

David Coleman

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RE/PH 473 Holocaust

Catalog Description

Students will examine the history of antisemitism that led to the tragic destruction of most of European Jewry in the Holocaust. It involves a critical reflection on the relationship between Christianity and Judaism and the sources of the anti-Jewish polemic and modern antisemitism. From Elie Wiesel's autobiographical accounts to numerous stories and experiences of the Holocaust, students will confront their own doubts and fears, hopes and dreams about the meaning of humanity after the Holocaust. Cross listed as PH 473. Fulfills the interdisciplinary course requirement. Prerequisite: RE 103, RE 205, or RE 211; and PH 100 or PH 105. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

Course Description

To effectively understand the religious dimensions of the Holocaust we will examine the history of antisemitism that leads to the event, though it is insufficient to explain the event. This involves a critical reflection on the relationship between Christianity and Judaism and the sources of anti-Judaism in Christianity and modern antisemitism. The students will look at the Holocaust and the profound questions it raises for Jews, Christians and all peoples as we confront hatred and its political manifestations in genocidal violence.

We will spend some time on the phenomena of the Holocaust deniers. Confronted with those who would revise history to meet a particular ideological vision of the world, we will explore what exactly is history and what responsibilities do scholars have to speak the truth. What is the nature of truth and history? Is it discovered, constructed, or only imagined? What is the evidence for the Holocaust? How and why do some attack this evidence? Should we respond to revisionist or ignore their arguments?

We will look at the role of science and technology in the Nazi totalitarian state. As the authors in Death by Design remind us, the death camps and industrialized death were products of engineers, architects, scientists, doctors, and philosophers collaborating together to implement the Nazi vision of a perfect world. Their vision would plunge the world into darkness that would cost the lives of millions of innocents who did not fit their vision.

Who were these individuals and how was science and technology made to serve and be transformed by hatred and murder?

Finally we will look future of genocide in this 21st century with the hope of learning its warning signs and seeking long term solutions that may help us prevent genocide.

The disciplinary tools we will use are taken from theology and religious studies, philosophy, political science, and history.

*The entire course is constructed within a **historical frame** that seeks to provide an insight into the phenomena of genocide, while tracing the particular events leading to the Holocaust, including a deep reflection on the development of antisemitism in Western culture from pre-Christian times, through the troubled relationship between Christianity and Judaism over the last two millennia, to the invocation of antisemitism as a function of race ideology whose logic leads to the Final Solution. Yehuda Bauer's text is a classic in the field and serves to guide the student through the controversies arising from a variety of historical interpretations of the rich data available throughout Western history. The excerpts from US Holocaust Memorial Council series presents the students with primary documents of the Nazi genocide, and details how race ideology and political pseudo- religion was used to build a totalitarian state.*

Philosophical investigation and Social Science discourse invite the student to explore the conceptual development of ideas and constructions of meaning that led to concepts of race, racism, antisemitism (as contrasted with anti-Jewish polemic), totalitarianism, modernity, eugenics, prejudice, religious freedom, and provides the student the opportunity to connect their own positions on race and prejudice to this millennial discourse. The student also examines **social philosophy** and the development of concepts of the sacred, religion and religious experience as they function in community identity. It provides the opportunity for exploration of the symbols and the manipulation of aesthetics in creating meaning prior to rational conceptualization that are at the heart of the communication of truth and propaganda. Adam Jones in *Genocide: A Comprehensive Introduction* introduces us to the interdisciplinary studies around genocide that bring together the humanities and the social sciences. He writes, "your studies and actions may make a difference. To study genocide is to study processes by which hundreds of millions of people met brutal ends.

Yet there are many, many people throughout history who have bravely resisted the blind rush to hatred.” (xxv)

Theological methodologies (particularly historical and systematic theology) begin with the experiences of believers, Jews and Christians alike, who confront the mysteries of God-among-us, a God of compassion and love, a God who requires an ethical relationship with all, especially the poor. And yet out of the competition between these faiths, a tragic Christian theological perspective articulated as anti-Jewish polemic and theology of reprobation creates a seemingly intractable rift between the two religions over the meaning of Jesus and the Christ (Messiah). Excerpts from *The Holocaust and the Christian World* and church documents provide theological reflections on the sin of antisemitism and the actions for good or bad that characterize the historical relationship between Judaism and Christianity and the contemporary efforts to overcome that history in light of the Holocaust.

