

Psychological Aspects of the Memory of the Holocaust

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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, survivors, the second and third generations, 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, trip to Poland, Righteous Among the Nations, and generations of the Holocaust in Germany.

Students in the course will conduct an interview with *Survivors* or *Survivors' children* (2nd generation) or *Grandchildren* (3rd generation). It is also possible to interview Generations of *Righteous among the Nations* or *other rescuers of Jews*, or *Generations (non-Jewish) in Germany*. All the students will conduct one interview and transcribe the interview. Working with this interview will provide the basis for completing the major class assignment that will vary according to the three types: Final course paper (based on one interview) or seminar paper (based on at least two interviews) will focus on a research question and relevant resources (see details in course requirements). Response paper will include a short PPT presentation (in class, optional) of themes derived from analysis of the interview.

Supervision for the interviews and the 3 types of major assignment 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 psychological 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 the final assignment.

Pre-Requisites (recommended but not mandatory): (1) Undergraduate course in research methods in social sciences and qualitative research; (2) Undergraduate course – Introduction to Psychology, Developmental Psychology.

Course requirements and Grading:

Readings for each class and active participation (5%). 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. In case of zoom - **All students are expected to open their video on zoom and to participate in breakout rooms.** On occasions that this is not possible please, inform me.

Response Note (10%) in pairs. Submitting one Response note: Response note about an article of your choice from the list OR about a Video on the Moodle. You may write and submit together with another student.

For the article - choose from the List of Readings of the Course outline that appear with # on which you will write your reactions/reflections and critique. Submit them on Moodle during the course. Length for article response note: About 150 to max 250 words.

For the Video - Choose from of the Videos on Moodle and submit during the course. For video about 150 words to max 200.

Interview Assignment (25%): Conducting a personal interview with a survivor/second/third generation. You will receive an interview outline and supervision for conducting the interview. Transcribing the interview. Interviews can be conducted via Zoom or face-to-face.

Interviews will be conducted in pairs - two interviewers with one interviewee. The students will divide between them the transcription job. However, each student will write the final assignment paper independently.

Potential interviewees will be provided or from your own initiative, network, or family in consultation with me.

- For a seminar paper the additional interview - will be conducted by the seminar writer.

Three Types of Assignments:

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).

Response Paper - PPT presentation (60%). For students who choose the response paper option –submitting a PPT with an analysis of parts of the interview that you conducted. You may present it in class if we will have time– optional.

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

Deadlines dates for submission: Response paper (ppt) – **August 14, 2024**; Final course paper – **October 1, 2024**; Seminar paper – **December 30, 2024**. These are subject to change according the program's requirements.

All the submissions are in the suitable BOX on Moodle.

Topics and course outline – 2024

	Date	Topic	Required readings in bold . For Response note – choose one reading item marked # OR video on Moodle to submit during the course.
1	May 20 (Monday) 12-18	Introduction and overview of the course. Interviewing for qualitative inquiry. Practice in class for the interview assignment	Josselson, R. (2013). Interviewing for Qualitative Inquiry: A Relational Approach. Chapter 1: The Foundations of Interviewing as Qualitative Inquiry. Chapter 4: Beginning the Interview. Chapter 5: The empathic attitude of listening.
	June 26	No class	
2	July 3	Intergenerational effects of the Holocaust Life stories of three generations in the family.	Bar-On (1995). Chapter 1: "The Belinskys: Out of the camps". pp. 45-93, in <i>Fear and hope: Three generations of five Israeli families of Holocaust survivors</i> .
3	July 10	Child Survivors. Psychological concepts: Post-trauma and post-traumatic growth	Cohen, et al. (2001). Child survivors of the Holocaust: Symptoms and coping after fifty years. #Duchin & Wiseman (2019). <i>Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma Through Writing</i> . # Lev-Wiesel & Amir (2003). Posttraumatic growth among Holocaust child survivors. (optional)
4	July 17 <i>Guest lecture:</i> Suzana Nahum Zilberberg Three SG in the same family	The Second Generation. Psychological concepts: Core Conflictual Relationship Theme (CCRT) method Secondary traumatization Methodology: Qualitative-narrative analysis of interview material	Wiseman, et al. (2006). Anger, guilt, and intergenerational communication of trauma in the interpersonal narratives of second generation Holocaust survivors. # Hoffman, Y., & Shrira, A. (2019). Variables connecting parental PTSD to offspring successful aging: Parent-child role reversal, secondary traumatization, and depressive symptoms. <i>Frontiers in Psychiatry, 10</i> , 718.
5	July 24	Second Generation Attachment theory as a framework for studying the long-term effects of the	Sagi-Schwartz et al. (2003). Attachment and traumatic stress in female Holocaust child survivors and their daughters. # Sagi-Schwartz et al. (2008). Does

		Holocaust: Second generation and third generation. Relevant psychological concepts: Core tenets of attachment theory.	intergenerational transmission of trauma skip a generation? No meta-analytic evidence for tertiary traumatization with third generation of Holocaust survivors. # Scharf (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors.
6	July 31	The Third Generation Methodology: Qualitative-narrative analysis of interview material (continued)	Duchin & Wiseman (2016) .The third generation's encounter with their survivor grandparents' Holocaust memoirs. # Scharf, M., & Mayseless, O. (2011). Disorganizing experiences in second-and third-generation Holocaust survivors. # Greenblatt-Kimron, et al. (2023). Echoes of ancestral trauma: Russo-Ukrainian War salience and psychological distress among subsequent generations in Holocaust survivor families.
7	August 7 Last class	<i>Class debates: Long term effects of the Holocaust on the Second generation and Third generation-Vulnerability and Resilience</i>	Shmotkin, Shrira, Goldberg, & Palgi, (2011) . # Felsen (2020). “The Canary in the Mine”: Re-traumatization and resilience in offspring of Holocaust survivors during the covid-19 pandemic. <i>Themes with quotes from your interviews.</i>

* *There may be changes during the semester.*

** **All readings by topics on the Moodle.**

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

Readings (organized by topic and order of the classes)

Qualitative inquiry

1. **Josselson, R. (2013).** *Interviewing for Qualitative Inquiry: A Relational Approach*.

Chapter 1: The Foundations of Interviewing as Qualitative Inquiry.

Chapter 4: Beginning the Interview.

Chapter 5: The empathic attitude of listening.

Holocaust survivors and long-term intergenerational effects

2. **Bar-On, D. (1995).** *Fear and hope: Three generations of five Israeli families of Holocaust survivors*. Cambridge, MA: Harvard University Press. Chapter 1: The Belinsky family, Out of the camps: Death and life. To Remember / To Forget. pp. 45- 93.

Child survivors of the Holocaust

3. **Cohen, M., Brom, D., & Dasberg, H. (2001).** Child survivors of the Holocaust: Symptoms and coping after fifty years. *Israel Journal of Psychiatry and Related Sciences*, 38, 3-12.

Duchin, A. & Wiseman, H. (2019). Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma through Writing. *Qualitative Psychology*, 6(3), 280-296.

Lev-Wiesel, R., & Amir, M. (2003). Posttraumatic growth among Holocaust child survivors. *Journal of Loss & Trauma*, 8(4), 229-237. (Optional).

Peleg, M., Lev-Wiesel, R., & Yaniv, D. (2014). Reconstruction of self-identity of Holocaust child survivors who participated in "Testimony Theater." *Psychological Trauma: Theory, Research, Practice, and Policy*, 6(4), 411- 419.

The Second Generation to the Holocaust

4. **Wiseman, H., Metz, E., & Barber, J.P. (2006).** Anger, guilt, and intergenerational communication of trauma in the interpersonal narratives of second generation Holocaust survivors. *American Journal of Orthopsychiatry*, 76(2), 176-184.

