

# Current Affairs and Critical Issues in American Culture

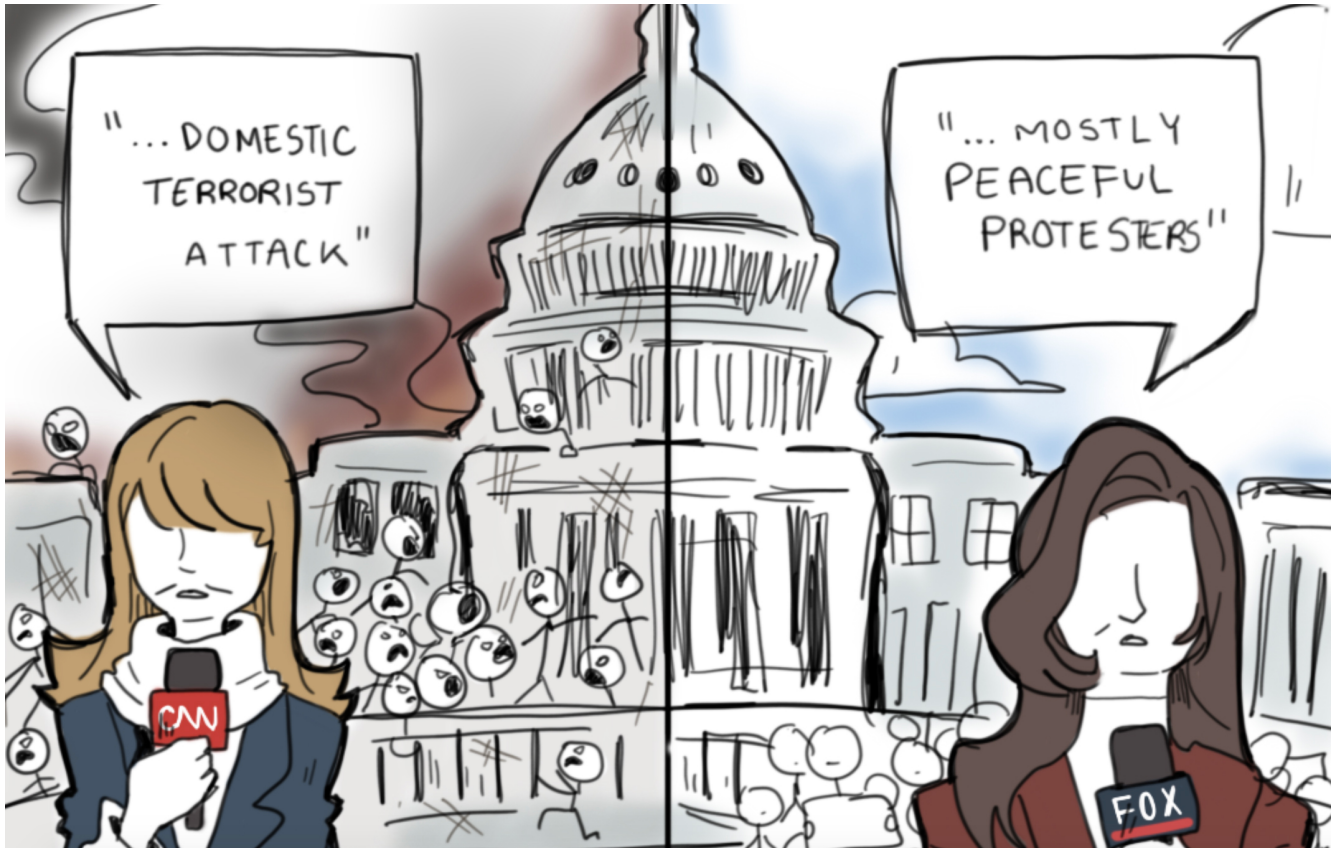


Illustration by Renee Choe (2021).

**AMCS 3060 | Fall 2021**

Time: Mondays and Wednesdays, 2:30-3:50PM

Location: Seigle Hall 303

Instructor: Michael Allen, Lecturer in American Culture Studies

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314-920-5680

Office hours: By appointment.

## Course Description

What's in your newsfeed? Media outlets drive critical conversations and public discourse, and in this course students have the chance to keep up and weigh in. We read the news and examine current affairs as they unfold week by week, critically analyzing and exploring modes of understanding, historicizing, and contextualizing contemporary issues in American society. The course introduces students to theoretical and conceptual frameworks for this engagement and asks questions such as: How are these issues related to the past? How have Americans experienced this issue before? And how is the contemporary context different?

We'll follow trends in pop culture, technology, politics, and society. Students learn to layer current issues with historical documents, the commentary of public intellectuals and cultural critics, and political, economic, and social policies. The course stresses research analysis, group process, critical thinking, multidisciplinary inquiry, and professional writing and speaking skills.

## Course Goals

Students who complete the course successfully will be able to

- Understand, contextualize, and historicize current affairs and critical issues in American culture, as encountered in popular media
- Develop and enhance the ability to critically “read” the media we consume, find new ways of “seeing” the news, television shows, advertisements, and internet sites we digest daily
- Apply theoretical and conceptual frameworks to study the news and connect current issues to an American past
- Interpret various types of contemporary media as well as archival and primary source materials
- Write clear, concise, and effective essays that apply conceptual frameworks to different current issues
- Conduct independent research and produce media on an additional course topic/theme
- Collaborate with peers on in-class group assignments and peer-review exercises

## Major Assignments, with Proportion of Course Grade

- Two 5-6 page analysis essays: **40%** (20% each essay)
- Media journal: weekly summary and discussion questions on media consumption: **15%**
- Class Participation (contributions to discussions, group work, and informal writing): **10%**
- Final Project and Presentation: Research and production of an original media piece (article, blog post, web page, podcast, video, etc.) that introduces and explores an additional current issue in historical context, with in-class presentation: **35%** (media product 25%, oral presentation 10%)

## Major Assignments: Descriptions

*Class participation:* Active engagement in all in-class activities (including *interactive lectures, discussions, and informal writing*) will be essential to your learning and to the success of the class as a whole. Participation will be evaluated according to these criteria: *quality/thoughtfulness of*

*contributions; regularity of contributions; and collegiality (respectful and engaged interactions with peers and the instructor).*

*Preparation for each class:* Please read the assigned readings carefully, noting specific ideas, images, and language you find interesting and recording any questions or comments you would like to contribute to the class discussion or explore further in writing assignments.

*Informal Writing:* Class activities will frequently include opportunities to explore ideas through informal writing exercises. These exercises will sometimes be graded informally (0/√/√+).

*Media Journal:* Weekly consumption of news media is critical for success in this course. Students will examine various media sources throughout the semester, diverse both in terms of viewpoint and medium, and reflect on their own interaction with and consumption of media, as well as the issues raised in the news. Media journal entries will contain these reflections as well as discussion questions to consider in class. The media journal will first be due in Week 5 and will continue through Week 14.

*Two Analytical Essays:* Each of these 5-6 page essays will present an analytical argument about the assigned topics, incorporating both primary and secondary sources as evidence. The essays will apply the analytical and conceptual frameworks to understand media and contemporary issues in historical context.

*Media Production and Presentation:* The culminating assignment for the course will take the form of a contribution to the work of contextualizing current events by asking each student to propose, research, and create a public media product piece (article, blog post, web page, podcast, video, etc.) on a topic in the headlines that has historical significance. This product will require research on the proposed topic and will contextualize previous experiences or ideas in American history and culture that connect and help us to understand the current issue. The topic and format of the product will be proposed in advance, and students will have the opportunity to work on their projects with peer review throughout the semester. Each student will also prepare and deliver a ten minute presentation of their project during the final weeks of class.

### **Course Structure**

The course is structured to first introduce students to reflective media consumption practices, interdisciplinary media studies scholarship, and conceptual frameworks on media before analyzing cases. The first several weeks have predetermined issues to examine, but roughly half of the semester will unfold in real time with issues in the news. The weeks will address each issue in turn, and will take a particular headline in the news currently or in the recent past and connect it to historical cases when similar issues were raised. Placing these events in historical context, the students will consider how understanding the history of an issue helps to see the current affair in its own context, while also connecting it to a longer thread. The conceptual frameworks will be applied when analyzing how different issues are presented in the media at different moments in time.

Because the current issues will be developed as they occur, topics may change and thus this syllabus is a dynamic and flexible document. The culminating student media projects will allow individualized topics to come into the class as well.

### **Attendance**

Two unexcused absences are permitted before the attendance and participation grade will be affected. To be excused from class, contact the instructor no later than two hours before the start of class time unless there is an emergency.

## Schedule

### **Week 1: Introduction**

**Monday, August 30**

Introductions

**Wednesday, September 1**

Readings:

Raymond Williams, "Structures of Feeling," *Marxism and Literature* (Oxford and New York: Oxford University Press, 1977). pp. 128-135.

Marshall McLuhan, "The Medium is the Message," *Understanding Media: The Extensions of Man* (New York: McGraw-Hill, 1964).

### **Week 2: Media Theories**

**Monday, September 6: No Class, Labor Day**

**Wednesday, September 8**

Readings:

Raymond Williams, "The Technology and the Society" and "Effects of the Technology and its Uses," *Television: Technology and Cultural Form* (New York: Schocken Books, 1974), pp. 9-31; 119-134.

Michael Schudson, "Click Here for Democracy: A History and Critique of an Information-Based Model of Citizenship," *Democracy and New Media* (Cambridge, MA: MIT Press, 2003). pp. 49-60.

James W. Carey, "A Cultural Approach to Communication," *Communication as Culture* (London: Routledge, 2009).

Media Log Due

### **Week 3: Media Theories**

**Monday, September 13**

Readings:

Max Horkheimer and Theodore Adorno, "The Culture Industry: Enlightenment as Mass Deception," *The Dialectic of Enlightenment* (New York: Continuum, 1995). pp. 120-167.

Guy Debord, "The Commodity as Spectacle," *Society of the Spectacle* (Detroit: Black and Red Books, 1977) pp. 1-18 and 42.

Stuart Hall, "Encoding/Decoding," *Culture, Media, Language* (London: Hutchinson, 1980). pp. 507-517.

**Wednesday, September 15: NO CLASS**

## **Week 4: Media Power**

### **Monday, September 20**

#### Readings:

- Lori Kido Lopez, "Racism and Mainstream Media," *Race and Media: Critical Approaches* (New York: New York University Press, 2020). pp. 13-26.
- Edward S. Herman and Noam Chomsky, "A Propaganda Model," *Manufacturing Consent: The Political Economy of Mass Media* (New York: Pantheon Books, 1988), pp. 1-36.
- Gareth Morley, "Manufacturing dissent: Noam Chomsky and the crisis of the Western Left," *Inroads* (January 2003).  
<https://www.thefreelibrary.com/Manufacturing+dissent%3A+Noam+Chomsky+and+the+crisis+of+the+Western...-a0127013020>
- Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted," *The New Yorker* (October 4, 2010).  
<https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

### **Wednesday, September 22**

#### Viewed in Class:

#Trump: How Social Media Changed the Presidency (2020)

## **Week 5: Topic #1 - Vaccination**

### **Monday, September 27**

#### Readings:

- Debbie Elliott, "In Tuskegee, Painful History Shadows Efforts To Vaccinate African Americans," *All Things Considered, National Public Radio* (February 16, 2021).  
<https://www.npr.org/2021/02/16/967011614/in-tuskegee-painful-history-shadows-efforts-to-vaccinate-african-americans>
- Meredith Melnick, "Vaccination Causes 'Mental Retardation'? Fact-Checking Michele Bachmann's Claim," *Time* (September 13, 2011).  
<https://healthland.time.com/2011/09/13/vaccination-causes-mental-retardation-fact-checking-michele-bachmanns-claim/>
- Michael R. Albert, Kristen G. Ostheimer, and Joel G. Breman, "The Last Smallpox Epidemic in Boston and the Vaccination Controversy, 1901–1903," *The New England Journal of Medicine* (February 1, 2001).  
<https://www.nejm.org/doi/full/10.1056/NEJM200102013440511#t=article>
- Ariel Cohen, "Biden Administration Defends Booster Shot Decision Amid Confusion," *Roll Call* (September 24, 2021).  
<https://www.rollcall.com/2021/09/24/biden-administration-defends-booster-shot-decision-amid-confusion/>
- Daniel J. Hicks, "Scientific Controversies as Proxy Politics," *Issues in Science and Technology* 33.2 (Winter 2017).

**Wednesday, September 29**

Media Journal Review

**Week 6: Instructor Travel**

**Monday, October 4: NO CLASS**

**Wednesday, October 6: NO CLASS**

**Week 7: Fall Break**

**Monday, October 11: NO CLASS**

**Wednesday, October 13: NO CLASS**

**Week 8: Topic #1 - Vaccination**

**Monday, October 18**

Readings:

"How the world learns to live with covid-19," *The Economist* (October 16, 2021).

<https://www.economist.com/briefing/2021/10/16/how-the-world-learns-to-live-with-covid-19>

Ruadhán Mac Cormaic, "World View: Don't be so sure that Covid will change the world," *The Irish Times* (July 10, 2021).

<https://www.irishtimes.com/opinion/world-view-don-t-be-so-sure-that-covid-will-change-the-world-1.4615867>

Saranac Hale Spencer, "Partisan Claims About Flight Cancellations Lack Evidence," FactCheck.org (October 14, 2021).

<https://www.factcheck.org/2021/10/scicheck-partisan-claims-about-flight-cancellations-lack-evidence/>

Dhruv Haller, "The Complex Business of Vaccine Mandates," *The New Yorker* (October 15, 2021).

<https://www.newyorker.com/science/medical-dispatch/the-complex-business-of-vaccine-mandates>

"Protests across Italy as COVID pass becomes mandatory for workers," *Euronews* (October 15, 2021).

<https://www.euronews.com/2021/10/15/italy-braces-for-protests-as-covid-pass-becomes-mandatory-for-workers>

**Wednesday, October 20**

Media Journal Review

Analytical Essay #1 Due By End of Day

## **Week 9: Topic #2: Texas Abortion Law**

**Monday, October 25**

Readings:

Carolyn Jones, "'We Have No Choice,: One Woman's Ordeal With Texas' New Sonogram Law," *Texas Observer* (March 15, 2012).

<https://www.texasobserver.org/we-have-no-choice-one-womans-ordeal-with-texas-new-sonogram-law/>

Barbara Hayler, "Abortion," *Signs* 5.2 (Winter 1979).

Donald Granberg, "The United States Senate Votes to Uphold Roe vs. Wade," *Population Research and Policy Review* 4.2 (June 1985).

Ian Milhiser, "Why conservative Chief Justice Roberts just struck down an anti-abortion law," *Vox* (June 29, 2020).

<https://www.vox.com/2020/6/29/21306895/supreme-court-abortion-chief-justice-john-roberts-stephen-breyer-june-medical-russo>

Jessica Mason Pieklo, "Joe Biden Says He Would Make 'Roe' Federal Law. Sort Of." *Rewire News Group* (March 17, 2020).

<https://rewirenewsgroup.com/article/2020/03/17/joe-biden-says-he-would-make-roe-federal-law-sort-of/>

**Wednesday, October 27**

Media Journal Review

## **Week 10: Topic #2: Texas Abortion Law**

**Monday, November 1**

Readings:

Haley Ott, "European doctor says she'll keep prescribing abortion pills in Texas: 'I don't care about 6 weeks,'" *CBS News* (September 23, 2021).

<https://www.cbsnews.com/news/texas-abortion-law-european-doctor-rebecca-gomperts-pills/>

Mary Tuma, "Abortions in Texas Fell By Half After Ban, Study Finds," *Austin Chronicle* (October 29, 2021).

<https://www.austinchronicle.com/daily/news/2021-10-29/abortions-in-texas-fell-by-half-after-ban-study-finds/>

Isabela Cota and Stefania Corpi, "The new anti-abortion tactics of the far right in the Americas," *El País* (October 24, 2021).

<https://english.elpais.com/usa/2021-10-24/the-new-anti-abortion-tactics-of-the-far-right-in-the-americas.html>

Zoé VanGelder, "Free Abortion Across Borders," *Dissent* (October 13, 2021).

[https://www.dissentmagazine.org/online\\_articles/free-abortion-across-borders](https://www.dissentmagazine.org/online_articles/free-abortion-across-borders)

"Abortion: Judicial History and Legislative Response," *Congressional Research Service* (September 21, 2021).

**Wednesday, November 3**

Media Journal Review

## **Week 11: Topic #3: Climate Change**

### **Monday, November 8**

#### Readings:

Carey Williams, "This Changes Everything Again," *Los Angeles Review of Books* (November 13, 2019).

<https://lareviewofbooks.org/article/this-changes-everything-again/>

Will Steffen, Paul J. Crutzen and John R. McNeill, "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?," *Ambio* 36.8 (December 2007).

Steve Asselin, "A Climate of Competition: Climate Change as Political Economy in Speculative Fiction, 1889–1915," *Science Fiction Studies* 45.3 (November 2018).

Hanna Dugal, "Infographic: COP26 goals explained in maps and charts," *Al Jazeera* (November 4, 2021).

<https://www.aljazeera.com/news/2021/11/4/infographic-cop26-climate-summit-goals-explained>

Justin Rowlett & Tom Gerken, "COP26: Document leak reveals nations lobbying to change key climate report," *BBC News* (October 21, 2021).

<https://www.bbc.com/news/science-environment-58982445>

### **Wednesday, November 10**

Media Journal Review

## **Week 12**

### **Monday, November 15**

Final Project Discussion

### **Wednesday, November 17**

Guest: Jenny Price, author of *Stop Saving the Planet!: An Environmentalist Manifesto*

#### Reading:

Kate Yoder, "How People Came to Believe That Individual Choices Could Save the Earth," *Grist* (January 16, 2020).

<https://grist.org/climate/how-people-came-to-believe-that-individual-choices-could-save-the-earth/>

Michael Allen, "Toward a Populist Environmentalism," *Human Ties* (April 13, 2021).

