

From Violence to Tolerance: Psychological issues in Holocaust Education

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Master's Program in Holocaust Studies at the University of Haifa

In this course, we will take a close look at Holocaust education from a psychological perspective. We will first consider the effects that the Holocaust had on post-WWII social psychology and track three central issues that concerned researchers:

1. How were Nazi soldiers and other perpetrators capable of committing the atrocities they did? (and what might this teach us about the human propensity for violence and evil?)
2. How could the silent majority stand by as these atrocities were taking place? (and what might this teach us about the bystander position?)
3. How do ideology and stereotypes converge to foster prejudice and racism? (and what can this teach us about moral development?).

Next, we will ask how this knowledge of social, moral and cognitive psychology might inform educational programming in the form of prejudice reduction, social involvement and moral development curricula. To do so, we will analyze various educational material.

As a group, we will make use of your diverse background by encouraging all students to apply these discussions to their specific contexts, countries of origin and educational frameworks.

On the next page you will find the planned syllabus of this course. This outline and basic reading materials reflect the plan for our semester. However, please note that our course may shape itself according to interests, topic development and the rate of learning of the students, so this syllabus is *expected* to be revised in a dialogical fashion as we go along. The latest version of the syllabus will always be available on the class website so that you will know what to prepare for the next few classes.

Meetings:

We will meet every Wednesday between 18:00 and 19:30. Attendance is mandatory. Please do your best to attend all classes, and if you know you will not be able to attend then let me know in advance.

Assignments and gradings:

There will be reading assignments for each class, except on class 8. I will be requiring short essay responses to two of the readings – you can choose which ones. (each 10% of final grade)
Instructions on the format of response will be given at our first meeting.

End of semester assignment:

You will be required to write a paper as your end of term assignment. I will be giving instructions on this during our first class, and you will be asked to submit a topic at a later date. The final submission will be within one month of the course. (90% of final grade)

Class topic and dates	Reading material	Comments, assignments
Part 1: Social psychology after the Holocaust (classes 1-4)		
<p>Class #1 – July 1st - Introduction What can psychology, the study of the individual, say about the Holocaust, which took place on a historical-cultural level? A brief review of moral and social psychology's contribution to the study of the Holocaust.</p>	<p><i>Byford & Tileagă, (2014): Social psychology, history, and the study of the Holocaust: The perils of interdisciplinary "borrowing". Peace and Conflict: Journal of Peace Psychology, 20(4), 349-364.</i></p>	<p>This is a challenging paper. If you want to comment on it, /I recommend doing so at the end of the course.</p>
<p>Class #2 – July 8th - Prejudice What does psychology have to say about the prejudice, racism and rejection of the Other?</p>	<p>Browning, C. (2002) Introduction. In L. S. Newman & R. Erber (Eds.), <i>Understanding genocide: Social psychology and the Holocaust</i> (pp. 2–7). Oxford, UK: Oxford University Press</p> <p>Plus, one of the following: If you need basic social psychology background on prejudice, please read: <i>Introductory chapter on prejudice, violence and racism from Social Psychology by Maiers, 2012</i></p> <p>If this basic material is familiar to you, please read: <i>Bilig, M. (2002): Henri Tajfel's 'Cognitive aspects of prejudice' and the psychology of bigotry. British Journal of Social Psychology, 41, 171–188</i></p>	<p>You may comment on one or more of these readings, but comments on the readings for a single class constitute a single reading report. (same for all reading reports)</p>
<p>Class #3 – July 15th - Perpetrators and resisters "How could they do it?" what can research on SS soldiers and other perpetrators of atrocities teach us about motivations for hurting others?</p>	<p><i>Introduction and chapter 1 from "Beautiful Souls" (2012) by Eyal Press.</i></p> <p><i>Blass (1998): The roots of Stanley Milgram's obedience experiments and their relevance to the Holocaust.</i></p> <p>Optional: Browning, C. R. (1992). <i>Ordinary men: Reserve Police Battalion 101 and the final solution in Poland</i>. New York, NY: Harper Collins.</p> <p>Goldhagen, D. J. (1997). <i>Hitler's willing executioners: Ordinary Germans and the Holocaust</i>. London, UK: Abacus.</p>	

<p>Class #4 – July 22th - Bystanders and rescuers Why do people stand by? What are the effects of bystanders on perpetrators and victims? What changes standing-by into involvement?</p>	<p><i>ch.2 from "Beautiful Souls" (2012) by Eyal Press.</i></p> <p>Also, please read ONE or more of the following: <i>Baum, S.K. (2008). The Psychology of Genocide: Perpetrators, Bystanders, and Rescuers. Chapter 5: Rescuers (pp. 181-219).</i></p> <p><i>Midlarsky, E., Jones, S.F., & Corley, R.P. (2005). Personality correlates of heroic rescue during the Holocaust. Journal of Personality, 73(4), 907-934.</i></p> <p><i>Bauman, Z. (2003). From bystander to actor. Journal of Human Rights, 2, 131–151.</i></p>	
<p>Part 2: Making use of social psychology insights in educational programming (classes 5-8)</p>		
<p>Class #5 – July 29th: Evil and children - A developmental perspective How does (or should) the Holocaust change our worldview of human nature and morality? Issues of developmental appropriateness and emotional manipulation. When is it developmentally appropriate to talk about lessons from the Holocaust with children?</p>	<p><i>Elkana, Yehuda (1988): In favor of forgetting.</i></p> <p><i>Totten, S. (1999). Should there be Holocaust education for K–4 students? The answer is no. Social Sciences and the Young Learner, 12(1), 36–39.</i></p> <p><i>Compare with this online article by Daniel Feldman: Beginning Holocaust Education:</i> http://www.lookstein.org/online_journal.php?id=284</p>	<p>By this class please have a topic for your final paper planned, and write up your research plan as a question and a paragraph describing how you plan to answer it.</p>
<p>Class #6 – August 5th - Reducing prejudice and increasing social involvement</p>	<p><i>Thomas Pettigrew (1998): Intergroup contact theory</i></p> <p>Please read the main points of the following:</p> <p><i>Schechter & Solomon (2006): Does vicarious experience of suffering affect empathy for an adversary? The effects of Israelis' visits to Auschwitz on their empathy for Palestinians</i></p>	

	<i>Cowan, P., & Maitles, H. (2007). Does addressing prejudice and discrimination through Holocaust education produce better citizens? Educational Review, 59, 115–130.</i>	
Class #7 - August 12th: Limiting other-rejecting behavior: Reducing prejudice, bullying and the bystander effect.	<i>Polanin et al. (2012) A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior</i>	
Class #8 – August 19th - Increasing pro-sociality: teaching pluralism, tolerance and caring.	<p>Reading today is optional: <i>Ceclia Wainryb et al. (2004). Children's thinking about diversity of belief in the early school years.</i></p> <p><i>Noddings Nel (2008) Caring and moral education. In: Handbook of moral and, character education, pp. 161 – 174.</i></p>	By this class please have an outline of your paper ready to submit (one page)
Class #9 – August 26th - Summary	<i>Stevick & Michales (2013): Empirical and Normative Foundations of Holocaust education: Bringing research and advocacy into dialogue.</i>	

You may also find many other important and relevant topics in the following books and journal papers:

Part 1 of course: The psychology of perpetrators, bystanders and rescuers:

Baum, S.K. (2008). *The Psychology of Genocide: Perpetrators, Bystanders, and Rescuers* Cambridge, UK: Cambridge University Press.

Newman L. S. & Erber R. (Eds.) (2002) *Understanding genocide: Social psychology and the Holocaust.* Oxford: Oxford University Press.

Semelin, J. Andrieu, C. & Gensburger, S. (Eds.), (2011) *Resisting genocide: The multiple forms of rescue* (pp. 495–506). London, UK: Hurst.

Staub, E. (2003). *The psychology of good and evil: Why children, adults and groups help and harm others?* Cambridge, UK: Cambridge University Press

Waler, J. (2002). *Becoming evil: How ordinary people commit genocide and mass killing* (pp. vii–x). Oxford, UK: Oxford University Press.

Part 2 of course: Holocaust education in light of social psychology and developmental considerations:

Brody, D. (2009). Sailing through stormy seas: An Israeli kindergarten teacher confronts Holocaust Remembrance Day. *Early Childhood Research & Practice*, 11, 2–14.

Davis, B. L., & Rubinstein-Avila, E. (2013). Holocaust education: Global forces shaping curricula integration and implementation. *Intercultural Education*, 24, 149–166

Kashti, O. (2010, March 23). Prof. Yablonka: “Apart of pornography of evil, learning the technicalities of Holocaust have no educational value.” *Ha’Aretz [Israeli Daily]*. Retrieved from <http://www.haaretz.co.il/news/education/1.1194213>

Schultz, L. H., Barr, D. J., & Selman, R. L. (2001). The value of a developmental approach to evaluating character development programmes: An outcome study of Facing History and Ourselves. *Journal of Moral Education*, 30, 3–27.

Short, G. (2003). Holocaust education in the primary school: Some reflections on an emergent debate. *London Review of Education*, 1, 120–129.

Schweber, S. (2008). “What Happened to Their Pets?”: Third Graders Encounter the Holocaust. *Teachers College Record* Volume, 10(10), 2073–2115.

Sepinwall, H. (1999). Incorporating Holocaust education into K–4 curriculum and teaching in the United States, *Social Sciences and the Young Learner*, 11(3), 58-61.