Shrira, A. (2016). Perceptions of aging among middle-aged offspring of traumatized parents: the effects of parental Holocaust-related communication and secondary traumatization. *Aging & mental health*, 20(1), 65-73.

Hoffman, Y., & Shrira, A. (2019). Variables connecting parental PTSD to offspring successful aging: Parent-child role reversal, secondary traumatization, and depressive symptoms. *Frontiers in Psychiatry*, 10, 718.

#Shrira, A. (2020). Parental Holocaust Exposure, Related PTSD Symptoms and Subjective Aging Across the Generations. *The Journals of Gerontology: Series B*, 75(1), 30-41.

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#Shrira, A., & Felsen, I. (2021). Parental PTSD and psychological reactions during the COVID-19 pandemic among offspring of Holocaust survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(4), 438.

Attachment theory as a framework for studying the long terms effects of the Holocaust:

5. **Sagi-Schwartz, A., van IJzendoorn, M.H., Grossmann, K.E., Joels, T., Grossmann, K., Scharf, M., Koren-Karie, N., & Alkalay, S. (2003).** Attachment and traumatic stress in female Holocaust child survivors and their daughters. *American Journal of Psychiatry*, 160, 1086-1092.

Sagi-Schwartz, A., van IJzendoorn, M. H., & Bakermans-Kranenburg, M .J. (2008). Does intergenerational transmission of trauma skip a generation? No meta-analytic evidence for tertiary traumatization with third generation of Holocaust survivors. *Attachment & Human Development*, 10 (2), 105-121.

Scharf, M. (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors. *Development and Psychopathology*, 19, 603–622.

The Third Generation

6. **Duchin, A. & Wiseman, H. (2016). The third generation’s encounter with their survivor grandparents’ Holocaust memoirs.** In E. Jilovsky, J. Silverstein, & D. Slucki, (Eds.), *In the shadows of memory: The Holocaust and the third generation* (pp. 113-134). London: Vallentine Mitchell.

Scharf, M., & Maysel, O. (2011). Disorganizing experiences in second-and third-generation Holocaust survivors. *Qualitative Health Research*, 21(11), 1539-1553.

Greenblatt-Kimron, L., Shrira, A., Ben-Ezra, M., & Palgi, Y. (2023). Echoes of ancestral trauma: Russo-Ukrainian War salience and psychological distress among subsequent generations in Holocaust survivor families. *Psychological trauma: theory, research, practice, and policy*.

Hoffman, Y., & Shrira, A. (2017). Shadows of the past and threats of the future: ISIS anxiety among grandchildren of Holocaust survivors. *Psychiatry research*, 253, 220-225.

Weisbrod, D., & Lev-Wiesel, R. (2019). Under the shadow of an Iranian nuclear threat: Reactions of Holocaust survivors versus non-Holocaust survivors. *Journal of Loss and Trauma*, 24(5-6), 495–515.

Ashoulin, L., & Wiseman, H. (2019). Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust. *The Journal of Holocaust Research*, 33(2), 99-116.

Vulnerability and Resilience

7. **Shmotkin, D.**, Shrira, A., Goldberg, S. C. & Palgi, Y. (2011). Resilience and vulnerability among old Holocaust survivors and their families: An intergenerational overview. *Journal of Intergenerational Relationships*, 9(1), 7-21.
DOI:10.1080/15350770.2011.544202

#Felsen (2020). “The Canary in the Mine”: Re-traumatization and resilience in Offspring of Holocaust survivors during the Covid-19 pandemic. *Trauma Psychology News*. Latest Stories. Nov. 2020.

Alkalay, S., Sagi-Schwartz, A., & Wiseman, H. (2020). Increased empathy and helping behavior toward the mother in daughters of Holocaust survivors. *Traumatology*. Vol 26(1), 84-95.

Duchin, A., & Wiseman, H. (2022). In Search for meaning through survivors' memory books: Intergenerational healing processes in families of Holocaust survivors in the Israeli Context. In O. Mayseless & P. Russo-Netzer (Eds.). *Search for meaning in the Israeli scene* (pp. 173-196). Oxford University Press.

Readings for relevant psychological concepts and methodology

PTSD criteria of DSM-5

<https://www.brainline.org/article/dsm-5-criteria-ptsd>

Attachment

Eagle, M. (2013). *Attachment and psychoanalysis: Theory, research, and clinical implications*. New York: Guilford Press.

- 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

Wiseman, H., & Barber, J. P. (2008). *Echoes of the Trauma: Relationship Themes and Emotions in Children of Holocaust Survivors*. New York: Cambridge University Press.

- Chapter 2: Studying relationship narratives with the Core Conflictual Relationship Theme method. pp. 13-23.

Qualitative-narrative methodology

Josselson, R. (2013). *Interviewing for Qualitative Inquiry: A Relational Approach*. New York: Guilford Press.

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

1. סולומון, ז'. וצ'ייטין, ג'. (עורכות) (2007). ילדות בצל השואה - ילדים ניצולים ודור שני. תל-אביב: הוצאת הקיבוץ המאוחד.

2. ג'וסלסון, ר'. (2015). כיצד לראיין למחקר איכותני. גישה התייחסותית. תל-אביב: מכון מופת. תרגום של הספר מ-2013.

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>

טגה, ג'ניפר (2015). אמון – סבא שלי היה יורה בי. תל אביב: הקבוץ המאוחד – ספרית פועלים.

Other readings:

Aarons, V., & Berger, A. (2017). *Third-generation Holocaust representation: Trauma, history, and memory*. Northwestern University Press.

<https://library.oapen.org/bitstream/handle/20.500.12657/31382/628783.pdf?sequence=1>

Duchin, A., & Wiseman, H. (2022). In Search for meaning through survivors' memory books: Intergenerational healing processes in families of Holocaust survivors in the Israeli Context. In O. Mayseless & P. Russo-Netzer (Eds.). *Search for meaning in the Israeli scene* (pp. 173-196). Oxford University Press.

Danieli, Yael, Norris, Fran H., and Engdahl, Brian, 2017. "A Question of Who, Not If: Psychological Disorders in Holocaust Survivors' Children", *Psychological Trauma: Theory, Research, Practice, and Policy*, 9 (S1): 98–106.

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Dashorst, Patricia, Mooren, Trudy M., Kleber, Rolf J., Jong, Peter J. de, and Huntjens, Rafaele J.C., 2019. “Intergenerational Consequences of the Holocaust on Offspring Mental Health: A Systematic Review of Associated Factors and Mechanisms”, *European Journal of Psychotraumatology* 10 (1): 1654065.

Felsen, I. (2018). Parental trauma and adult sibling relationships in Holocaust-survivor families. *Psychoanalytic Psychology*, 35(4), 433.

Felsen, I. (2020). Patient and psychotherapist meeting in shared intergeneration transmission of genocidal trauma. *Psychoanalysis, Self and Context*, 15(2), 170-186.

Felsen, I. 2021. “‘Web-Based, Second-Best Togetherness’: Psychosocial Group Intervention with Children of Holocaust Survivors During COVID-19”, *American Journal of Orthopsychiatry* 91 (2): 171–180.

Giladi, L., & Bell, T. S. (2013). Protective factors for intergenerational transmission of trauma among second and third generation Holocaust survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, 5(4), 384-391.

Kogan, Ilany, 2021. “Working with a Holocaust Survivor’s Daughter During the Coronavirus Pandemic”, *The Psychoanalytic Quarterly*, 90 (4), 599–624.

Shrira, A., Menashe, R., & Bensimon, M. (2018). Filial anxiety and sense of obligation among offspring of Holocaust survivors. *Aging & mental health*, 1-10.

Weiss, M., & Weiss, S. (2000). Second generation to Holocaust survivors: Enhanced differentiation of trauma transmission. *American Journal of Psychotherapy*, 54(3), 372-385.