

Psychological Aspects of the Memory of the Holocaust

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Course Description:

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 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: (1) **Final course paper** (based on one interview); (2) **seminar paper** (based on at least two interviews) will focus on a research question and relevant resources (see details in course requirements); (3) **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.

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. On ZOOM – **All students are expected to open their video and to participate in breakout rooms.** On the occasion 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 articles – choose from the List of Readings of the Course outline 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 videos – Choose from of the Videos on Moodle and submit during the course. For video: About 150 to max 200 words.

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. Students will

divide between them the transcription job. However, each student will write the final assignment paper independently. It is also possible to interview on your own, depending on the interviewee and your choice. 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 (Referat) 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 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) – **July 1, 2025**;

Final course paper – **October 1, 2025**; Seminar paper – **December 30, 2025**. These dates are subject to change according to the program's requirements.

Examples of final course paper and seminar paper are provided in the Moodle.

Submit in the suitable BOX on Moodle.

Course Outline

	Date	Topic	Required readings in bold . For Response note – choose one reading item OR video on Moodle to submit during the course.
1	March 19	Introduction and overview of the course.	Introduction to the interview assignment – survivors/ child survivors/ second generation/ third generation.
2	March 26	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	April 2	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.
	April 9, 30	Passover break	
4	April 23	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)
	April 30	Memorial Day	

	May 7	Yad Vashem Seminar, Jerusalem	
5	May 13 Tuesday Additional date on Zoom	<p>The Second Generation.</p> <p>Psychological concepts: Core Conflictual Relationship Theme (CCRT) method</p> <p>Secondary traumatization</p> <p>Methodology: Qualitative-narrative analysis of interview material</p>	<p>Wiseman, et al. (2006). Anger, guilt, and intergenerational communication of trauma in the interpersonal narratives of second-generation Holocaust survivors.</p> <p>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.</p>
6	May 14 Tuesday Zoom	<p>Second and third Generations</p> <p>Attachment theory as a framework for studying the long-term effects of the Holocaust: Second generation and third generation.</p> <p>Relevant psychological concepts: Core tenets of attachment theory.</p>	<p>Sagi-Schwartz et al. (2003). Attachment and traumatic stress in female Holocaust child survivors and their daughters.</p> <p>Scharf (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors.</p> <p>Sagi-Schwartz et al. (2008). Does intergenerational transmission of trauma skip a generation? No meta-analytic evidence for tertiary traumatization with third generation of Holocaust survivors.</p>
7	May 21	<p>Guest lecture: Prof. Amit Shrira</p> <p>Hide-and-seek dynamics in trauma transmission: Uncovering psychological and biological effects of the Holocaust in subsequent generations</p>	<p>Shrira, A. (2023). “Late-life manifestations of ancestral trauma: The case of older adult offspring of Holocaust survivors, in <i>Routledge International Handbook of Multidisciplinary Perspectives on Descendants of Holocaust Survivors</i>.</p>

8	May 28 <i>Guest lecture:</i> Suzana Nahum Zilberberg	Methodology: How to analyze the interview? Qualitative-narrative analysis of interview material	Duchin & Wiseman (2022). In Search for meaning through survivors' memory books: Intergenerational healing processes in families of Holocaust survivors in the Israeli Context.
9	June 4	Guest lecturer: Coos Wever Grandson of Dutch Righteous among the Nations. Documentary: The lost train	Ashoulin, L., & Wiseman, H. (2019). Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust.
10	June 11	The Third Generation	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.
11	June 18	Class debates: <i>Long term effects of the Holocaust on the Second generation and Third generation-</i> Vulnerability and Resilience	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.
12	June 25	Last class	<i>Themes with quotes from your interviews.</i>

* *There may be changes during the semester.*

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

Additional References by topics are provided in the Moodle.

Readings (organized by topic and order of the classes)

Holocaust survivors and long-term intergenerational effects

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.

Barel, Efrat, Marinus H. Van IJzendoorn, Abraham Sagi-Schwartz, and Marian J. Bakermans-Kranenburg. "Surviving the Holocaust: a meta-analysis of the long-term sequelae of a genocide." *Psychological bulletin* 136, no. 5 (2010): 677.

Qualitative inquiry

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.

Child survivors of the Holocaust

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

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.

Van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., & Sagi-Schwartz, A. (2003). Are children of Holocaust survivors less well-adapted? A meta-analytic investigation of secondary traumatization. *Journal of traumatic stress*, 16, 459-469.

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., & Shirra, 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.

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.

Wiseman, H. (2018). On failed intersubjectivity: Recollections of loneliness experiences in offspring of Holocaust survivors. *American Journal of Orthopsychiatry* 78, no. 3, 350.

Wiseman, H., & Barber, Jacques P. (2008). *Echoes of the trauma: Relational themes and emotions in children of Holocaust survivors*. Cambridge University Press, 2008.

Attachment theory as a framework for studying the long terms effects of the Holocaust: Second and third generations.

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.

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.

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.

Trauma transmission: Uncovering psychological and biological effects of the Holocaust in subsequent generations

Shrira, A. "Late-life manifestations of ancestral trauma: The case of older adult offspring of Holocaust survivors, in *Routledge International Handbook of Multidisciplinary Perspectives on Descendants of Holocaust Survivors*, 2023 (pp. 182-191) <https://doi.org/10.4324/b23365-18>.

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.

Shrira, Amit, Lee Greenblatt-Kimron, and Yuval Palgi.(2025). "Intergenerational effects of the Holocaust following the October 7 attack in Israel." *Journal of Psychiatric Research* 181, 298-303.

The Third Generation

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, Lee, Amit Shirra, Tom Rubinstein, and Yuval Palgi. "Event centrality and secondary traumatization among Holocaust survivors' offspring and grandchildren: A three-generation study." *Journal of Anxiety Disorders* 81 (2021): 102401.

Greenblatt-Kimron, L., Shirra, 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., & Shirra, 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.

Righteous Among the Nations and their descendants

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

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

Qualitative-narrative methodology

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

PTSD criteria of DSM-5

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

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.

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.

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

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

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

רז, א', ויסמן, ה', ברבר, ז' (2002). שיטת ה-CCRT ככלי להבנת תימות מרכזיות ביהסים בין אישיים בקרב בני הדור השני לשואה: שני ניתוחי מקרים. שיחות: כתב-עת ישראלי לפסיכותרפיה, ט"ז (3), 257-267.

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.open.org/bitstream/handle/20.500.12657/31382/628783.pdf?sequence=1>

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.

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.

Kellermann, Natan P.F. "Past, present and future perspectives of Holocaust trauma transmission"

February 2019 Past, present and future perspectives of Holocaust trauma transmission (2019). Research gate DOI: 10.13140/RG.2.2.23926.65607

Kellermann, Nathan, No Geiger Counter for Holocaust Radioactivity. Possible or Impossible Biomarkers of Holocaust Traumatization?, 22. June 2022, held at Haus der Psychologie, Berlin. Online on YouTube, uploaded 17. April 2023, <https://www.youtube.com/watch?v=XRZvtDIBXeA> (last accessed: August 2024)