



PSYC-479XHH-A: Social Psychology of the Holocaust 2022FA - Peterborough Campus

Instructor:

Instructor: Karen Blair

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Office Hours: By appointment: <https://calendly.com/drblair>

Meeting Times:

TBD

This class will meet once per week for 3 hours. The format of the class is a discussion-based seminar.

Co-instructors and Teaching Assistants:

TBD

Department:

Academic Administrative Assistant: Robyn Calvert

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Description:

Calendar Description: This is an advanced social psychology discussion course designed to critically examine the application of social psychological research and theory to the Holocaust. Topics will follow the chronology of the Holocaust and include persuasion and propaganda, group dynamics, stereotyping/prejudice/discrimination, dehumanization, social support and resilience, social influence, bystanders, altruism, resistance, and social attribution.

More Detailed Description: The purpose of this course is to apply Social Psychological principles, theory, and research to an understanding of the events surrounding the Holocaust during World War 2. This includes the pre-cursors that led up to the Holocaust, specific events that took place during the Holocaust, and the consequences and aftermath of the Holocaust. The goal for students in this course is to apply their knowledge of social psychology to the events of the Holocaust, all the while exploring the ethics of doing so. Is it ethical to seek explanations for tragic events like the Holocaust? How does the process of seeking explanations align with assigning responsibility? How can one distinguish between an explanation and an excuse or justification? These are questions that should remain ever-present throughout the course. At the same time, Social Psychology focuses on the 'Power of the Situation' - how do the forces acting upon us within our social world influence our thoughts, feelings, and behaviours? While the "situations" that we will examine may be far from our own experience, we will seek to explore how these situations produced the events and the individual actions/feelings/thoughts that they did. Finally, instead of relying upon what others have said or analyzed, students in this course will be asked to think independently, combining readings from social psychology and selected historical sources, including texts, films, documentaries, and works of auto/biography in an effort to find and discuss connections between the two separate fields of inquiry: History & Social Psychology.

Learning Outcomes:

By the end of this course, students should be able to:

- Discuss the situations and historical context that led to the Holocaust;
- Apply social psychological principles and theories to other historical events, including other acts of genocide;
- Critically assess the extent to which social psychological research methods and theory can be used to understand the Holocaust (i.e. what are the limits to social psychological research and theory?)
- Identify the roots of social psychology within the Holocaust with respect to early research topics within the field and the influence of the Holocaust on early social psychologists;
- Explain the relevance and limitations of Stanley Milgram's research on obedience within the context of the Holocaust;
- Debate historical and current understandings and purposes of research ethics within the field of social psychology;
- Apply specific social psychological concepts (e.g., bystander effect, altruism, persuasion) in detail to at least two aspects of or events within the Holocaust;

- Discuss more broadly how social psychology can contribute to an understanding of each stage of the Holocaust and its aftermath.

Specific skills that will work towards improving throughout this course include:

- Critical thinking
 - Academic writing
 - Academic reading and annotation
 - Literature searches and reviews
 - Public speaking
 - Respectful academic dialogue
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Course Fees:

N/A

Texts:

Required: Bergen, D.L. (2016). *War & Genocide: A Concise History of the Holocaust*. Roman & Littlefield.

Recommended:

- Hayes, P. (2017). *Why? Explaining the Holocaust*. W.W. Norton.
 - Students are strongly encouraged to pick a Holocaust survivor memoir to read early in the course. I will provide you with a list of suggestions.
 - You may find your introductory Social Psychology textbook to be a useful resource in this course.
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Readings:

Each week there will be a set of mandatory and optional readings. If you are leading the class discussion for that week, you should consult both the mandatory and optional readings. If you are not leading course discussion, you should read and annotate the mandatory readings and skim the optional readings (but you do not need to annotate the optional readings)."

Week 1 - Introduction and Course Organization - no student discussions

- War & Genocide; Introduction & Chapter 1
- Students are encouraged to get a headstart on the readings for upcoming weeks.

Week 2 - Historical background - no student discussions

- War & Genocide - Chapter 2
- Suedfeld, P. (2000). Reverberations of the Holocaust Fifty Years Later: Psychology's contributions to understanding persecution and genocide. *Canadian Psychology*, 41(1), 1-9.
- Students are encouraged to get a headstart on the readings for upcoming weeks.

Week 3 - Propaganda & Indoctrination

- "A Case for Uncertainty: Propaganda in the Third Reich" from: Pratkanis, A., & Aronson, E. (2001). *Age of Propaganda: The Everyday Use and Abuse of Persuasion* (2nd edition, revised). Holt Paperbacks.
- Voigtländer, N., & Voth, H.-J. (2015). Nazi indoctrination and anti-Semitic beliefs in Germany. *Proceedings of the National Academy of Sciences*, 112(26), 7931–7936.
<https://doi.org/10.1073/pnas.1414822112>
- **OPTIONAL:** Woolf, L. M., & Hulsizer, M. R. (2004). Hate Groups for Dummies: How to Build a Successful Hate-Group. *Humanity & Society*, 28(1), 40–62.
<https://doi.org/10.1177/016059760402800105>

Week 4 - Anti-Semitism, Prejudice, Stereotypes & Discrimination

- Brustein, W. I., & King, R. D. (2004). Anti-Semitism in Europe before the Holocaust. *International Political Science Review*, 25(1), 35–53.
<https://doi.org/10.1177/0192512104038166>
- Frindte, W., Wettig, S., & Wammetsberger, D. (2005). Old and New Anti-Semitic Attitudes in the Context of Authoritarianism and Social Dominance Orientation—Two Studies in Germany. *Peace and Conflict: Journal of Peace Psychology*, 11(3), 239–266.
https://doi.org/10.1207/s15327949pac1103_3
- **OPTIONAL:** Taylor, K. (2007). Disgust is a factor in extreme prejudice. *British Journal of Social Psychology*, 46(3). <https://doi.org/10.1348/014466606x156546>

Week 5 - Psychology & Eugenics, Persecution & Regulation of Sexuality, Nuremberg Laws

- War & Genocide pages 159-165; 222-223 (Eugenics & Persecution of Homosexuals)
- **OPTIONAL:** Hammermeister, K. (1997). Inventing History: Toward a Gay Holocaust Literature. *The German Quarterly*, 70(1), 18-26.
- **OPTIONAL:** Hájková, A. (2021). Toward a queer history of the holocaust. *Women's History Review*. <http://wrap.warwick.ac.uk/142164/>
- Haque, O. S., De Freitas, J., Viani, I., Niederschulte, B., & Bursztajn, H. J. (2012). Why did so many German doctors join the Nazi Party early? *International Journal of Law and Psychiatry*, 35(5–6), 473–479. <https://doi.org/10.1016/j.ijlp.2012.09.022>
- Joseph, J. (2005). The 1942 "euthanasia" debate in the American Journal of Psychiatry. *History of Psychiatry*, 16(62 Pt 2), 171–179. <https://doi.org/10.1177/0957154X05047004>

Week 6 - Life and Death in the Ghettos & Concentration Camps

- War & Genocide: pp. 145-154; 217-222
- **OPTIONAL:** Davidson, S. (1984). Human reciprocity among the Jewish prisoners in the Nazi concentration camps. *The Nazi Concentration Camps*, Yad Vashem, 555-572.
- Einwohner, R. L. (2009). The Need to Know: Cultured Ignorance and Jewish Resistance in the Ghettos of Warsaw, Vilna, and Łódź. *The Sociological Quarterly*, 50(3), 407–430.
- Tiedens, L. Z. (1997). Optimism and Revolt of the Oppressed: A Comparison of Two Polish Jewish Ghettos of World War II. *Political Psychology*, 18(1), 45–69.
<https://doi.org/10.1111/0162-895X.00044>

Week 7 - Jewish Resistance and Art

- War & Genocide: 261-273
- Einwohner, R. L. (2014). Authorities and Uncertainties: Applying Lessons from the Study of Jewish Resistance during the Holocaust to the Milgram Legacy. *Journal of Social Issues*, 70(3), 531–543. <https://doi.org/10.1111/josi.12076>
- **OPTIONAL:** Haslam, S. A., & Reicher, S. D. (2012). When Prisoners Take Over the Prison: A Social Psychology of Resistance. *Personality and Social Psychology Review*, 16(2), 154–179.
<https://doi.org/10.1177/1088868311419864>
- Reicher, S. (2011). Psychology, domination and resistance. *Europe's Journal of Psychology*, 7(2), 204–217. <https://doi.org/10.5964/ejop.v7i2.125>
- *In class, we will look at art from Holocaust victims and survivors.*

