

Psychological Aspects of the Memory of the Holocaust

26 8045A01 – Fall 2025-6

Time: Semester Fall 2026-2027, Wednesday 12:00-14:00. Location: TBA

Course Type: Class; **Course level:** MA

Instructor: Professor Hadas Wiseman. E-mail: hadaw@edu.haifa.ac.il; Cell: +972-528525536.

Office Hours: By appointment. **Web site:** Moodle system.

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 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 and other related populations. **Topics:** Intergenerational transmission of the Holocaust trauma, survivors, child 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, 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 (referat)** (based on one interview); (2) **seminar paper** (based on at least two interviews) focusing on a research question and relevant resources (see details in course requirements); (3) **Response paper** - 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 special circumstances on ZOOM - **Open video and to participate in breakout rooms**. On the occasion that this is not possible please inform me.

Response Note (10%). 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 on which you will write your **reactions/reflections and critique**. Submit them on Moodle during the course. Length for article response note: about max 250 words. For the Video - Choose from of the Videos on Moodle and submit during the course. For video: about 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. All students will conduct a personal interview regardless of type of assignment that you choose. The interview can be conducted together with a

fellow student. Potential interviewees in consultation with me from your own initiative, network, family, or facilitated by me.

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 will have time– optional.

All students will submit the transcribed interview in the Appendix of their paper; those choosing the response paper option, please submit before the presentation in class.

***Deadlines dates for submission: Response note by December 30, 2026; Response paper (ppt) – January 6, 2027; Final course paper – March 10, 2027; Seminar paper – July 1, 2027.**

*Dates are subject to change according to the program's requirements. Submit to suitable BOX on Moodle and send me an EMAIL to inform me you submitted. Examples of final course paper and seminar paper are provided in the Moodle.

Best wishes for an interesting and meaningful course!

***Topics and course outline – 2026-2027**

	Date	Topic	Required readings in bold.
1	October 14	Introduction and overview of the course.	Introduction to the interview assignment – survivors/ child survivors/ second generation/ third generation.
2	October 21	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	October 28	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.
4	November 4	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. Greenblatt-Kimron, L. (2021). World assumptions and post-traumatic growth among older adults: The case of Holocaust survivors. <i>Stress and Health</i> , 37(2), 353-363. Duchin & Wiseman (2019). <i>Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma Through Writing</i> .

5	November 11	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</i> , 10, 718.
6	November 18	Second and third Generations Attachment theory as a framework for studying the long-term effects of the Holocaust: Second generation and third generation. 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. Scharf (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors. 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.
7	November 25	Third generation and Methodology: How to analyze the interview? Qualitative-narrative analysis of interview.	Duchin & Wiseman (2022). In Search for meaning through survivors' memory books: Intergenerational healing processes in families of Holocaust survivors in the Israeli Context.
8	December 2	Second and Third Generation	Scharf, M., & Mayseless, O. (2011). Disorganizing experiences in second-and third-generation Holocaust survivors.
9	December 9 (Hanukah) Guest lecture: Prof. Amit Shrira	"Hide-and-seek dynamics in trauma transmission: Uncovering psychological and biological effects of the Holocaust in subsequent generations"	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> .
10	December 16	Rescuers during the Holocaust. Offspring of Righteous among the Nations.	Ashoulin, L., & Wiseman, H. (2019). Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust.
11	December 23 Guest lecturer: Adi Kantor	Generations of the Holocaust in Germany. The case of the grandchildren generation.	Frie, Robert (2017). <i>Not in my family: German memory and responsibility after the Holocaust</i> . Introduction: Limits of understanding.
12	December 30	Class debate: Long term effects of the Holocaust on the Second generation and Third generation-Vulnerability and Resilience	Shmotkin, Shrira, Goldberg, & Palgi, (2011). Greenblatt-Kimron, et al. (2023). Echoes of ancestral trauma: Russo-Ukrainian War salience and psychological distress among subsequent generations in Holocaust survivor families.
13	January 6	Last class	Themes with quotes from your interviews.

**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.

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.

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.

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., Metzl, 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., & 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., & 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, J. 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.

Greenblatt-Kimron, L., Shrira, A. & Palgi, Y. The intersection of traumatic events across generations: PTSD symptoms among war veterans with Holocaust survivor parents before and following the October 7 terror attack. *Int. J. Psychol.* 60, e70114 (2025).

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

Greenblatt-Kimron, Lee, Amit Shrira, 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., 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.

Greenfeld, D., A. Reupert, and N. Jacobs. 2022. "Living Alongside Past Trauma: Lived Experiences of Australian Grandchildren of Holocaust Survivors." *Family Relations* 1–15: 12737.
<https://doi.org/10.1111/fare.12737>.

Third and Fourth Generations

Olstein, J., Sheen, J., & Reupert, A. (2025). A Delphi Study Exploring Psychotherapeutic Priorities for Third and Fourth Generation Holocaust Survivors. *Counselling and Psychotherapy Research*, 25(1), e12889.

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.

Generation of the Holocaust (non-Jewish) in Germany

Frie, Robert (2017). *Not in my family: German memory and responsibility after the Holocaust*. Oxford University Press. Introduction: Limits of understanding.

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.

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

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

2. גיוסלסון, ר'. (2015). כיצד לראיין למחקר איכותני. גישה התייחסותית. תל-אביב: מכון מופת.

רז, א', ויסמן, ה', ברבר, ז' (2002). שיטת ה- CCRT ככלי להבנת תמות מרכזיות ביחסים 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.