Psychological Aspects of the Memory of the Holocaust

17 8045B01 - 2020

Time: Semester B 2020, Wednesday 12:15-14:00, Room 225 (New Students Building);
Course Type: Class;  Course level: MA

Instructor: Professor Hadas Wiseman. e-mail: hadasw@edu.haifa.ac.il

Office Hours: by appointment. Web site: Moodle system.

Pre-Requisites (recommended): (1) Undergraduate course in research methods in social sciences and qualitative research; (2) Undergraduate course – Introduction to Psychology, Developmental Psychology.

Course Overview: In this course we will focus on the study of the long-term psychological effects of the Holocaust on the survivors and their families (the 'second' and 'third' generations). Topics: Intergenerational transmission of the Holocaust trauma, intergenerational familial communication about the Holocaust, remembering and memory of the Holocaust across the generations, interpersonal relationship patterns in survivor families, vulnerability and resilience, coping patterns, the trip to Poland and Righteous among the Nations. Students will interview survivors and/or survivors’ children and/or grandchildren and will choose a research question to focus on for their final course paper or seminar paper. All the students will conduct one interview. A short presentation in class of the interview (with ppt) will serve the equivalent of a response paper. Supervision for the interviews and for the short presentation or final course or seminar paper will be provided.

At the end of the course students will be able to: [Learning Outcomes]

1. Understand the complex and heterogeneous research literature on the long-term psychological effects of the Holocaust and intergenerational effects of the Holocaust while considering developmental-emotional processes of vulnerability and resilience.
2. Experience first-hand conducting an interview with a survivor/second/third generation of the Holocaust, supervised by the course instructor and conducting a thematic analysis of the interview(s).
3. Apply the tools they learned in the course in a response paper or in a topic of their interest for writing a final course paper or seminar paper.

Course requirements and Grading:

Readings for each class and active participation (10%). Re: Attendance - in the case of missing a class, please notify me by e-mail ahead of time, or when not possible inform me after the fact.

Interview Assignment (30%): Conducting a personal interview with a survivor/second/third generation. You will receive an interview outline and supervision for conducting the interview.

Response Paper - brief class presentation (60%). For students who choose the response paper option –presenting in class an analysis of parts of the interview that you conducted is mandatory; for other class members – optional.
Final course paper or Seminar Paper (60%). Each student will choose a research question to focus on for the final paper in consultation with me. The interview will provide the basis for the paper - combining the interview material and a focused literature review and critique of the chosen topic. For the final course paper based on the interview that you conducted during the course, up to 10 pages (excluding the References and Appendix). For the Seminar paper, additional interview material is required - total of 2 or 3 interviews, depending on the topic and the research question, 20 to 25 pages (excluding the References and Appendix).

All students will submit the transcribed interview – those writing a response paper before the presentation in class; and those writing final paper or seminar in the Appendix.

Deadlines dates for submission: Response paper – during the course; Final course paper – July 26, 2020. Seminar paper – October 18, 2020. These are subject to change according the program's requirements.

Topics and course outline**:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| Independence day | Relevant psychological concepts: Core tenets of attachment theory. | • Sagi-Schwartz et al. (2003). Attachment and traumatic stress in female Holocaust child survivors and their daughters.  
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<td>May 6</td>
<td>Attachment theory as a framework for studying the long terms effects of the Holocaust: Second Generation and third generation</td>
<td>Class debate on long term effects of the Holocaust on the Second Generation</td>
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| May 13 +         | The Third Generation Methodology: Qualitative-narrative analysis of interview material | • Duchin & Wiseman (2016). The third generation's encounter with their survivor grandparents' Holocaust memoirs.  
• Giladi & Bell (2013). Protective factors for intergenerational transmission of trauma among second and third generation Holocaust survivors. (optional)  
| From 14:15       | Joint class with Yael’s Forum (instead of June 17 and 23 classes) |                                                                                                                                                                                                          |
| From 14:15       | Joint class with Yael’s Forum |                                                                                                                                                                                                          |
| May 27           | Guest lecturer: Coos Wever Grandson of Dutch Righteous among the Nations |                                                                                                                                                                                                          |
| June 3           | Guest lecturer: Adi Kantor Response paper: Interview presentations | Generations of the Holocaust in Germany. Jennifer Teege                                                                                                                                                   |
| June 10          | Last class Response paper: Interview presentations | Supervision for papers and seminar papers.                                                                                                                                                                |

Best wishes for an interesting and meaningful course!
There may be changes during the semester.

Detailed full list of additional References by topics is provided in the Moodle of the course.

Required Readings (organized by order of the classes)


**Readings for relevant psychological concepts and methodology**

**PTSD criteria of DSM-5**

[https://www.brainline.org/article/dsm-5-criteria-ptsd](https://www.brainline.org/article/dsm-5-criteria-ptsd)

**Attachment**


- Chapter 2: Core tenets of attachment theory (in collaboration with Everret Waters), pp.7-20.
- Chapter 3: Key research findings (in collaboration with Everret Waters), pp.21-41.

**Studying core relationship themes with the CCRT method**


- *Chapter 2: Studying relationship narratives with the Core Conflictual Relationship...*
Qualitative-narrative methodology


Books in Hebrew for the course (corresponding to some of the readings):


Video of Jennifer Teege. Author of "My Grandfather Would Have Shot Me: A Black Woman Discovers Her Family's Nazi Past".
Interviewer: Hadas Wiseman (January 2015).
https://www.youtube.com/watch?v=9pDzzo18Q44&feature=youtu.be

Other readings:
