



Nationaal  
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# Naoorlogse generaties alertering

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Oorlogservaringen van ouders kunnen een enorme impact hebben op hun kinderen, ook als deze de oorlog zelf niet hebben meegemaakt. De soms zeer indringende of zelfs traumatische ervaringen van (een van) de ouders kan van invloed zijn op de wijze waarop de kinderen worden opgevoed. Als volgende generaties hiervan hinder ondervinden, spreken we van 'intergenerationele overdracht'.

Elke kwartaal zet de ARQ-bibliotheek nieuwe publicaties over *Naoorlogse generaties* met focus op de Tweede Wereldoorlog op deze lijst. Wilt u liever een mail ontvangen met referenties naar geselecteerde publicaties, geef dan uw e-mailadres door aan de [ARQ-bibliotheek](#). Ook voor eerdere updates kunt u mailen naar de [ARQ-bibliotheek](#).

Deze alertering hoort ij het themadossier [Naoorlogse generaties WO2](#)

Contreras, J. D. (2024). Holocaust Analogies, Conspiracy Theories, and Far-Right Victimhood: Forum for Democracy and the Future of Holocaust Memory in the Netherlands. *The Journal of Holocaust Research*, 38(2), 107–119. <https://doi.org/10.1080/25785648.2023.2255102>

This article examines the relationship between the Far Right and Holocaust memory politics in the Netherlands through an in-depth analysis of the antisemitic and conspiratorial discourse of far-right politician Thierry Baudet and his party, Forum for Democracy (FvD). While the FvD positioned themselves as a victim of establishment politics from the outset, the party used their opposition to government COVID-19 policies to bolster the image of themselves as victim of state power as well as Jewish conspiracies. This article argues that Baudet's Holocaust relativization and his criticism of the evolving character of Dutch Holocaust memory are intimately tied to his and the FvD's antisemitic worldview, in which Jews are to blame for the decline of a mythologized white, Christian Dutch nation. In this context, the FvD used Holocaust analogies on social media, in the Dutch parliament, and during rallies to simultaneously accuse Jews of exploiting a victim identity for moral legitimacy and to contest the government's acknowledgment of Dutch collaboration and inclusion of Jewish experiences into a broader national narrative of the Second World War. In posing these challenges to the status of the Holocaust in contemporary memory politics, Baudet and the FvD attempt to rewrite Dutch history with the white, Christian population as the true bearers of Dutch heritage and identity. Examining the character and normalization of Holocaust relativization in a country still lauded internationally for its tolerance despite its delayed process of 'coming to terms' with its Holocaust past demonstrates the centrality of memory politics to far-right ideologies.

Eskew, J. (2024). The Holocaust's Legacy: Influencing Jewish Political Identity. *Undergraduate Honors Theses*. <https://doi.org/https://doi.org/10.22371/02.2024.006>

This thesis addresses the intricate relationship between the historical persecution of the Holocaust and its enduring influence on contemporary Jewish political engagement, a subject of significant contemporary relevance in political and international relations. Despite broad recognition of the Holocaust's impact, the specific ways in which its memory affects Jewish political attitudes and actions around the world in the modern day have not been sufficiently thoroughly examined. Utilizing qualitative methods, including interviews with 20 individuals—public figures, Holocaust survivors, their descendants, and broader members of the Jewish diaspora—this study focuses on understanding the interplay between historical trauma, community cohesion, and the political responses to security concerns and Israel's geopolitical challenges. It hypothesizes that the collective memory of the Holocaust instills a pervasive sense of apprehension, influencing political affiliations and behaviors among both survivors' descendants and the wider community. The findings of this project are intended to offer critical insights into the dynamics of Jewish political identity and decision-making. By highlighting the emotional and

psychological dimensions of political engagement, this thesis not only addresses a notable gap in current research but also equips policymakers with a deeper, more nuanced understanding of Jewish political responses, ultimately facilitating more informed and empathetic political formulations in a complex global landscape.

Fisher, A. (2023). [Holocaust Remembrance: Music as a Therapeutic Tool That Mediates Between Holocaust Survivors and Their Offspring](#). In *Routledge International Handbook of Multidisciplinary Perspectives on Descendants of Holocaust Survivors*. Routledge.

Music is known for its therapeutic qualities that can bring a change in behavior, can penetrate the subconscious, and can develop awareness of the environment. Music is also a means to treat trauma and provides a sense of security through the defined structure it creates. Previous research on the second generation to Holocaust survivors indicates that even though they did not experience the trauma of the Holocaust directly, the effect of their parents' trauma is not only evident in themselves, but also in their interaction with their parents.

