrov makes about American race in Circus historically valid?

**Recommended readings:**


Christina Kiaer, “A Comintern Aesthetics of Anti-racism in the Animated Short Film Blek end uait” (Comintern Aesthetics, Canvas)

Denise Youngblood, “The innostranschina in Soviet Cinema” (Canvas).

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**Week V**

**Mon.**

**Discussion topic.** Documenting the other  
**In-class clips:** Kuleshov, Mr. West (1925), The Siberians (1940)

**Wed.**

**Reading assignment.** Mayakovsky, excerpts from My Discovery of America  
**Lecture topic.** Eisenstein in Mexico, Mayakovsky in New York  
**Lecture clips.** Eisenstein, “Battleship Potemkin”, “October,” “Ivan the Terrible”

**Fri.**

**Film assignment.** Eisenstein, Alexandrov, “Que Viva Mexico” (1931-1979)  
[https://www.youtube.com/watch?v=QjDNmSJBgNk](https://www.youtube.com/watch?v=QjDNmSJBgNk)  
**In-class clips:** Kosheverova and Shapiro, Cinderella (1947), Leonard, Sepia Cinderella (1947)
**Week 5 Prompt:** How does the “Cinderella” story lend itself to a story about race? What is the implicit moral of the story? **Alternative film prompt:** Shoot your own trailer for a Cinderella film that engages with an element of the US social structure. (3 minutes maximum).

**Recommended readings:**
The Editors of Experimental Film, “Manifesto on ‘Que Viva Mexico’ (USA, 1933) (Film Manifestos and Global Cinema Cultures, UC Press, 2014, pp. 38-40)

**Week VI**

**Mon.** Midterm exam

**Wed.**

**Reading assignment.** From Mary Dudziak, Cold War Civil Rights: Race and the Image of American Democracy (2011)

**Lecture topic.** Salt of the Earth and labor strikes in post WWII America

**Fri.**

**Film assignment.** Biberman, Salt of the Earth (1954)

**In class clips.** Petrie, A Raisin in the Sun (1961)

**Week 6 Prompt:** Biberman, in Salt of the Earth, tells a story about labor strikes, which is intimately connected to race and culture in the US. Can one separate race and culture from economic conditions in the United States? Why or why not?

**Recommended readings:**
James J. Lorence, “The Suppression of ‘Salt of the Earth’ in Midwest America: The Underside of Cold War Culture in Detroit and Chicago” (Film History, V. 10, N. 3, 1998, pp. 346-358)

**Week VII**

**Mon.** Discussion topic. Between fiction and documentary. Final project discussion.

**Wed.**

**Reading assignment.** Lydia Cabrera, “Afro-Cuban Tales” (excerpts)

**Lecture topic.** Cuba in the Russian imagination

**Lecture clips:** Kalatozov, “The Cranes are flying” (1957)

**Fri. May 19**

**Film assignment.** Kalatozov, “Soy Cuba” (1963) (film reserves)

**In-class clips.** Kurosawa, Dersu Uzala (1975), Motyl “White Sun of the Desert” (1969)
**Week 7 prompt:** Choose one shot in “I am Cuba,” and analyze it, revealing what this shot is arguing about social conditions in Cuba. **Alternative film prompt:** Kalatozov, in “Soy Cuba,” famously creates one very long shot to give a sense of a crowd gathering, and showing the demographic of that crowd. Create a 1 minute film that uses a similar technique to capture the spirit of culture in your neighborhood. You may choose to include a voice over or add music or another sound backdrop.

**Recommended:**
- Masha Salazkina, “Mosco-Rome-Havana: A Film-Theory Road Map” in *October* (Canvas)
- Amit Thakkar, “Who is Cuba? Dispersed Protagonism and Heteroglossia in *Soy Cuba*/Am Cuba” in *Framework* (Canvas)
- Andrea O’Reilly Herrara, “The ‘Consciousness of Exile’: Memory and the Vicarious Imagination in Cuban-American Literature and Art” (*Journal of West Indian Literature*, V. 8, N. 1, October 1998, pp. 82-98)

**Week VIII**

**Mon. May 22**  
**Discussion.** From Civil Rights to Blaxploitation  

**Wed. May 24**  
**Reading assignment.** Kimberle Chrenshaw, “Race to the Bottom” (Baffler, 2017)  
https://thebaffler.com/salvos/race-to-bottom-chrenshaw  
**Lecture.** Angela Davis, *Coffy*, the image of a Black American female revolutionary  

**Fri. May 26**  
**Film assignment.** Hill, *Coffy* (1973)

**Week 8 prompt:** Kimberle Crenshaw coined the term “Intersectionality” in the 1980s. In the article we read this week, she discusses the complexities of race in contemporary America. How do the questions of race, class, and gender come together in Hill’s *Coffy*?