Week 8 - Dehumanization, Gender and Women's Experiences

- Chalmers, B. (2015). Jewish women's sexual behaviour and sexualized abuse during the Nazi era. *The Canadian Journal of Human Sexuality*, 24(2), 184–196.
<https://doi.org/10.3138/cjhs.242-A10>
- Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review*, 10(3), 252-264.
- **OPTIONAL:** Waytz, A., Epley, N., & Cacioppo, J. T. (2010). Social Cognition Unbound: Insights Into Anthropomorphism and Dehumanization. *Current Directions in Psychological Science*, 19(1), 58–62. <https://doi.org/10.1177/0963721409359302>
- Sinnreich, H. (2008). 'And it was something we didn't talk about:' Rape of Jewish Women during the Holocaust. *Holocaust Studies*, 14(2), 1–22.
<https://doi.org/10.1080/17504902.2008.11087214>

Week 9 - Perpetrators and the Milgram-Holocaust Linkage

- War & Genocide: 194-202; 237-260
- **OPTIONAL:** Brannigan, A. (2013). Stanley Milgram's Obedience Experiments: A Report Card 50 Years Later. *Society*, 50(6), 623–628. <https://doi.org/10.1007/s12115-013-9724-3>

- Browning, C. R. (1994). ONE DAY IN JOZEFOW: INITIATION TO MASS MURDER. In *Nazism and German Society, 1933-1945*. Routledge.
- OPTIONAL: Fenigstein, A. (2015). Milgram's shock experiments and the Nazi perpetrators: A contrarian perspective on the role of obedience pressures during the Holocaust. *Theory & Psychology, 25*(5), 581-598.
- Overy, R. (2014). "Ordinary Men," Extraordinary Circumstances: Historians, Social Psychology, and the Holocaust. *Journal of Social Issues, 70*(3), 515–530. <https://doi.org/10.1111/josi.12075>
- Russell, N., & Gregory, R. (2015). The Milgram-Holocaust Linkage: Challenging the Present Consensus. *State Crime Journal, 4*(2), 128–153. <https://doi.org/10.13169/statecrime.4.2.0128>

Week 10 - Bystanders, Rescuers & Altruism

- OPTIONAL: Anderson, V. L. (1993). Gender Differences in Altruism among Holocaust Rescuers. *Journal of Social Behavior and Personality, 8*(1), 43–58.
- Bar-On, D. (2001). The Bystander in Relation to the Victim and the Perpetrator: Today and During the Holocaust. *Social Justice Research, 14*(2), 125–148. <https://doi.org/10.1023/A:1012836918635>
- OPTIONAL: Monroe, K. R. (2008). Cracking the Code of Genocide: The Moral Psychology of Rescuers, Bystanders, and Nazis during the Holocaust. *Political Psychology, 29*(5), 699–736. <https://doi.org/10.1111/j.1467-9221.2008.00661.x>
- Reicher, S., Cassidy, C., Wolpert, I., Hopkins, N., & Levine, M. (2006). Saving Bulgaria's Jews: An analysis of social identity and the mobilisation of social solidarity. *European Journal of Social Psychology, 36*(1), 49–72. <https://doi.org/10.1002/ejsp.291>
- OPTIONAL: Ryan, C., Reicher, S., & Alexander Haslam, S. (2017). Are They In or Are They Out? Questioning Category Relations in the Study of Helping. In E. van Leeuwen & H. Zagefka (Eds.), *Intergroup Helping* (pp. 249–267). Springer International Publishing. https://doi.org/10.1007/978-3-319-53026-0_12

Week 11 - Attribution Processes / Nuremberg Trials

- Ellis, C., & Rawicki, J. (2014). More Than Mazel? Luck and Agency in Surviving the Holocaust. *Journal of Loss and Trauma, 19*(2), 99–120. <https://doi.org/10.1080/15325024.2012.738574>
- Exline, J. J., Baumeister, R. F., Zell, A. L., Kraft, A. J., & Witvliet, C. V. O. (2008). Not so innocent: Does seeing one's own capability for wrongdoing predict forgiveness? *Journal of Personality and Social Psychology, 94*(3), 495–515. <https://doi.org/10.1037/0022-3514.94.3.495>
- OPTIONAL: Imhoff, R., Bilewicz, M., Hanke, K., Kahn, D. T., Henkel-Guembel, N., Halabi, S., Sherman, T.-S., & Hirschberger, G. (2017). Explaining the Inexplicable: Differences in Attributions for the Holocaust in Germany, Israel, and Poland. *Political Psychology, 38*(6), 907–924. <https://doi.org/10.1111/pops.12348>

