Psychological Aspects of the Memory of the Holocaust

19 8045B01

Time: Semester B 2019, 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: Room 512, Education building, 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. 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 order to define a topic of their interest and write a final course paper or seminar paper.

Course requirements and Grading:

(10%) Readings for each class and active participation. 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.

(30%) Interview Assignment and brief class presentation: Conducting a personal interview with a survivor/second/third generation. You will receive an interview outline and supervision for conducting the interview. Presenting parts of the interview in class is mandatory for those who choose the "response paper" option, and optional for other class members.
(60%) Final course paper or Seminar Paper. 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 (up to 25 pages).

**Deadlines dates for submission:** Response paper – during the course; Final course paper – July 14, 2019. Seminar paper – October 27, 2019. These are subject to change according to 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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<tr>
<td>March 3-5</td>
<td>Workshop: Academic Guest lectures: Irit Felsen (NYC) Avi Sagi-Schwartz (Haifa) Amit Shrira (Bar-Ilan) Miri Scharf (Haifa)</td>
<td>Detailed program will be posted. Participation is for all the students in the program.</td>
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<tr>
<td>Date</td>
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<td>Relevant Reading</td>
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<td>April 3</td>
<td>Yad Vashem - No class</td>
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| April 10   | 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.  
|            | Attachment theory as a framework for studying the long term effects of the Holocaust: Second Generation and third generation |                                                                                  |
|            | Class debate on long term effects of the Holocaust on the Second Generation |                                                                                  |
| April 17-27| Passover break                                                       |                                                                                  |
| May 1      | The Third Generation                                                 | • 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) |
| May 8      | No class – Memorial and Independence day                              |                                                                                  |
| May 22     | Guest lecturer: **Coos Wever** Grandson of Dutch Righteous among the Nations Grandson of Dutch Righteous among the Nations | • Ashoulin & Wiseman (in press). Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust  
**Required Readings in this Table are All in the Moodle**

**There may be changes during the semester.**

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

**Best wishes for an interesting and meaningful course!**

**Required Readings (organized by order of the classes)**


   - Chapter 1: The Foundations of Interviewing as Qualitative Inquiry.
   - Chapter 4: Beginning the Interview.
   - Chapter 5: The empathic attitude of listening.


15.


Other readings:


**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 Theme method. pp. 13-23.*

**Qualitative-narrative methodology**


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


https://www.youtube.com/watch?v=9pDzzo18Q44&feature=youtu.be