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)
<table>
<thead>
<tr>
<th>Class topic and dates</th>
<th>Reading material</th>
<th>Comments, assignments</th>
</tr>
</thead>
</table>
| **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.  
This is a challenging paper. If you want to comment on it, I recommend doing so at the end of the course. |
| **Class #2 – July 8th - Prejudice**  
What does psychology have to say about the prejudice, racism and rejection of the Other?  
Plus, one of the following:  
**If you need basic social psychology background on prejudice, please read:**  
Introductory chapter on prejudice, violence and racism from Social Psychology by Maiers, 2012  
**If this basic material is familiar to you, please read:**  
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) |
| **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?  
*Blass (1998): The roots of Stanley Milgram’s obedience experiments and their relevance to the Holocaust.*  
**Optional:**  
| **Class #4 – July 22th - Bystanders and rescuers** | ch.2 from "Beautiful Souls" (2012) by Eyal Press.  
*Also, please read ONE or more of the following:*  
*Compare with this online article by Daniel Feldman: Beginning Holocaust Education: [http://www.lookstein.org/online_journal.php?id=284](http://www.lookstein.org/online_journal.php?id=284)*  
| 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. |  |
| **Class #6 – August 5th - Reducing prejudice and increasing social involvement** | Thomas Pettigrew (1998): Intergroup contact theory  
*Please read the main points of the following:*  
*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* |  |
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:**


---

<table>
<thead>
<tr>
<th>Class #7 - August 12th</th>
<th>Part 1 of course: The psychology of perpetrators, bystanders and rescuers:</th>
</tr>
</thead>
</table>
Part 2 of course: Holocaust education in light of social psychology and developmental considerations:


