

HLTH 342: Anatomy of Hate:
Physical, Psychological, and Social Effects of Persecution
[Academic Term]
[Inclusive Dates of Instruction]

GENERAL COURSE INFORMATION	
Instructor	Craig M. Klugman, PhD
Office	Office 773-325-4876 Email cklugman@depaul.edu (Email is the best way to reach) Office hours via Zoom on Wednesdays 12-2pm or by appointment
Class Meeting Time & Place	TBD
Description	This course examines the history of persecution of a population and its effects on the human body, mind, and community. Specifically, we will use the Jewish people and structural antisemitism as a case study. We will explore how hateful ideologies have targeted the Jewish body by creating and perpetuating harmful stereotypes and pseudo-scientific theories that have been used to justify discrimination, violence, and systematic persecution. From ancient to modern times, we will explore how Jewish communities have resisted these dehumanizing ideas and reclaimed their bodies and minds through art, culture, and collective action.
Objectives	Students who complete the course will be able to: <ul style="list-style-type: none">• Analyze the historical, contemporary, and ideological roots of antisemitism• Evaluate how antisemitism has been medically and scientifically constructed• Examine the corporeal expressions of Jewish people in the face of antisemitism violence and persecution.• Explore the physical, mental, and social effects of generational persecution on humans.• Connect historical and contemporary antisemitism to its modern manifestations concerning the body.
Assignments	<ul style="list-style-type: none">• Attendance & Participation• Weekly Reflections• Midterm• Final

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- All written assignments must be submitted via D2L
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SECTION/DATE	TOPIC	READINGS	ASSIGNMENTS
SECTION 1: Foundational Concepts and Early Persecution			
Day 1 Defining Antisemitism	<ul style="list-style-type: none">Lipstadt, D. 2018. "Antisemitism in the Age of Social Media" in Antisemitism Here and Now", pp. 1-25The International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism	Reflection 1: Who gets to define hate? Often people outside a group say that an event or phrase is or is not hate speech but those inside the group may not agree. Who gets to define hate speech? What if the speech affects another group's ability to speak?	
Day 2 The Diverse Jewish People	<ul style="list-style-type: none">Sarna, JD. 2005. "American Judaism's Fourfold Evolution". In American Judaism: A History, pp. 351-381Soomekh, S. 2015. Introduction. <i>Sephardic and Mizrahi Jews in America</i>.		
Day 3 Antisemitism & Jewish Bodies	<ul style="list-style-type: none">Hsia, RP. 1988. <i>The Myth of Ritual Murder: Jews and the Blood Libel In Medieval and Early Modern Europe</i>, pp. 1-35.Kaplan JC. How antisemitic stereotypes from a century ago echo today. <i>The Conversation</i>. https://theconversation.com/how-anti-semitic-stereotypes-from-a-century-ago-echo-today-106451Jutte R. 2021. "Introduction" and "Chapter 1. The Biological Body" in <i>The Jewish Body</i>. U Penn Press.		
Day 4 Expulsion and Displacement	<ul style="list-style-type: none">Garber, JS. 1994. "The Iberian Expulsions" In <i>The Jews of Spain: A History of Sephardic Experience</i>, pp. 109-134.Rajak T. 2006. "The Jewish Diaspora" in MM Mitchell & FM Young (eds) <i>The Cambridge History of Christianity</i>, 53-68.	Reflection 2: In <i>Prayer for the French Republic</i> , two generations of the Benhamou family consider whether to flee or stay in France	