**Required
Texts** **Required texts:**

Botwinick, Rita Steinhardt, *A History of the Holocaust*, Fifth Edition.

Michael Shermer and Alex Grobman, *Denying History: Who Says the Holocaust Never Happened and Why Do They Say It?* (Shermer and Grobman)

Excerpt online: Eric Katz, ed., *Death by Design: Katz*)

Excerpts from: (available in class)

Adam Jones, *Genocide: A Comprehensive Introduction*

Nostra Aetate and other Catholic Church documents on the issues.

Eric Katz, ed., *Death by Design: Science, Technology, and Engineering in Nazi Germany* (Katz)

Donald L. Niewyk *The Holocaust: Problems and Perspectives of Interpretation*

Eli Wiesel, *Night*

Michael Phayer, *Cries in the Night: Women Who Challenged the Holocaust*

**Program and
Course
Outcome
Links**

Religious Studies Program Outcomes

Students successfully completing the Religious Studies program will demonstrate an understanding of:

1. Catholic theology, its diversity, historical development and position within the broader Christian and human traditions; (General Education Outcome 1)
2. Christianity and its relationship with other major world religions;
3. Ethics, morality and methods of moral decision making in the Christian tradition;
4. the Catholic Intellectual Tradition, particularly the Marianist tradition of education for service, social justice and peace;

The Student will:

- * define the meaning of democide, genocide, and Holocaust; (PLO 3)
- * demonstrate an understanding of the nature of hatred and its impact in personal and social policy towards the “other”; (PLO 3)
- * demonstrate an understanding of the history of persecution of the Jews in antiquity, in Christian Medieval Europe, and in the modern period; (PLO 1)
- * compare and contrast the concepts “anti-Jewish polemic” and “antisemitism”; (PLO 1)

- * demonstrate an understanding of the foundations of Nazi antisemitism and its continuities and discontinuities with Western culture and religion; (PLO 3)
 - * demonstrate an understanding of the witness of women who challenged the Holocaust; (PLO 1; PLO 3)
 - * demonstrate an understanding of the Christian community's response to antisemitism in the post-Holocaust world, particularly the Catholic Church; (PLO 1; PLO 2)
 - * demonstrate an understanding of the methods used by Holocaust deniers and the meaning of their assaults on truth and memory; and
 - * compare and contrast the various disciplinary approaches to the issues and meaning of the Holocaust and genocide. (PLO 1; PLO 4)
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**Organizational
Themes:
Marianist
Educational
Philosophy**

Organizational Themes:

Marianist Educational Philosophy and Diversity

Organizational themes refer to underlying structural links that contribute to the choice of content, the pedagogy selected for participation of the teacher/learner and student/teacher in bringing the content to life, and fulfillment of the course objectives within a broader frame of education and building community.

1. The first set of organizational themes around which the course is constructed is drawn from the "Characteristics of Marianist Universities."
 - ❖ Educate for formation in faith;
 - ❖ Provide an integral quality education;
 - ❖ Educate for family spirit;
 - ❖ Educate for service, justice and peace; and
 - ❖ Educate for adaptation and change.

These characteristics are important in the way we will teach the course, in our expectation of your participation in the realization of the course goals and objectives, and in the selection of materials we will ask you to read. As the semester progresses, the specific character of your education in a Marianist University will impact on your discipline in ways that emphasize the reflective dialogue between faith and reason in the issues and values we study. Marianist education seeks graduates who, having been schooled with a concern for the whole person, approach their professions from this same holistic perspective as they seek to build communities that serve the needs of justice and peace, while seeking creative ways to adapt to changing environments and needs.

2. The second major organizational theme is diversity and the complex issues that arise when we look at diversity and its impact on prejudice and violence, specifically antisemitism, Holocaust and genocide. Diversity themes, particularly the role of the “other” are developed in relation to the content of the course as well as in relation to the student/learners who are participants in the course.