Second generation musicians were interviewed. As part of the interview, they were requested to prepare three musical extracts that represent their mother, their father, and themselves. The integrated musical extracts were analyzed based on the musical analysis methodology of Eliram and the phenomenological approach. The musical characteristics of the song (rhythm, harmony, melody), the structure, the genre and its cultural context as opposed to the reasons for them choosing these extracts.

These musical extracts displayed issues that are known to characterize the second generation, such as intergenerational transmission of trauma, issues of self-identity, a need to commemorate the Holocaust, and transmission of their family story to future generations. I found that the interviewees who are engaged in music took advantage of their musical talents, conducting for themselves a form of "music therapy". In this chapter I will discuss the various means that were used by these second-generation musicians to cope with the characteristics that typify the second generation, specifically their connection with their parents, and how they unconsciously used musical therapeutic techniques.

Kollender, R. (2023). [The Role of Music in Shaping Holocaust Memory: An Intergenerational Process of Preservation and Transmission](#). In *Routledge International Handbook of Multidisciplinary Perspectives on Descendants of Holocaust Survivors*. Routledge.

Musical activity, which was part of every-day life during the Holocaust - in the ghettos, camps and among the partisans - and is still meaningful for the survivors, plays an important role in the process of preserving its memory and transmitting it to the next generations. No full study of the subject has yet been undertaken, the collected and recorded materials have been scarcely examined. My current research relies on a case study which is based field work - recordings and interviews - as well as on my own experience as Second Generation member and teacher of this subject to youngsters who are Third Generation, many of them are not offspring of Holocaust survivors. This exposure to both old and young generations is fundamental to our understanding of the process of passing on the memory to the next generations. The survivors face a conflict - they wish to forget the horrors, but are in need of telling their story. The songs that they still remember can solve this conflict by giving voice to similar (and not intimate personal) situations. On the other hand, the offspring who receive the musical testimony, demonstrate two different approaches - some of them study it as a historical legacy while others use it as a basis for new compositions. These various perspectives are the result of the model Song Stimulating memory Survivor Transmission to next generations and emphasize the understanding of music as a meaningful factor in transmitting the memory of the Holocaust to the next generations.

Levenson, L., Lorenz-Sinai, F., Kessler, F., & Resnik, J. (n.d.). German teachers' pilgrimage to an Israeli Holocaust Memorial: Emotions, encounters, and contested visions. *Anthropology & Education Quarterly*, n/a(n/a). <https://doi.org/10.1111/aeq.12508>

Drawing on anthropological conceptions of pilgrimage, our ethnography of professional development at an Israeli Holocaust Memorial follows German teachers on journeys to Israel. Seeking transformative

and transferable experiences to combat anti-Semitism in schools, teachers experienced the voyage as a secular pilgrimage rooted in Christian traditions of guilt, confession, and absolution. As teachers' emotional encounters in Israel simultaneously forged *communitas* and challenged official historical-pedagogical visions, their practices abroad elucidate prevalent Holocaust education discourses in contemporary Germany.

Liebel, M. (2024). Violent abduction of Yemenite Jewish children in Israel: A historical study on the intergenerational dynamics of oppression and resistance. *Global Studies of Childhood*, 20436106241252068. <https://doi.org/10.1177/20436106241252067>

In the founding years of the State of Israel, numerous Jewish children who immigrated to Israel with their parents from Arab countries, especially Yemen, were removed and disappeared. Some of these children were adopted by people in Europe and the USA, while others remained missing. The article reconstructs the efforts to clarify the fate of these children. The disappearance of the children is analysed in the context of the Zionist founding myth and the colonial genesis of the State of Israel and interpreted as an early form of bio-politics with racist connotations. Particular attention is paid to the traumatic consequences of this practice for the people affected and the psycho-structure of Israeli society. Finally, the question is posed as to how today's young generation of descendants of immigrants is coming to terms with the history of their ancestors and what consequences this could have for the future identity of Israeli society and its positioning between 'Occident' and 'Orient'.