	<ul style="list-style-type: none">Squires A, R Thompson, T Sararangani, P Amburg, K Sliwainski, C Curtid, B Wu. 2022. International migration and its influence on health. <i>Research in Nursing & Health</i> 45(5): 503-511.	under antisemitic attacks. Do you agree or disagree with the decisions of the family in both periods of time? Why or why not? Use specific scenes and language from the play.
Day 5 Art Reflections	<ul style="list-style-type: none">Harmon, J <i>Prayer for the French Republic</i>.	
SECTION 2: Scientific Racism		
Day 6 Jews and Racial Science	<ul style="list-style-type: none">Mosse, GL. 1978. <i>Toward the Final Solution: A History of European Racism</i>, pp. 1-30.Gould, SJ. 1980. <i>The Mismeasure of Man</i>, chapter 5.	Reflection 4: Choose an episode of a TV show that features a Jewish character- how is the character presented? What are their characteristics? Presentation? What classic tropes are represented?
Day 7 Antisemitism and Psycho-pathology	<ul style="list-style-type: none">Gilman, SL, 1991. "Franz Kafka The Jewish Patient" in <i>The Jew's Body</i>, pp. 121-154.Gilman, SL. 1985. "The Madness of Jews" in <i>Difference and Pathology: Stereotypes of Sexuality, Race, and Madness</i>, pp. 150-162.	
SECTION 3: The Holocaust and Medicine – Research and Torture		
Day 8 The Role of Medicine in the Holocaust	<ul style="list-style-type: none">Lifton, RJ. 1988. "The Nazi Doctors: The Psychology of a Genocide" in <i>The Nazi Doctors: Medical Killing and the Psychology of Genocide</i>, pp. 1-25.Biermanns N. 2023. "Gatekeepers of Extermination: SS Camp Physicians & Their Scope of Action". <i>Annals of Internal Medicine</i> 176(6): 853-856.Geiderman JM. 2002. "Physician complicity in the Holocaust: historical review and reflections on emergency medicine parts I & II". <i>Academic Emergency Medicine</i> 9(33):223-240.	Reflection 5: Choose one of the medical tortures from the Shoah (e.g. twin studies, freezing experiments, blood transference experiments, high altitude, or others). What moral norms were violated by the "scientists" performing these procedures? What are the lessons we
Day 9 Medical Experimentation and its Legacy	<ul style="list-style-type: none">Caplan, AL. 1992. "The Labyrinth of Nuremberg Doctor's Trial and the Legacy of the Nazi Experiments" in	

	<p><i>When Medicine Went Mad: Bioethics and the Holocaust</i>, pp. 1-18.</p> <ul style="list-style-type: none">Green T and M Brown. <i>The Story of Eva</i>. Eva Kor Documentary. WYFI.	have taken for medical practice and biomedical research?
Day 10 Inherited Trauma	<ul style="list-style-type: none">Yehuda, R. 2022. How Parents’ Trauma Leaves Biological Traces in Their Children. <i>Scientific American</i> (1 July) https://www.scientificamerican.com/article/how-parents-rsquo-trauma-leaves-biological-traces-in-children/Yehuda R, NP Daskalakis, LM Blirer, HN Bader, T Klengel, F Holsboer, EB Binder. 2016. “Holocaust Exposure Induced Intergenerational Effects of FKBP5 Methylation”. <i>Biological Psychiatry</i> 80(5-Sept): 372-380.	Reflection 6: Stoppard’s play follows one family over a half century. How has the violence they experience affected the health and well-being of the younger generations? In what ways has their sense of belonging been affected through the trauma? Use specific scenes and language from the play.
Day 11 Art reflections	<ul style="list-style-type: none">Stoppard T. <i>Leopoldstadt</i>.	
Day 12	MIDTERM EXAM	
SECTION 4: Health Effects		
Day 13 Antisemitism & Health Conspiracy Theories	<ul style="list-style-type: none">Garner G, M McGrann, M Lynn, D Klug, R Kranson, and MM Yoder. 2023. “Implicit antisemitism and COVID-19 conspiracy theory on Twitter” <i>Jewish Film & New Media</i> 11(2). https://digitalcommons.wayne.edu/jewishfilm/vol11/iss2/3/Weisman J. 2023. “RFK Jr airs bigoted new Covid conspiracy theory about Jews and Chinese”. <i>New York Times</i>. (July 15). https://www.nytimes.com/2023/07/15/us/politics/rfk-jr-remarks-covid.html	Reflection 7: Identify and analyze an antisemitic conspiracy theory related to health, broadly considering its impact on physical, mental, or public well-being. From where does this trope originate, and what historical context gives rise to it? How does
Day 14 As a social determinant of health	<ul style="list-style-type: none">Shani M, D Goldberg, MHW van Zalk. 2024. “If you prick us, do we not bleed? Antisemitism and psychosocial health among Jews in Germany”.	

	<p><i>Frontiers in Psychology</i> 15. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.149929</p> <ul style="list-style-type: none"> • U.S. Department of Health and Human Services. "Social Determinants of Health". <i>Healthy People 2030</i>. USDHHS. https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health • ADL "Audit of Antisemitic Incidents 2024." https://www.adl.org/resources/report/audit-antisemitic-incidents-2024 	<p>this conspiracy theory specifically affect the Jewish experience, and what are its broader implications for other marginalized groups and society at large? Finally, reflect on potential strategies for challenging and dismantling such harmful narratives.</p>
<p>Day 15 Mental Health Impacts</p>	<ul style="list-style-type: none"> • Silverstein Y and C Block. 2025. "Making the invisible visible: A taxonomy of contemporary experiences on college campuses". <i>Journal of Jewish Education</i>. (April) https://doi.org/10.1080/15244113.2025.2482060 • Specht F, N Stammel, L Nohr, M Bottche. 2025. "Mental Health and Experiences of antisemitism in 2nd and 3rd offspring generation of Holocaust survivors from Israel, Germany, and the USA. <i>International Journal of Psychology</i> 60(3):e70053. • Shklarski L, S Hinich, and A Falk. 2025. "In the wake of antisemitism and collective trauma: Jewish mental health professionals' experiences after October 7. <i>Journal of Behavior in the Social Environment</i>, 1-13. • Morstead T and A DeLongis. 2025. "Antisemitism on campus in the Wake of October 7". <i>Stress Health</i> 4(1):e3529. 10.1002/smi.3529 	<p>Reflection 8: Consider how institutionalized antisemitism (e.g., exclusionary laws or political rhetoric) contributes to a pervasive sense of fear and insecurity that affects the collective psyche of a nation's Jewish community. What effect does that have on their health and wellbeing? Their sense of belonging? Their personal family and career choices?</p>
<p>Day 16</p>	<ul style="list-style-type: none"> • Render-Turmaud D. 2020. What is collective trauma. <i>Psychology Today</i> 	

National Trauma	<p>(23 May). https://www.psychologytoday.com/us/blog/lifting-the-veil-trauma/202005/what-is-collective-trauma</p> <ul style="list-style-type: none"> • A Nation in Trauma - Live Broadcast The Jerusalem Post https://share.google/jfwCFzBpWfMt5AknE • Lahav Y & M Ben-Ezra. 2024. "Institutional betrayal in the face of a collective national trauma in Israel" <i>The Lancet Regional Health – Europe</i>, Volume 42, 100942 	
Day 17 Physical Effects	<ul style="list-style-type: none"> • Wachen J, S Larsen, P Schnurr. "Trauma, PTSD, and Physical Health". Veteran's Administration. https://www.ptsd.va.gov/professional/treat/cooccurring/ptsd_physical_health.asp#:~:text=In%20sum%2C%20the%20ways%20in,%2C%20and%20hyperlipidemia%20(29). • McFarlane AC. 2010. "The long-term costs of traumatic stress". <i>World Psychiatry</i> 9(1): 3-10. • "Past trauma may haunt your future health". <i>Harvard Health Publishing</i>. https://www.health.harvard.edu/diseases-and-conditions/past-trauma-may-haunt-your-future-health 	Reflection 9 In Singer's character Shosha, he presents a young woman with a plethora of medical symptoms. How are these symptoms explained by the trauma that she has experienced following pogroms and the German invasion? What steps might have helped her health? How might her experiences have affected any children should could have had?
Day 18 Art Reflection	<ul style="list-style-type: none"> • Singer, I. B. 1969. "Shosha" <i>In A Day of Pleasure</i>. New York: Farrar, Strauss & Giroux, pp. 217-229. • Klugman CM & C Levine. 2024. "Diagnosing Shosha: Literature as a lens to view disease and history". <i>Medical Humanities</i> 50(3): 450-455. 	
SECTION 5: Antisemitism in Medical Practice		
Day 19 Clinical and Academic Settings	<ul style="list-style-type: none"> • Gordon M, J Teitel, T Rosenberg, R Oratz, N Katz, D Katz. "Antisemitism in Medicine: An International Perspective". 2025. <i>Ramnam</i> 	Reflection 10: In an infamous case in Australia, two nurses in a TikTok

