

**Abstract**

This dissertation considers films to be double-sided mirrors that absorb political and cultural content from one side, with filmmakers filtering and elaborating the content between the two surfaces, and then transmitting the elaborated points to the audience. The elaboration of political content can be performed in an educational and propagandistic way, depicting and supporting specific political ideas. This dissertation analyses the first two programs of a Russian government program, Patriotic Education for Russian Federation Citizens (2001-2005 and 2006-2010) (hereinafter, 'Patriotic Education'), and identifies six political priorities that can be observed and analysed in eleven Russian war movies. It will first be explained how the movies serve as propagandistic and educational tools in the context of Patriotic Education, projecting its political priorities to the audience. Second, it will be explained how a continuity with the Soviet past is displayed in the content of war films and the way they depict some of the elements promoted by Patriotic Education.