Two explicit outcomes arise from these organizational themes:

1. The students will demonstrate an understanding of the Marianist educational characteristics, particularly “Educate for service, justice, and peace,” as they impact on their reading of the sources and themes for the course and their own personal philosophy and practice. (PLO 4)
2. Students will demonstrate an understanding and deepening appreciation for the diversity of theories and experiences that are at the origins of antisemitism and the Holocaust, and discuss the impact of ethnic and religious diversity on the study of hatred and prejudice during this course. (PLO 3 and 4)

Evaluation Processes

Evaluation:

1. **Readings and Participation:** Each student is responsible for completing the assigned readings in the course, and participating in the online discussions based on those readings.
2. **Short Research Essays:** Students will prepare three research essays (four to five pages in length with a minimum of three cited sources) based on the following course outcomes:
 - * demonstrate an understanding of the history of persecution of the Jews in antiquity, in Christian Medieval Europe, and in the modern period; (PLO 1)

- * compare and contrast the concepts “anti-Jewish polemic” and “antisemitism”; (PLO 1)
- * demonstrate an understanding of the foundations of Nazi antisemitism and its continuities and discontinuities with Western culture and religion; (PLO 3)
- * demonstrate an understanding of the Christian community’s response to antisemitism in the post-Holocaust world, particularly the Catholic Church; (PLO 1; PLO 2)
- * demonstrate an understanding of the methods used by Holocaust deniers and the meaning of their assaults on truth and memory;

The essay is to be double-spaced, typewritten, well edited, with appropriate footnotes (or end notes) and bibliography (or Works Cited page), with a title page (not included in the page count.) Use an appropriate style consistently throughout the paper. Use the Purdue OWL Writing site to access the MLA or APA style guides to help you write appropriate reference notes. See the following links:

MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>

APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

For each essay, you are to write four to five pages of material. Neither your title page nor your Bibliography/Works Cited pages count in the total of pages written. See the course schedule for due dates.

Criteria for grading essays: see the writing rubric for attached to the essays for the criteria and expectations for the essays.

Research essays are approximately 40% of the overall grade.

3. **Service Learning Project:** Students must perform a service learning project. The project reflection is due at your final exam. ALL service-learning students must complete the online registration and waiver/connection by January 29.

❖ IT CAN BE ACCESSED THRU THIS LINK:
<https://servicelearning.chaminade.edu/get-started-in-service-learning/>

❖ We are primarily working with the Palolo Pipeline Projects, which include a variety of opportunities: tutoring & mentoring

from youth to high school levels and service to various community organizations working with this low-income community with a high proportion of Pacific Islanders and Native Hawaiians.

- ❖ Our main partners are ALL asking for more service-learning students; there IS a community need to fill.

❖ **The “Palolo Pipeline” Family of Projects**

❖ **“No Mo’ House” Projects**

❖ **Campus-Based Project**

❖ **Projects Featuring Culture & Place**

See this link for project options and descriptions:

<https://servicelearning.chaminade.edu/find-a-project/>

- ❖ You will need at least 20 hours of volunteer time during the semester. Arrangements should be made before January 29. Most of the sites require an orientation training. Many are scheduled prior to January 29, so check early and be ready for the orientations. Contact Candace Sakuda in the at service.learning.cuh@gmail.com

see this page for instructions on registering and setting up your experience:

<https://servicelearning.chaminade.edu/get-started-in-service-learning/>

- Let me know which service learning option you will take by January 29;
- Perform the service, and provide instructor with a signed time and site evaluator form (the form is in Week One materials); and

- Write a reflection on the experience in light of class discussions/reflections (4-6 double-space, typewritten pages), on the theme: Connect the Marianist ideals of community building and justice and peace education found in the *Characteristics of Marianist Education* and your understanding of diversity and prejudice in light of your service experience.
- The reflection includes:
 - a detailed journal of the experience itself: Who, what, where, when, how, and why;
 - insight into how the service experience helped the student learn the course material;
 - discussion of what the student learned about him/herself;
 - discussion of the student intends to do in the future about the issues highlighted by the service experience.

The service reflections are graded based on demonstration of: 1) an awareness of the purpose of service; 2) application of theory to service learning; 3) responsibility to community; 4) impact on student's personal life; and 5) critical thinking.