	<p><i>Maimonides Medical Journal</i> 16(1): e0004. 10.5041/RMMJ.10536</p> <ul style="list-style-type: none"> • Video: <i>Medical Racism and the American Jewish Experience</i>. Center for Bioethics and Humanities. University of Colorado Anschutz School of Medicine. https://youtu.be/kSBODnKcIQE?si=WWF-BNlVCPfzQHB • Campanile C. 2024. "Jewish doctors launch group to combat antisemitism in medicine". <i>New York Post</i> (19 May). https://nypost.com/2024/05/19/us-news/jewish-doctors-launch-group-to-combat-antisemitism-in-medicine-its-nazi-germany-all-over-again/ • Krongold J. 2022. <i>In Their Own Words</i>. https://temertymedicine.utoronto.ca/sites/default/files/inline-files/In_Their_Own_Words_JKrongold_2022_c.pdf 	<p>interview said that not only would they refuse to treat Jewish or Israeli patients, but that they would kill such patients. What are the ethical obligations of health care workers in terms of taking care of patients? Can HCWs pick and choose their patient populations? Should they be able to? Why or why not? What affect would such language have on the patient's perception of their treatment and of the medical system? What should happen to these two nurses?</p>
<p>Day 20 Combatting Antisemitism in Health care</p>	<ul style="list-style-type: none"> • Wald HS & S Roth. 2024. "The Moral Imperative of Countering Antisemitism in US Medicine – A Way Forward" <i>American Journal of Medicine</i> 137(1): 915 – 917 • Cohen S & HS Wald 2025. Safeguarding humanism in healthcare. <i>Bioethics Today</i> (26 February). https://bioethicstoday.org/blog/safeguarding-humanism-in-healthcare-no-space-for-antisemitism-in-medicine/ • Office of the U.S. Special Envoy to Monitor and Combat Antisemitism. 2024. <i>Global Guidelines for Countering Antisemitism</i>. https://www.state.gov/wp-content/uploads/2024/07/Final-Global-Guidelines-Text-for-Distribution-7.17.24.pdf 	

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SECTION 6: Community Resilience and Allyship		
Day 21 Challenging Stereotypes	<ul style="list-style-type: none"> • Strimpel Z. 2023. "Let's bust the myth of Jewish hypochondria". <i>The Jewish Chronicle</i> (June 23). https://www.thejc.com/opinion/lets-bust-the-myth-of-jewish-hypochondria-xzit1z8n • Abrams N. 2013. "Hollywood's stereotype of the wimpy Jew refuses to die". <i>Haaretz</i> (July 24). https://www.haaretz.com/jewish/2013-07-24/ty-article/.premium/nuts-to-woody-jews-do-sports-and-well/0000017f-e11b-df7c-a5ff-e37bdb720000 • "Sports: A powerful ally in the battle against antisemitism". <i>Philadelphia Jewish Exponent</i> (Sept 27). https://www.jewishexponent.com/sports-a-powerful-ally-in-the-battle-against-antisemitism/#:~:text=Leonard's%20success%20in%20the%20ring,the%20Holocaust%20and%20combat%20antisemitism. 	Reflection 11: Thinking back on this course, what in your thinking has changed? What thinking has been reinforced? What changes in your daily activities have you undertaken? Are there lessons you are taking based on your own family's journeys and experiences with discrimination? How has your current health been influenced by the life experiences of your ancestors?
Day 22 Community Health & Resilience	<ul style="list-style-type: none"> • Southwick SM, GA Bonanno, AS Masten, C Panter-Brick, R Yehuda. 2014. Resilience definitions, theory, and challenges: Interdisciplinary Perspectives. <i>European Journal of Psychotraumatology</i> 5(1): 25338. • Yahel, H. (2022). The Jewish People and Indigenous Resilience. In: Danto, D., Zangeneh, M. (eds) <i>Indigenous Knowledge and Mental Health</i>. Springer. • Gutman LM & SD Landau. "Collective trauma and resilience for the Jewish people in the aftermath of 7th 	

	October.” In R Freedman & D Hirsh (eds) <i>Responses to 7 October: Law and Society</i> . Routledge, chapter 8.	
Day 23	Review Session	
Day 24	FINAL EXAM	

COURSE POLICIES

Miscellaneous

- Please note that extra credit is not available for this course
- You should turn in all assignments through Submissions onD2L.
- I will be communicating with you via email.

Class Philosophy

I believe that a class is a sacred place for students and instructors to engage in learning in a safe environment. Thus, we seek to create a safe space for debate. This means that all points-of-view are welcome. Ideas will be examined on their own merit. Conversations are congenial, cordial and friendly while also being academically rigorous. We question everything.

I hold that participation is more than just talking; it also means actively listening to others and being open-minded to new ideas and perspectives. Comments and perspectives brought forth may not be a person's beliefs, but rather may be offered to engage in discussion or to offer alternative perspectives. A person's ideas or thoughts are not judgments upon who that individual is. That means that a criticism of an idea is not a personal attack. This class space is an inviting space where ideas are discussed, debated, and criticized. Anyone who feels unsafe in the classroom, should let the instructor know immediately.

I encourage all students to be open to challenging themselves. Look at ideas from new perspectives and points of view. Question published studies and long-held beliefs.

Respect, Diversity & Inclusion

“In this class I want all of my students to feel accepted for who they are, which includes every aspect of their being. I want you to feel comfortable expressing yourself and sharing your experiences. What makes you different is what makes you special. I will not tolerate hatred or abuse of any type in this

course. Please always be respectful of others. Remember, you do not have to agree with someone's lifestyle, spirituality, or choices, but you can still respect them and interact with kindness always." (Velez-Solic 2016)

To ensure that all students are supported in their work, we commit to making course spaces inclusive and equitable. When learners bring their whole selves, the learning environment is enriched for everyone. Bullying or intolerance in any form is not acceptable.

Academic Integrity

The integrity of our work is critical to why we are all at DePaul, both as students and as faculty. It is through this integrity that we maintain a culture of continued learning, as well as personal and professional growth and development. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and for protecting all those who depend on it, including DePaul's community partners and institutional affiliates.

Our objectives - above all - involve fairness, clarity and accountability. All members of the university community share the responsibility for creating conditions where violations of academic integrity are curtailed.

You should be sure to [watch the Academic Integrity video](#) and read the Use of Artificial Intelligence policy (below). Please review [the resources available on this website](#), read the DePaul [Academic Integrity Policy](#), or contact an Academic Integrity consultant for additional guidance. If you violate this principles and policies, then you may fail the assignment or the course, at my discretion. DePaul policy requires all Academic Integrity violations to be reported to the University.

Use of Artificial Intelligence

Artificial intelligence (AI) is a powerful tool that can be used to support student learning in a variety of ways. However, it is important to use AI in a way that upholds academic integrity. AI can be used to search for relevant sources, identify patterns in data, and generate hypotheses. However, it is important to cite the original [human] sources that you use, even if you are using AI to help you find them. AI can also be used to help students write such as brainstorm ideas, create thesis statements, generate outlines, and proofread essays. However, it is important to remember that AI-generated

	<p>content is not your own work. If you use AI to generate content, you must cite the original [human] source of the content and explain how you used it in your own writing. It is academic dishonesty to turn in the work of an AI as being your own words.</p>
Late Assignments	<p>I will only accept late assignments if you have requested an extension before the due date (this does not mean the same day or the day before). All assignments extensions must be turned in before the last instructional day of the quarter.</p> <p>Please note that extensions and incompletes are rarely granted.</p>
Attendance/ Absences/Zoom	<p>By University policy, I will take attendance at all class sessions. I expect students to attend all in-person class sessions and to complete assigned videos and readings before class meets. However, if you do not feel well, then you should not come to class and use the Zoom option instead. If you miss class and have notified the instructor ahead of time, you may be permitted to complete an alternative assignment to gain credit for the missed day (within one week of the missed class session). If you miss a class session, please contact me as soon as possible for the makeup assignment, which must be completed within two weeks of missed class session (and before the last day of instruction). I will lower grades (participation and attendance component) for missing (and not making up) more than 20% of in-class sessions.</p>
Accommodations	<p>Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success.</p>
Recording	<p>Please note that the presentations in this class, readings, slides, exercises, and knowledge are the intellectual property of their respective owners. To protect that intellectual property, you may <u>not</u> record class sessions in any way or manner (without prior permission of instructor). You may take your own notes, but you may not reproduce material presented in class or made available through D2L or Zoom. If you have a CSD recording accommodation, please discuss that with me.</p>

Copyright Notice	<p>Please note that all notes, slides, surveys, exams, quizzes, vodcasts, and exercises are copyrighted and are owned by Craig Klugman, Ph.D. For the duration of your enrollment in the course, you have permission to use such material on D2L and to make hard copies for your personal use. You DO NOT have permission to post any of this material in another form such as on another website or publication, or to distribute the materials to anyone who is not currently enrolled in the class with you.</p> <p>Other materials linked to on D2L (articles, videos) are the property of their respective copyright holders. Such links are provided here only as a convenience.</p> <p>You may share hard copy notes and materials with other members of the current class. You MAY NOT post (shared, loan or sell) any materials related to class to an enduring website including (but not limited to) Study Blue, OneClass, CourseHero, Kno, Cram, Flashcardmachine, flashnotes, ThinkBinder, inclassapp, Versity, NoteUtopia, Notehall, Pinterest, instagram, facebook, or similar sharing site. You MAY NOT share notes with anyone not enrolled in this class simultaneously with you.</p>
Campus Safety	<p><u>Please review DePaul's guide to dealing with threats of violence on campus, including an active shooter.</u></p> <p>In short, try to Run, if that's not possible Hide, if that's not possible Fight. Save people first, not things. Work in groups; help each other.</p> <p>"Possession or use, or assisting in the possession or use, of any of the following items, including but not limited to, firearms, knives, clubs, ammunition, explosive devices, flammable liquids, taser guns, stun guns, pepper sprays, mace, or other weapons on University-owned or –controlled property, is strictly prohibited by various local, state and/or federal laws and University policy. Students in possession of dangerous weapons or materials will be subject to immediate suspension and may face criminal or civil sanctions. Students are not to possess or explode any type of fireworks on University-owned or – controlled property unless authorized in accordance with</p>

city ordinances and approved in writing by the appropriate University officer.” – [*DePaul Campus Violence Prevention Plan*](#)

Grading Schema	ASSIGNMENT	COURSE POINTS
	Reflection Papers (11 x 3.64 pts each)	40
	Midterm Exam	15
	Participation & Attendance	30
	Final Exam	15
	TOTAL	100

Course Grades [√]	NUMBER OF COURSE POINTS	LETTER GRADE	DEPAUL QUALITY POINTS
	<u>94.0-100</u>	<u>A</u>	<u>4</u>
	90-93.9	A-	3.7
	87-89/9	B+	3.3
	84-86.9	B	3
	80-83.9	B-	2.7
	77-79.9	C+	2.3
	74-76.9	C	2
	70-73.9	C-	1.7
	67-69.9	D+	1.3
	60-66.9	D	1
	< 60	F	0

[√] Please note that grades are not rounded up nor down.

* Please note that the syllabus is subject to change at any time.

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