Manca, S., Marino, F., & Taibi, D. (2024). 'Could we possibly see your tattoo? If not that's totally fine!' Holocaust survivors' playful activism on TikTok. *Memory Studies*, 17506980241247266. <https://doi.org/10.1177/17506980241247266>

Over the past few years, digitalisation has led to the development of new forms of Holocaust memory, with advances in digital technology reshaping and introducing alternative ways of remembering, understanding and representing the Holocaust. The purpose of this study is to examine how three Holocaust survivors – Lily Ebert (100), Gidon Lev (88) and Tova Friedman (85) – share their firsthand experiences on TikTok by segmenting traumatic memories using the platforms' audio-visual aesthetic and adapting their testimonies for the attention spans of young users. Based on 1-year content production and detailed analysis of 84 videos across the three profiles, a mixed-methods approach was applied to identify how each survivor interacts with their 'fans' using a unique communication style and with distinct goals. The results of the multimodal analysis show that the three survivors are engaged in meaningful acts of playful online activism on the memory of the Holocaust by bringing testimony and daily life together, in order to protect historical facts and combat antisemitism and Holocaust distortion.

Novis-Deutsch, N. (2024). Educational Autonomy and the Holocaust: A Comparative Study of Teachers' Freedom in European Narratives. *The Journal of Holocaust Research*, 38(2), 120–138. <https://doi.org/10.1080/25785648.2024.2304991>

While Holocaust memory underscores the significance of freedom, the actual enactment of freedom varies across different countries, posing a vital question for educating about the Holocaust. How do educators navigate this dissonance? Do they serve as conduits for government perspectives, or do they exercise their teacher autonomy? As part of a comparative study examining shifts in Holocaust memory in Europe from 2020 to 2022, my colleagues and I conducted in-depth interviews with 75 Holocaust educators from Poland, Hungary, Germany, and England, inviting them to share their life stories and professional experiences. This article delves into a recurring theme found within these educators' narratives: the appreciation of freedom and choice. To interpret the significance of this theme, I integrate educational theories on 'difficult history' and teacher autonomy with theories of psychological reactance and the freedom quotient (FQ). I draw on Isaiah Berlin's concepts of negative and positive liberty to bridge the personal and societal dimensions. The resulting model provides a framework for the study's findings. As expected, teachers from Poland and Hungary felt their negative liberty was constrained, while those from Germany and England reported a greater degree of autonomy. More surprisingly,

limited negative liberty led many interviewees from Poland and Hungary to find powerful ways to express their inner freedom. These included resistance to authority, activism within and beyond the classroom, and the application of diverse and creative pedagogical approaches in EaH. The interviews also pointed to a connection between higher levels of negative liberty in Germany and England, and a plurality of content and goals in EaH within these countries. In light of these findings, I offer policy and educational recommendations.

Popescu, D. I. (2024). Introduction: Public Engagement with Holocaust Memory Sites in Poland. In D. I. Popescu (Ed.), *Public Engagement with Holocaust Memory Sites in Poland* (pp. 1–17). Springer International Publishing. [https://doi.org/10.1007/978-3-031-53004-3\\_1](https://doi.org/10.1007/978-3-031-53004-3_1)

The introduction positions this volume in relation to existing literature in the field of Holocaust, tourism, museums, and memory studies, and particularly research dealing directly with visitors at Holocaust memory sites in Poland. Importantly, it will argue for the importance of understanding public engagement with such sites beyond popular scholarship on ‘dark tourism’ and will outline how each individual chapter contributes to deepening understanding of public engagement with former camp sites in Poland and with Polish memorialization of the Holocaust. A particular emphasis will be placed on Jewish and Polish engagement with such sites. The introduction will further argue for the importance of developing audience research studies not only to better understand immediate individual, or group responses elicited by the sites, but to gauge the extent to which engagement is shaped by the visitor’s sense of belonging to a nation, a community, or a generation.

Twohig, A., Lyne, J., & McNicholas, F. (2024). Attachment theory: survival, trauma, and war through the eyes of Bowlby. *Irish Journal of Psychological Medicine*, 1–3. <https://doi.org/10.1017/ipm.2024.12>

Children are no strangers to war and conflict, and for as long as history has been documented, so too has the negative impact of war on children. Attachment theory, which has shone a light upon the ways in which early life experiences can impact individuals across the lifespan, is a helpful lens through which we can view the consequences of war. Similar to the aftermath of war leading to lifelong and transgenerational suffering due to deaths and physical health issues, attachment difficulties created during war further compound long-term damage. Yet, despite our theoretical understanding of the detrimental impact of war on children and on humankind, humanity has failed to find ways to avert, or at least minimise, this unfortunate risk. Instead in this century, we see a growing number of conflicts globally with increasing asylum seekers. In this editorial, we argue that the large-scale disruption to attachment relationships caused by conflict and war is an important consideration for global policy, and that the healthcare community must show leadership in highlighting this serious impact of war.