The Service Learning Project and reflection will constitute approximately 20% of the overall grade. The reflection paper is due at the final exam.

4. Seminar Participation: Students will participate in online threaded discussions throughout the course.. **Seminar participation will constitute approximately 20% of the overall grade.**

5. Final Exam: The final exam will have an objective test and the service learning reflection essay. **Final Exam will constitute approximately 20% of the overall grade.**

Grade
Calculation

Grade Calculation:

Attendance Policy: This is an online upper division seminar that is structured in weekly modules. Failure to participate in a given week may result in a loss of a

grade. Be certain to check in and complete your work during the week as directions indicate. More than one unexcused absence (one week in which you do not submit work) may result in one grade reduction at the discretion of the instructor. Each successive unexcused absence may result in another one grade reduction at the discretion of the instructor.

Research Essays: 33% 450 points total (150 points per essay)

Service Learning Project 15% 200 points total

Final Exam Essays: 11% 150 points

Discussion threads and Film Review: 19% 250 points

Quizzes: 15% 200 points

Participation 7% 100 points

Your grade is calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

Bibliographic Resources

Bibliographic Sources

Aly, Götz, Peter Chroust, and Christian Pross. *Cleansing the Fatherland: Nazi Medicine and Racial Hygiene*. Baltimore: The Johns Hopkins University Press, 1994.

Bartov, Omer. *Murder in Our Midst: The Holocaust, Industrial Killing, and Representation*. New York: Oxford University Press, 1996.

Bauer, Yehuda. *A History of the Holocaust*.

Bauman, Zygmunt. *Modernity and the Holocaust*. Ithaca, New York: Cornell University Press, 1991.

Crossan, John Dominic. *Who Killed Jesus? Exposing the Roots of Antisemitism in the Gospel Story of The Death of Jesus*. San Francisco: HarperSanFrancisco, 1995.

Furet, François, ed. *Unanswered Questions: Nazi Germany and the Genocide of the Jews*. New York: Schocken Books, 1989.

Gager, John. *The Origins of Antisemitism*

Gilman, Sander L., and Steven T. Katz, eds. *Antisemitism in Times of Crisis*. New York: New York University Press, 1991.

Gushee, David P. *Righteous Gentiles of the Holocaust: Genocide and Moral Obligation*. Second Edition. St. Paul, Minnesota: Paragon House, 2003.

Lang, Berel. *Heidegger's Silence*. Ithaca, New York: Cornell University Press, 1996.

Langmuir, Gavin I. *Toward a Definition of Antisemitism*. Berkeley: University of California Press, 1990.

Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory*. New York: The Free Press, 1993.

Pagels, Elaine. *The Origin of Satan*. New York: Random House, Inc., 1995.

Ruether, Rosemary Radford. *Faith and Fratricide*

Rummel, Rudy. *Democide*.

Smiga, George M. *Pain and Polemic: Anti-Judaism in the Gospels*. New York: Paulist Press, 1992.

Stannard, David E. *American Holocaust*. New York: Oxford University Press, 1992.

Wiesel, Elie. *Memoirs: All Rivers Run to the Sea*. New York: Alfred A. Knopf, Inc., 1995.

Williamson, Clark M. *Has God Rejected His People? Anti-Judaism in the Christian Church*. Nashville: Abingdon, 1982.

Vatican II, *Nostre Aetate*

Filmography

Genocide: From Biblical Times Through the Ages (from *The Genocide Factor*)

Genocide in the First Half of the 20th Century (from *The Genocide Factor*)

Genocide: The Horror Continues (from *The Genocide Factor*)

Never Again? Genocide Since the Holocaust (from *The Genocide Factor*)

A Fatal Impact: Eugenics, Social Darwinism, and Genocide (from *Racism: A History*)

Elie Wiesel: Dead Stars, Dead Eyes (original title: *Elie Wiesel: First Person Singular*)

The Sand Creek Massacre: Seven Hours that Changed American History

On Our Watch

Lessons from Job: Desperate with Grief (from *Promises and Paradoxes: Reconciling Christian Ideals with History*)

Archbishop Desmond Tutu with Bill Moyers

Insights into Violence

World War II: The Propoganda Battle (from *A Walk Through the 20th Century with Bill Moyers*)

Triage: Dr. James Orbinski's Humanitarian Dilemma

Why Women Count Video Clip Collection: Africa, Middle East, South Asia

Holocaust: Worst Human Experience in History (from *A&E Classroom: The Class of the 20th Century – 1945 – 1952*)

From Bitter Earth: Artists of the Holocaust

Kovno Ghetto: A Buried History

Bill Moyers on Faith and Reason: Martin Amis

Facing Evil (with Bill Moyers)

The Jewish People: A Story of Survival – Educator's Edition

Christianity and Judaism (from *The Wisdom of Faith with Huston Smith: A Bill Moyers Special*)

Jerusalem: Center of the World

Philosophy of Religion (from *The Great Ideas of Philosophy II*)

Ties that Bind: Connecting Communities across Religious Boundaries

Islam and Its Five Pillars

The Shadow of God: Turn the Dark Side of Monotheism to the Light

The Language of the Soul: Abraham's Children (from *The Return of the Gods: A Global Search for Mystical Meaning*)

**Schedule of
Classes**

Schedule of Classes

David Coleman, Ph.D.

Spring 2020

Office: Henry 206 Q

Office Hours: by appointment

Phone: 739-8595

Week 1 January 13: Introduction

Review the syllabus

[Do the “Indirect Assessment Survey” by Thursday, January 16.](#)

[Do the “Pre-Test Direct Assessment” by Saturday, January 18](#)

Readings:

Overview: The Origins of Genocide (included on site) (Jones, 1 – 63)
Free Speech and History (Shermer and Grobman, 1 – 35)

[Complete online “Paradox of the Tiers” Quiz by Saturday, January 18.](#)

Film: Genocide: From Biblical Times Through the Ages

Week 2 January 20: Genocide: Overview

View: Welcome and Intro to Genocide Reading: Lecture by Coleman

[Complete the Quiz, "What is Destroyed in Genocide?" by Saturday, January 25.](#)

Readings:

Botwinek, Chapter One: “The Nature and Roots of Anti-Semitism” 1 – 18

Gerard S. Sloyan, “Christian Persecution of Jews over the Centuries” (pdf on site)

View: “Sister Rose’s Passion”

View: Upclose: Eli Weisel

See: RE 473 Handouts Paradox of Tiers and Ideology, Forgiveness, Nostra Aetate.docx

Week 3 January 27: Jews and Antisemitism

Readings:

Botwinek ,Chapter Two: “The World That Was Annihilated” 19 – 32

Botwinek, Chapter Three: “The Nazis’ Rise to Power 33 – 51

Two Discussions to complete

- [Anti-Jewish Polemic in Christianity \(due Wednesday, January 29\)](#)
- [Compare the Anti-Jewish Polemic and Anti-Semitism \(due Friday, January 31\)](#)

View Two Lecture videos: Antisemitism Part 1 and Part 2

View: Jesus the Jew: Christianity – A History

View: Antisemitism Podcasts (US Holocaust Museum)

View: Antisemitism in the 21st Century: The Resurgence

View: Jewish Life Before World War II

Week 4 February 3: The Nazi Rise to Power

Readings:

Botwinek, Chapter Four: “Masters of the Third Reich” 52 – 73

Botwinek, Chapter Five: “Germany Under the Nazis” 74 – 94

View:

- **Nazi Rise to Power: excerpts from Anti-Semitism in Nazi Germany and Hitler and the Nazis come to power ...**
- **The Dark Charisma of Adolf Hitler (parts 1, 2, and 3)**

Essay One: Discuss the history of the relationship between Christianity and Judaism from the first century, focusing on the evolution from an “anti-Jewish polemic” within Christianity to Western “anti-Semitism.” Due February 9.