**Recommended readings:**
- Marquita R. Smith, “*Afro Thunder!: Sexual Politics & Gender Inequity in the Liberation Struggles of the Black Militant Woman*” (*Politics and Performativity*) (Canvas)
Masha Salazkina, “Introduction: Film Theory in the Age of Neoliberal Globalization” (*Framework*, V. 56, N. 2, Fall 2015, pp. 325-349)

**Week IX**

Mon. May 29  **Discussion.** Remembering the Old Country
**In class clips.** “Fiddler on the Roof” (1971), Askoldov, “Commissar” (1967)

Wed. May 31  **Reading assignment:** Karen Brodken, “Introduction” to *How Jews Became White Folks*  
**Lecture:** Black-Jewish relations in America, from the Party to the post-War

Fri. June 2  **Film assignment.** Silver, “Hester Street” (1975)

**Week 9 prompt:** How does Eastern Europe figure into the American understanding of Jewish identity in the postwar films “Hester Street,” and “Fiddler on the Roof”?

**Recommended readings:**
Victoria Khiterer, “Jews in Soviet Cinema: the Film *Commissar* by Aleksandr Askold’ov” (*Shofar*, V. 33, N. 1, Fall 2014, pp. 1-29)

**Week X**

Mon. June 5  **Discussion.** Race and protest in the 21st century

**Lecture topic.** From Revolution to police brutality: race and global politics in the 21st century  

Fri. June 9  **Film assignment.** Boots Riley, “Sorry to Bother You” (2018)

**Week 10 prompt:** Boots Riley’s “Sorry to Bother You” portrays the grotesque intersection between race, power, and money in the 21st century global economy. How does familiarity with revolutionary film help us to understand Riley’s commentary?

**Recommended readings:**
Was Soviet Internationalism Anti-Racist?: Toward a History of Foreign Others in the USSR” (*Ideologies of Race: Imperial Russia and the Soviet Union in Global Context*, McGill–Queen’s U.P., 2019,

Nancy Condee, “Mikhalkov: European but not Western?” (Canvas)


Steven Lee, “Borat, Multiculturalism, Mnogonatsional’nost” (Slavic Review, V. 67, N. 1, Spring 2008), pp. 19-34

Requirements: Participation, 10%: comments in class and on others’ discussion posts
Presentation, 5%: sign up to present questions one recommended reading during a Friday panel. You may also choose an approved outside reading from Jstor.org. For your presentation, you should answer the following questions: 1. What is the author’s central argument? 2. What examples does the author bring in to make this point? 3. How does this article contribute to our understanding of race in during the Cold War? 4. Is there anything you wish you could ask the author?
Midterm exam, 10%: 2 essay questions and 5 short answers (online, 50 min.)
Final paper, 30%: 2500 words, well-formatted, with a bibliography, using either the Chicago or MLA citation method. Prompts will be distributed during week 8. Final papers are due by noon on Tuesday of Finals Week via Turnitin. Alternative Final project: Students who are interested in creating a film (5-8 minutes) about a current issue related to race and identity as it reflects on American society may do so. The film can be a documentary, or may be an adaptation of a fiction story. The topic and plan for your film must be approved ahead of time. You may not include weapons or sexual violence in your film. This project should include a written introduction of 500-800 words, placing it into the context of the course. We will make your films available for the class to view.
Final paper outline, 5%: due on Wednesday of Week 9 at noon. This should include a 150-word introduction (thesis statement and road map), as well as a classical outline detailing the paper’s structure and topics to be covered. Alternative film project: Please submit your script at this time.
Final exam, 10%: in-class, 2 essay questions and 10 identifications
Weekly discussion prompt, 30% (3% each): Weekly short essays of 100-150 words should be posted to the discussion board every Friday by 10am. Each short essay should respond to the prompt in the syllabus. Occasional optional film-prompts will give you the opportunity to express your views in the form of a short film (please post a link to a site where we can view it), or try your hand at a film technique we have discussed. These must be submitted by Friday at 5pm each week.

Canvas: Be sure to regularly check Canvas for your classmates’ updates to the discussion board, further information about assignments, and recommended readings.

Laptop policy: Laptops and portable devices may not be used by students during class. Please bring a pen and paper to take notes.

Plagiarism Policy: All students must adhere to the UCSD policies on plagiarism and academic integrity: http://libraries.ucsd.edu/locations/sshl/guides/preventing-plagiarism/ucsd-policies.html

Reading and films: All course reading can be found at reserves.ucsd.edu or online at a specified site.