- Loftus, J. J. (n.d.). REMEMBERING THE HOLOCAUST. *Stetson Law Review*, 10.
- OPTIONAL: Miller, E. D. (2017). Making Sense of the Brutality of the Holocaust: Critical Themes and New Perspectives. *The Journal of Psychology*, 151(1), 88–106.
<https://doi.org/10.1080/00223980.2016.1217191>

Week 12 - Resilience, Coping, Health & Intergenerational Trauma: The Aftermath

- War & Genocide: 297-305
- OPTIONAL: Bar-On, D., Eland, J., Kleber, R. J., Krell, R., Moore, Y., Sagi, A., Soriano, E., Suedfeld, P., van der Velden, P. G., & van IJzendoorn, M. H. (1998). Multigenerational Perspectives on Coping with the Holocaust Experience: An Attachment Perspective for Understanding the Developmental Sequelae of Trauma across Generations. *International Journal of Behavioral Development*, 22(2), 315–338.
<https://doi.org/10.1080/016502598384397a>
- Leff, L. (2000). When the Facts Didn't Speak for Themselves: The Holocaust in the New York Times, 1939-1945. *Harvard International Journal of Press/Politics*, 5(2), 52–72.
<https://doi.org/10.1177/1081180X00005002005>
- Shnabel, N., Nadler, A., Ullrich, J., Dovidio, J. F., & Carmi, D. (2009). Promoting Reconciliation Through the Satisfaction of the Emotional Needs of Victimized and Perpetrating Group Members: The Needs-Based Model of Reconciliation. *Personality and Social Psychology Bulletin*, 35(8), 1021–1030. <https://doi.org/10.1177/0146167209336610>
- Vollhardt, J. R. (2013). "Crime against humanity" or "crime against Jews"? Acknowledgment in construals of the Holocaust and its importance for intergroup relations. *Journal of Social Issues*, 69(1), 144–161. <https://doi.org/10.1111/josi.12008>

This is a non-exhaustive list of additional (unassigned/optional) readings that may be useful to you in preparing for your in-class discussions:

- Antoniou, G., Dinas, E., & Kosmidis, S. (2020). Collective Victimhood and Social Prejudice: A Post-Holocaust Theory of Anti-Semitism. *Political Psychology*, 41(5), 861–886.
<https://doi.org/10.1111/pops.12654>
- Auerhahn, N. C., & Laub, D. (2018). Against Forgiving: The Encounter That Cannot Happen Between Holocaust Survivors and Perpetrators. *The Psychoanalytic Quarterly*, 87(1), 39–72.
<https://doi.org/10.1080/00332828.2018.1430401>
- Billig, M. (2002). Henri Tajfel's 'Cognitive aspects of prejudice' and the psychology of bigotry. *British Journal of Social Psychology*, 41(2), 171–188.
<https://doi.org/10.1348/014466602760060165>
- Brown, J. A. (2014). "Our National Feeling is a Broken One:" Civic Emotion and the Holocaust in German Citizenship Education. *Qualitative Sociology*, 37(4), 425–442.
<https://doi.org/10.1007/s11133-014-9286-8>

- Cant, B. (2012). Anyone who thinks of homosexual love is our enemy': Remembering the experiences of lesbian, gay, bisexual and transgender people during the Nazi terror. *Diversity & Equality in Health and Care*, 9(4). <https://diversityhealthcare.imedpub.com/anyone-who-thinks-of-homosexual-love-is-our-enemy-remembering-the-experiences-of-lesbian-gay-bisexual-and-transgender-people-during-the-nazi-terror.php?aid=1767>
- Cohn, I. G., & Morrison, N. M. v. (2018). Echoes of transgenerational trauma in the lived experiences of Jewish Australian grandchildren of Holocaust survivors. *Australian Journal of Psychology*, 70(3), 199–207. <https://doi.org/10.1111/ajpy.12194>
- Duchin, A., & Wiseman, H. (2019). Memoirs of child survivors of the Holocaust: Processing and healing of trauma through writing. *Qualitative Psychology*, 6(3), 280–296. <https://doi.org/10.1037/qup0000128>
- Ephgrave, N. (2016). On Women's Bodies: Experiences of Dehumanization during the Holocaust. *Journal of Women's History*, 28(2), 12–32. <https://doi.org/10.1353/jowh.2016.0014>
- Erwin, N. (2016). The Holocaust, Canadian Jews, and Canada's "Good War" Against Nazism. *Canadian Jewish Studies / Études Juives Canadiennes*, 24. <https://doi.org/10.25071/1916-0925.39962>
- Fisher, A., & Gilboa, A. (2016). The roles of music amongst musician Holocaust survivors before, during, and after the Holocaust. *Psychology of Music*, 44(6), 1221–1239. <https://doi.org/10.1177/0305735615624772>
- Gibson, S., Blenkinsopp, G., Johnstone, E., & Marshall, A. (2018). Just following orders? The rhetorical invocation of 'obedience' in Stanley Milgram's post-experiment interviews. *European Journal of Social Psychology*, 48(5), 585–599. <https://doi.org/10.1002/ejsp.2351>
- Giles, G. J. (2018). CHAPTER 11. The Institutionalization of Homosexual Panic in the Third Reich. In *CHAPTER 11. The Institutionalization of Homosexual Panic in the Third Reich* (pp. 233–255). Princeton University Press. <https://doi.org/10.1515/9780691188355-011>
- HIRSCH, M., & SPITZER, L. (2002). "We Would Not Have Come Without You": Generations of Nostalgia. *American Imago*, 59(3), 253–276.
- Kahana, B., Kahana, E., Harel, Z., & Segal, M. (1986). THE VICTIM AS HELPER-PROSOCIAL BEHAVIOR DURING THE HOLOCAUST. *Humboldt Journal of Social Relations*, 13(1/2), 357–373.
- Kahana, B., Kahana, E., & Wolf, J. K. (2018). Grappling with Forgiveness: Perspectives of Jewish, LGBT and Roma Holocaust Survivors. *Perspectives on Forgiveness*, 181–200. https://doi.org/10.1163/9789004360143_011
- Manca, S. (2021). Bridging cultural studies and learning science: An investigation of social media use for Holocaust memory and education in the digital age. *Review of Education, Pedagogy, and Cultural Studies*, 43(3), 226–253. <https://doi.org/10.1080/10714413.2020.1862582>
- Marhoefer, L. (2016). Lesbianism, Transvestitism, and the Nazi State: A Microhistory of a Gestapo Investigation, 1939–1943. *The American Historical Review*, 121(4), 1167–1195. <https://doi.org/10.1093/ahr/121.4.1167>

- Person, K. (2015). Sexual Violence during the Holocaust: The Case of Forced Prostitution in the Warsaw Ghetto. *Shofar*, 33(2), 103–121. <https://doi.org/10.5703/shofar.33.2.103>
 - Rosen, D. C., Kuczynski, A. M., & Kanter, J. W. (2018). The Antisemitism-Related Stress Inventory: Development and preliminary psychometric evaluation. *Psychology of Violence*, 8(6), 726–734. <https://doi.org/10.1037/vio0000208>
 - Shrira, A., Menashe, R., & Bensimon, M. (2019). Filial anxiety and sense of obligation among offspring of Holocaust survivors. *Aging & Mental Health*, 23(6), 752–761. <https://doi.org/10.1080/13607863.2018.1448970>
 - Smeulers, A. (1996). *Auschwitz and the Holocaust Through the Eyes of the Perpetrators* (SSRN Scholarly Paper ID 2520452). Social Science Research Network. <https://papers.ssrn.com/abstract=2520452>
 - Suedfeld, P. (2003). Specific and general attributional patterns of Holocaust survivors. *Canadian Journal of Behavioural Science / Revue Canadienne Des Sciences Du Comportement*, 35(2), 133–141. <https://doi.org/10.1037/h0087195>
 - Tsang, J.-A. (2002). Moral Rationalization and the Integration of Situational Factors and Psychological Processes in Immoral Behavior. *Review of General Psychology*, 6(1), 25–50. <https://doi.org/10.1037/1089-2680.6.1.25>
 - Vendrell, J. S. (2018). The Case of a German-Jewish Lesbian Woman: Martha Mosse and the Danger of Standing Out. *German Studies Review*, 41(2), 335–353. <https://doi.org/10.1353/gsr.2018.0058>
 - Wohl, M. J. A., & Branscombe, N. R. (2005). Forgiveness and collective guilt assignment to historical perpetrator groups depend on level of social category inclusiveness. *Journal of Personality and Social Psychology*, 88(2), 288–303. <https://doi.org/10.1037/0022-3514.88.2.288>
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Assessments, Assignments and Tests:

Family Tree - pass fail - 5%

- Students will complete a brief family tree exercise using a provided template to help them contextualize their own family history within the timelines that we will be exploring and discussing in this course.
- Due first week of class
- Pass / Fail

Leading Class Discussion - 20%

- Each student will be responsible for leading class discussions on two different occasions.
- Depending on class enrollment, two to four students will be assigned to each class. Students may choose to work together or independently, but must at least coordinate so as to not duplicate each other's efforts/topics.

Annotated Course Readings - 25%

- Course readings will be discussed and annotated online using Perusall.
- Each week there will be a set of mandatory and optional readings. If you are leading the class discussion for that week, you should consult both the mandatory and optional readings. If you are not leading course discussion, you should read and annotate the mandatory readings and skim the optional readings (but you do not need to annotate the optional readings).

Twin Assignment - 15%

- You will be assigned a 'twin' for the duration of the course who will be an individual who did not survive the Holocaust.
- You will research their life before the war and experiences during the Holocaust.
- Your assignment is to find out as much as you can about your twin and their life. You will be given a list of resources where you can search for information about your twin, but in some cases, you may need to go further by searching for information about their town, community, etc., to learn about what they *likely* may have experienced, as in some cases it may be very challenging to unearth the specific details of an individual.
- You may share the story of your twin with the rest of the class in any manner of your choosing, but it should be something that could be shared online as well. For example, you may wish to simply write their story, including any relevant images that you are able to find. You could create a website about them or a blog. You can write a letter to them or create a video about their life. You can give and record a presentation about their life.
- You will have the full semester to work on this project and you are encouraged to refer to your twin and their life and family wherever relevant during the course discussions or while annotating the readings for the class.

Final Project - 35%

You have two choices for your final project.

- **Option 1: Holocaust Education & Holocaust Prevention:**
 - The goal of this assignment is to apply what you have learned in this course to the improvement of Holocaust education and the prevention of future human rights violations and crimes against humanity.
 - The execution of this goal is up to you, but the end product must be something tangible, something public, and something accessible.
 - Your project must be based upon social psychological research and evidence.
 - This assignment has multiple deadlines throughout the semester:
 - **Due October 4th:** 1-page overview of your project plan
 - **Due November 5th:** A draft of your project content
 - **Due December 9th:** 8-10 page paper in which you describe your project, how it was informed by the content of this course and social psychological theory/research, and how you see what you have done as contributing to the prevention of future crimes against humanity.

- Examples from past students include the creation of open educational resources, podcasts, and public presentations or events.
 - **Due December 9th:** Evidence of your project; this will depend on the nature of your project, but it must be something that allows your project to be evaluated and understood.
- **Option 2: Research Proposal or Research Paper**
 - You may choose to write either a research proposal paper or a research paper.
 - Papers should be roughly 20 pages in length.
 - **A research proposal** should include a review of the literature on a relevant topic and then propose a specific study that could conceivably be conducted today that would shed light on a topic of relevance to Social Psychology & The Holocaust. You should include a proposed method within your paper.
 - **A research paper** should explore a topic in-depth, such as a particular aspect of the Holocaust and its relevance to social psychology or vice versa. You could explore a singular event or experience, a pattern of events, or a more holistic aspect of the Holocaust. You should avoid topics that have already been covered extensively (e.g., the Milgram-Holocaust linkage) unless you can provide a clear justification in advance for how you will approach the topic in a novel manner.
 - **October 4th:** 1-page proposal of your topic.
 - **November 5th:** An annotated bibliography
 - **December 9th:** Final paper due
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Grading:

Graded Elements and Weights

- Family Tree - 5%
- Leading Class Discussion - 20%
- Annotated Course Readings - 25%
- Twin Assignment - 15%
- Final Project - 35%

Total = 100%

Grade Total by Withdrawal Date:

25% of the student's final grade will be available to them by the withdrawal date.

Schedule:

Schedule of Topics

Week 1 - Introduction and Course Organization - no student discussions
Week 2 - Historical background - no student discussions
Week 3 - Propaganda & Indoctrination
Week 4 - Anti-Semitism, Prejudice, Stereotypes & Discrimination
Week 5 - Psychology & Eugenics, Persecution & Regulation of Sexuality, Nuremberg Laws
Week 6 - Life and Death in the Ghettos & Concentration Camps
Week 7 - Jewish Resistance and Art
Week 8 - Dehumanization, Gender and Women's Experiences
Week 9 - Perpetrators and the Milgram-Holocaust Linkage
Week 10 - Bystanders, Rescuers & Altruism
Week 11 - Attribution Processes / Nuremberg Trials
Week 12 - Resilience, Coping, Health & Intergenerational Trauma: The Aftermath

Course Guidelines:

This course will be quite heavy in two respects: 1) the amount of reading required and 2) the emotional content of the readings and the course topic in general. A great deal of the content for this course is disturbing, and rightfully so. While learning about the Holocaust and exploring potential psychological 'explanations' for one of the darkest historical time periods in modern history can be a challenging topic with which to cope, we must nonetheless place our own challenges in dealing with the course content in the greater context of bearing witness to history and ensuring that the Holocaust is not forgotten. I encourage you to keep a course reflection journal to further interrogate your responses to course content and you may also wish to pair up with one or two of your classmates in the event that you would like to have someone with whom to process any readings, films, or classes that may become too overwhelming. You are also welcome to come to speak with me at any time.

Departmental Policies:

Psychology Department Policies

Departmental Policy on Tests, Exams, and Assignments

A. Midterms & Final Examinations

Please see University Policy on Student Absenteeism, Missed Tests and Examinations. To be clear, the Department of Psychology notes that students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

B. Deferral of Midterm/Final Examinations and/or Term Work

Please see University Policy on Student Absenteeism, Missed Tests and Examinations. To be clear, the Department of Psychology notes that extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Travel plans or work schedules are not acceptable reasons. For consideration of extensions, please contact the instructor as soon as possible.

Notes

1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, they implicitly acknowledge the following: a) that they are the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is their own; and c) that they have not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult p. 170 in the APA (2010) and the sections on academic honesty (pp. 12-16), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010) on reserve in the library. Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.

3. Students are required to use American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

4. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.

University Policies:

Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set

out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that they may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.

Sharing and Distribution of Course Content

Students in this class should be aware that classroom activities (lecture, seminars, labs, etc.) may be recorded for teaching and learning purposes. Any students with concerns about being recorded in a classroom context should speak with their professor. If a student shares or distributes course content in any way that breaches copyright legislation, privacy legislation, and/or this policy, the student will be subject to disciplinary actions under the relevant Academic Integrity Policy, the Charter of Student Rights & Responsibilities, or the Policy on the Protection of Personal Information, at a minimum, and may be subject to legal consequences that are outside of the responsibility of the university.

Student Absenteeism, Missed Tests and Examinations

Students are responsible for completing all course requirements, including attending classes and meeting assignment deadlines as specified on their syllabus.

Adjustments and deferrals to dates for participation, assignment submissions, tests, midterms and final examinations are not automatic. It is the student's responsibility to email their instructor immediately if they are unable to fulfill academic requirements.

Courses delivered remotely may involve student participation in scheduled (synchronous) classes via web-based platforms, such as Zoom. Students unable to participate (i.e., by video and/or audio) should email their instructors to request alternative arrangements for participation in these scheduled (synchronous) classes.

Students are required to be available for all tests, midterms and exams that are listed in their course syllabus and scheduled by their instructor or the Office of the Registrar. Depending on their program, the instructor or the chair/director may decide on alternative arrangements for exams and tests. Normally a doctor's note or supporting documentation is not required; however, when a student's success in the course or program is in jeopardy as determined by the instructor or chair/director, documentation may be requested.

Specific SAS accommodations can be implemented for students registered with Student Accessibility Services (SAS), but it is the responsibility of the student to make these arrangements in advance as per SAS guidelines, and to discuss accommodations of due dates with their instructors.

Students can notify the Office of the Registrar of their wish to observe cultural or religious holidays during scheduled examination periods by the deadline set in the Academic Calendar. Personal travel plans are not acceptable reasons for missing tests or exams.

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