Week 5 February 10: Views into the Holocaust

Readings:

Botwinek, Chapter Six: “History of German Jews Up to 1939” 95 – 114

Botwinek, Chapter Seven: “Hitler’s War” 115 – 140

Botwinek, Chapter Eight: “From Ideology to Isolation” 141 – 162

View:

- The Architecture of Doom
- The Waffen SS
- Annihilation: The Destruction of the Jews

[Discussion on Architecture of Doom \(due Feb 13 for your response; February 16 for your responses to classmates' posts\)](#)

Week 6 February 17: Views into the Holocaust

Readings:

Botwinek, Chapter Nine: "Annihilation: Theory and Practice" 163 – 174

Botwinek, Chapter Ten: "Industry of Death" 177 – 195

Botwinek, Chapter Eleven: "Resistance Against All Odds" 196 - 208

View: "Conspiracy" (available in the Sullivan Library on reserve; also available on a variety of subscription services you may have access to)

Week 7 February 24: Holocaust Deniers

Reading:

Inside the Denial Movement (Shermer, 39 – 122)

View "Denial" (on reserve in Sullivan Library and available on Amazon Video and various subscription streaming services you may have access to)

[Essay Two: Discuss the nature and theory of Nazi anti-Semitism and how it brings together race theory, eugenics, and traditional anti-Semitism in the Final Solution. Due March 5](#)

Week 8 March 2: Holocaust Deniers (2)

Readings:

- Arguments and Refutations (Shermer, 123-230)

View "Elusive Justice"

View "A Day in Auschwitz"

[Complete Quiz: Who Says the Holocaust Never Happened?](#)

[Complete Quiz: For God's Sake - Terrible](#)

Week 9 March 9: Aftermath: Truth and History

Reading:

- **Truth and History (Shermer and Grobman, 231 – 282)**

[Complete Discussion on “The Evil of Banality: Intentionalism versus Functionalism” by March 15 \(your first post is due March 12\)](#)

View “Genocide: The Horror Continues”

View “Eli Wiesel, First Person Singular”

[Complete Quiz based on “Eli Wiesel, First Person Singular”](#)

Week 10 March 16: Technology of Murder

View “Auschwitz: Blueprint for Genocide”

[Essay Three: How do the Holocaust deniers form their arguments and what do they and their arguments mean for our understanding of truth and memory? Due: April 1](#)

March 23: Spring Break

[View “Life is Beautiful” and write a review \(available on reserve at the Sullivan Library and on various subscription streaming services you may have access to\) Due: April 26!](#)

Week 11 March 30:

Reading:

- **Genetic and Racial Theories in the Nazi War on Cancer (Katz, 201-218)**

[Complete discussion on Genetic and Racial Theories in the Nazi War on Cancer \(post by Thursday, April 2, and post a response to at least two of your classmates by Saturday, April 4\)](#)

View “The Search for Mengele”

Week 12 April 6: Medicalized Killing

Reading:

- Medicalized Killing in the Nazi Death Camps (Katz, 219-250)

Complete discussion of “Medicalized Killing in the Nazi Death Camps” Post your response by Thursday, April 9. Respond to at least two of your classmates’ posting by April 12.

View “Nazi Medicine”

View “Science and Swastika: The Deadly Experiment”

Week 13 April 13: Justice, truth and redress

Readings:

Chapter Twelve: “Rescue: Little and Late” 209 – 224

Chapter Thirteen: “After the Deluge” 225 – 241

[International Theological Commission Reconciliation \(see file on site\)](#)

[Review: After the Shoah: Holocaust and the Christian World.](#)

View “What did the Faith Community Stand for? Doctrines and Deeds in Nazi Europe”

View “Cross and Star – Christian and Jewish Relationships”

Week 14 April 20 Judaism and Christianity in Post-Holocaust World

Reading:

- **We Remember: A Reflection on Shoah and Timeline**
- **National Conference of Catholic Bishops, *Catholic Teaching on the Shoah***

View “Witness to Hope: The Life of John Paul II

Remember: Film Review of “Life is Beautiful” is due April 26.

Week 15 April 27: Prepare for Final exam essays and service learning reflection

Week 16 May 7: Final Exam TBA

Extra Credit opportunities

Views into the Holocaust: Night

Some links to explore:

<http://fcit.coedu.usf.edu/holocaust/resource/gallery/Einsatz.htm>

<http://fcit.coedu.usf.edu/holocaust/timeline/camps.htm>

Write a book review that includes commentaries from at least three other reviewers.

Film: Life is Beautiful

Please find two reviews of the film in the library’s journal database. For extra credit, you are required to write a minimum three page paper which includes the following:

Part One: A summary of the two reviewers arguments. Compare and contrast their reviews. You should include at least two quotes from each review.

Part Two: Your own review of the film which includes at least four quotations from the reviews and/or other readings found in the course syllabus.

Part Three: Include a “Works Cited” list of the review articles and any other sources you used in the paper.

Go to <http://library.chaminade.edu> Search the periodical databases by topic and you will be able to find a list for Religion and Philosophy that looks like the one below.

Use the data base: Academic Search Premier below and enter Life is Beautiful and find two articles/reviews about the film that you want to share with the class.

Film: The Pianist

Please find two reviews of the film in the library's journal database. For extra credit, you are required to write a minimum three page paper which includes the following:

Part One: A summary of the two reviewers arguments. Compare and contrast their reviews. You should include at least two quotes from each review.

Part Two: Your own review of the film which includes at least four quotations from the reviews and/or other readings found in the course syllabus.

Part Three: Include a "Works Cited" list of the review articles and any other sources you used in the paper.

Go to <http://library.chaminade.edu> Search the periodical databases by topic and you will be able to find a list for Religion and Philosophy that looks like the one below.

Use the data base: Academic Search Premier below and enter The Pianist and find two articles/reviews about the film that you want to share with the class.

Film: "Schindler's List"

Please find two reviews of the film in the library's journal database. For extra credit, you are required to write a minimum three page paper which includes the following:

Part One: A summary of the two reviewers arguments. Compare and contrast their reviews. You should include at least two quotes from each review.

Part Two: Your own review of the film which includes at least four quotations from the reviews and/or other readings found in the course syllabus.

Part Three: Include a "Works Cited" list of the review articles and any other sources you used in the paper.

Course Summary:

Date	Details	
Thu Jan 16, 2020	Assignment RE 473 SD18 Indirect Assessment Survey	due by 11:59pm
Sat Jan 18, 2020	Assignment Paradox of the Tiers	due by 11:59pm
	Assignment RE 473 SD18 Pre-Test Direct Assessment	due by 11:59pm
Sat Jan 25, 2020	Assignment What is destroyed in Genocide?	due by 11:59pm
Wed Jan 29, 2020	Assignment Anti-Jewish Polemic in Christianity	due by 11:59pm
Fri Jan 31, 2020	Assignment Compare anti-Jewish polemic and anti-Semitism	due by 11:59pm
Sun Feb 9, 2020	Assignment Short Research Essay 1	due by 11:59pm
Thu Feb 13, 2020	Assignment Architecture of Doom Discussion	due by 11:59pm
Sun Mar 1, 2020	Assignment Short Research Essay 2	due by 11:59pm

Date	Details		
Sun Mar 8, 2020	Assignment	For God's Sake - Terrible	due by 11:59pm
	Assignment	Who Says the Holocaust Never Happened?	due by 11:59pm
Sun Mar 15, 2020	Assignment	The Evil of Banality	due by 11:59pm
	Assignment	Eli Wiesel: First Person Singular	due by 11:59pm
Sun Mar 29, 2020	Assignment	Short Research Essay 3	due by 11:59pm
Sat Apr 4, 2020	Assignment	Genetic and Racial Theories in the Nazi War on Cancer	due by 11:59pm
Sun Apr 12, 2020	Assignment	Medicalized Killing in the Nazi Death Camps	due by 11:59pm
Sun Apr 26, 2020	Assignment	View "Life is Beautiful" and write a review	due by 11:59pm
	Assignment	Extra Credit: Review of "Denial"	due by 11:59pm
	Assignment	Extra Credit: View "Schindler's List" and write a review	due by 11:59pm

Date	Details
	Assignment Extra Credit: View "The Pianist" and write a review due by 11:59pm
Fri May 1, 2020	Assignment View Denial and write a review due by 11:59pm
Tue May 5, 2020	Assignment Final Exam Essay due by 11:59pm
Thu May 7, 2020	Assignment Service Learning Reflection due by 11:59pm