

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 the program's requirements.

Topics and course outline**:

Date	Topic	Readings
February 27	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 3-5	Workshop: Academic Guest lectures: Irit Felsen (NYC) Avi Sagi-Schwartz (Haifa) Amit Shrira (Bar-Ilan) Miri Scharf (Haifa)	Detailed program will be posted. Participation is for all the students in the program.
March 6	Life stories of three generations in the family	Bar-On (1995). Chapter 1: "The Belinskys: Out of the camps".
March 13	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.
March 20	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, R., & Amir, M. (2003). Posttraumatic growth among Holocaust child survivors. (optional)
March 27	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. <i>Aging & mental health</i> , 20(1), 65-73.
April 3	Yad Vashem- No class	
April 10	<p>Relevant psychological concepts: Core tenets of attachment theory.</p> <p>Attachment theory as a framework for studying the long terms effects of the Holocaust: Second Generation and third generation</p> <p>Class debate on long term effects of the Holocaust on the Second Generation</p>	<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, M. (2007). Long-term Effects of Trauma: Psychosocial Functioning of the Second and Third Generation of Holocaust Survivors.
April 17-27	Passover break	
May 1	The Third Generation	<ul style="list-style-type: none"> • Duchin & Wiseman (2016). The third generation's encounter with their survivor grandparents' Holocaust memoirs. • Hoffman, Y., & Shrira, A. (2017). Shadows of the past and threats of the future: ISIS anxiety among grandchildren of Holocaust survivors. <i>Psychiatry research</i>, 253, 220-225. • 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 15	<p>Memoirs of Child-Survivors: Processing and Healing Trauma through Writing.</p> <p>Methodology: Qualitative-narrative analysis of interview material</p>	Duchin & Wiseman (in press). <i>Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma Through Writing.</i>
May 22	<p>Guest lecturer: Coos Wever</p> <p>Grandson of Dutch Righteous among the Nations</p> <p>Grandson of Dutch Righteous among the Nations</p>	<ul style="list-style-type: none"> • Ashoulin & Wiseman (in press). <i>Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust</i> • Fogelman, E. (1998). <i>The Rescuer Self.</i> (optional).

May 29	Intergenerational Resilience and vulnerability	Shmotkin, et al. (2011). Resilience and vulnerability among old Holocaust survivors and their families: An intergenerational overview.
June 5	Interview presentations and preparation for papers and seminar papers.	
June 12	Last class. Interview presentations and preparation for papers and seminar papers.	

****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)

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.
5. Wiseman, H., Metzler, 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.
6. 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.

7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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)
13. Duchin, A. & Wiseman, H. (in press). Memoirs of Child Survivors of the Holocaust: Processing and Healing of Trauma through Writing. *Qualitative Psychology*.
14. Ashoulin & Wiseman (in press). Voices of Adult Offspring of Righteous Among the Nations: Wartime Experiences during the Holocaust. *Dapim: Studies on the Holocaust*
- 15.
16. 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

Other readings:

Shrira, A. (2015). Transmitting the sum of all fears: Iranian nuclear threat salience among offspring of Holocaust survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, *7*(4), 364.

Shrira, A., Palgi, Y., Ben-Ezra, M., & Shmotkin, D. (2011). Functioning and mortality of Holocaust survivors: Physical resilience and psychosocial vulnerabilities. *Journal of Loss and Trauma*, *16*(1), 67-83.

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

Fogelman, E. (1998). *The Rescuer Self. The Holocaust and history: The known, the unknown, the disputed, and the reexamined. Washington, DC: United States Holocaust Memorial Museum.*

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

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". In Hebrew: "אמון: סבא שלי היה יורה בי"
Interviewer: Hadas Wiseman (January 2015).

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