

Psychological Aspects of the Memory of the Holocaust

17 8045B01 - 2021

Time: Semester B 2021, Wednesday 16:15-17:45. Location: ZOOM (through Moodle)

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

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

Cell: 052-8525536 /+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). 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, Righteous Among the Nations, and generations of the Holocaust in Germany.

Students in the course will conduct an interview with *Survivors* or *survivors' children* or *Grandchildren*. All the students will conduct at least 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 3 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 of the interview.

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 (ppt) 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 (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. **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 Notes (10%). Submitting 2 Response Notes on 2 articles of your choice from the List of Readings that appear in the Course outline in which you will write your reactions/reflections and critique and submit them on Moodle on the week in which they are listed in the Table. In addition there may be more options to choose for Response Notes to Video or Podcasts. Length: About 200 to max 300 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.

Three Types of Assignments:

Response Paper - brief class presentation (60%). For students who choose the **response paper** option –presenting in class a PPT with an analysis of parts of the interview that you conducted is mandatory; for other class members if we will have time– optional.

OR:

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 of the paper.

Deadlines dates for submission: Response paper – during the course; Final course paper – **July 18, 2021.** Seminar paper – **November 30, 2021.** These are subject to change according the program's requirements.

***Topics and course outline – 2021**

Date	Topic	**Readings #For Response Notes – choose 2 items during the course.
March 3	Introduction and overview of the course- The Holocaust Story across the Generations: Psychological aspects	Bar-On (1995). Chapter 1: "The Belinskys: Out of the camps".
March 10	Life stories of three generations in the family	Bar-On (1995). Chapter 1: "The Belinskys: Out of the camps".
March 17	Interviewing for qualitative inquiry	Josselson, R. (2013). Interviewing for Qualitative Inquiry: A Relational Approach.

	Practice in class for the interview assignment	Chapter 1: The Foundations of Interviewing as Qualitative Inquiry. Chapter 4: Beginning the Interview. Chapter 5: The empathic attitude of listening.
Passover	No classes	
April 7	Child Survivors Background on psychological concepts: Post-trauma and post-traumatic growth	Cohen, et al. (2001). Child survivors of the Holocaust: Symptoms and coping after fifty years. Lev-Wiesel & Amir (2003). Posttraumatic growth among Holocaust child survivors. (optional) Peleg, Lev-Wiesel, & Yaniv, D. (2014). Reconstruction of self-identity of Holocaust child survivors who participated in "Testimony Theater".
Independence	No class	
April 21	Intergenerational effects of the Holocaust: The Second Generation. Background on psychological concepts: Secondary traumatization and Core Conflictual Relationship Theme (CCRT) method .	Wiseman, et al. (2006). Anger, guilt, and intergenerational communication of trauma in the interpersonal narratives of second generation Holocaust survivors. Shrira, A. (2016). Perceptions of aging among middle-aged offspring of traumatized parents: the effects of parental Holocaust-related communication and secondary traumatization.
	Independence day	
April 28	Second Generation Relevant psychological concepts: Core tenets of attachment theory. Attachment theory as a framework for studying the long terms effects of the Holocaust: Second Generation and third generation	<ul style="list-style-type: none"> • Sagi-Schwartz et al. (2003). Attachment and traumatic stress in female Holocaust child survivors and their daughters. • 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. • Scharf (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors. (optional)
May 5 Joint class with Holocaust Education. 16:15.	The Third Generation Guest lecture: Dr. Adi Duchin	<ul style="list-style-type: none"> • 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)

		<ul style="list-style-type: none"> Hoffman & Shrira (2017). Shadows of the past and threats of the future: ISIS anxiety among grandchildren of Holocaust survivors. <i>Psychiatry research</i>, 253, 220-225. optional
May 12	Methodology: Qualitative-narrative analysis of interview material (continued)	Duchin & Wiseman (2020). <i>Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma Through Writing.</i>
May 13 16:00 to 20:00 Israel time.	Conference (on zoom) Absence-Presence, Memory-Forgetting and Digital Memory	Guests: Noah Shenker (Monash U. Melbourne, Australia); Dan Leopard (Saint Mary's College California); Amit Pinchevski (Hebrew U.); Dana Amir; Carol Kidron; Adi Duchin (U. of Haifa)
May 19	Vulnerability and Resilience Response paper: PPT presentations in class	Felsen (2020). "The Canary in the Mine": Re-traumatization and Resilience in Offspring of Holocaust Survivors During the Covid-19 Pandemic Weisbrod & Lev-Wiesel (2019). Under the shadow of an Iranian nuclear threat: Reactions of Holocaust survivors versus non-Holocaust survivors. Alkalay, Sagi-Schwartz, & Wiseman, H. (2020). Increased empathy and helping behavior toward the mother in daughters of Holocaust survivors.
May 26	Guest lecturer: Coos Wever Grandson of Dutch Righteous among the Nations	Ashoulin, L., & Wiseman, H. (2019). <i>Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust.</i>
June 2	<i>Class debates: Long term effects of the Holocaust on the Second generation and Third generation</i>	Shmotkin, Shrira, Goldberg, & Palgi, Y. (2011). Supervision for papers and seminar papers.
June 9	Generations of the Holocaust in Germany. Guest lecturer: Adi Kantor	Jennifer Teege- View video of interview with Jennifer Teege at University of Haifa 2015.
June 16 <i>Last class</i>	Psychotherapy: working with survivors and their descendants. <i>Response paper: Interview presentations</i>	Felsen, I. (2020). Patient and psychotherapist meeting in shared intergeneration transmission of genocidal trauma. <i>Psychoanalysis, self and context</i> , 15(2), 170-186.

* *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 of the course.

Best wishes for an interesting and meaningful course!

Required Readings (organized by order of the classes)

1. 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, from the camps: Death and life. To Remember / To Forget.
2. 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.
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.
4. Lev-Wiesel, R., & Amir, M. (2003). Posttraumatic growth among Holocaust child survivors. *Journal of Loss & Trauma*, 8(4), 229-237. (optional).
5. 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.
6. 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.
7. 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.
8. 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. Optional.
9. 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.
10. 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.
 11. 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.
 12. 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.
 13. 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.
 14. 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. (Optional)
 15. Duchin, A. & Wiseman, H. (2020). Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma through Writing. *Qualitative Psychology*.
 16. 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.
 17. 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.
 18. 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.
 19. 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.
 20. 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

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

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'. וצייטין, גי'. (עורכות) (2007). ילדות בצל השואה - ילדים ניצולים ודור שני. תל-אביב: הוצאת הקיבוץ המאוחד.

2. גיוסלסון, רי'. (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.

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

1. סולמון, ז'. וצייטין, 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. תרגום של הספר מ-2013.

Other readings:

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.