<https://humanities.wustl.edu/features/michael-allen-toward-populist-environmentalism>

Analytical Essay #2 Due By End of Day

## **Week 13**

### **Monday, November 22: Meeting Online by Zoom**

International Media Journal Review

**Wednesday, November 24: NO CLASS, THANKSGIVING BREAK**

**Week 14**

**Monday, November 29**

**Wednesday, December 1**

Guest: Charles Jaco, journalist and author

**Week 15**

**Monday, December 6**

Presentations of Final Projects

**Wednesday, December 8**

Presentations of Final Projects

Submission of Final Projects by 11:59PM

## COVID-19 Health and Safety Protocols

Exceptions to course attendance policies, expectations, and requirements because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis that requires quarantine or isolation will be made in collaboration between the student and instructor. In these cases, please notify your instructor as soon as possible to discuss appropriate accommodations.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Completing a self-screening using the WashU COVID-19 Screening app every day before coming to campus or leaving your residence hall room. If you do not receive a green check and pass the screening, you are not permitted to come to campus or leave your residence hall room. You must contact the COVID Call Center (314-362-5056) or the Habif Health and Wellness Center (314 935-6666) immediately. Note: In addition to the symptoms listed in the screening tool, everyone also should pay attention to symptoms that are new or different for you, including things like headache and congestion, particularly in combination with diarrhea. These can also be signs of COVID-19. Call the COVID Call Center or Habif to report these symptoms.
- Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices, hallways, stairwells, elevators, meeting rooms, classrooms and restrooms. Masks are encouraged but not required for outdoor activities, particularly at large events or in crowded settings. Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources ([www.disability.wustl.edu](http://www.disability.wustl.edu)) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

## University-Wide Policies

### *Reporting Sexual Harassment*

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title

IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

#### *Reasonable Accommodations for Disabled Students*

Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL's Disability Resources ([www.disability.wustl.edu](http://www.disability.wustl.edu)). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or [disabilityresources@wustl.edu](mailto:disabilityresources@wustl.edu).

#### *Statement on Military Service Leave*

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or [veterans@wustl.edu](mailto:veterans@wustl.edu) and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

#### *Preferred Name and Gender Inclusive Pronouns*

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/gender-pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

#### *Emergency Preparedness*

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit [emergency.wustl.edu](http://emergency.wustl.edu). To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download. The WUSTL app and enable notifications.

To report an emergency: Danforth Campus: (314) 935-5555 School of Medicine Campus: (314) 362-4357 North/West/South and Off Campus: 911 then (314) 935-5555

#### *Academic Integrity*

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Instructors are encouraged to include in their syllabus a link to school-specific information on Academic Integrity policies and procedures.

## **Resources for Students**

### *Disability Resources*

At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, [disabilityresources@wustl.edu](mailto:disabilityresources@wustl.edu), or visit our website for information about requesting academic accommodations. See: <https://students.wustl.edu/disability-resources/>.

### *Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking*

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If a student needs to explore options for medical care, protections, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at [resvpcenter@wustl.edu](mailto:resvpcenter@wustl.edu) or (314) 935-3445. For after-hours emergency response services, call (314) 935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: RSVP Center.

### *Bias Reporting and Support System (BRSS)*

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: <http://brss.wustl.edu>.

### *Mental Health Services*

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. See: <https://students.wustl.edu/mental-health-services/>. Additionally, see the mental health services offered through the RSVP Center listed above.

### *WashU Cares*

WashU Cares specializes in connecting students to mental, medical, financial and academic resources by using supportive case management. We seek to empower students to be successful through life's challenges and to have ownership of their own experiences. Our services are designed to support Danforth Campus students. If you feel concerned about a student who may need help

connecting to resources we accept referrals from all students, faculty, and staff. If you are concerned about a student, you can file a report here: <https://washucares.wustl.edu/> and a WashU Cares Case Manager will reach out to you to get more information about your concern.

#### *The Writing Center*

The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or [writing@wustl.edu](mailto:writing@wustl.edu). Visit them at: <https://writingcenter.wustl.edu/>.

#### *The Learning Center*

The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at <https://ctl.wustl.edu/learningcenter/> to find out what support they may offer for your classes.

#### *Center for Diversity and Inclusion (CDI)*

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: <https://diversityinclusion.wustl.edu/>.

#### *Gephardt Institute*

State and local elections can have direct and immediate impacts on our communities and will be happening here in St. Louis and around the country this year. Make sure you stay current on upcoming elections at all levels by registering as a voter, requesting an absentee ballot, or getting election day reminders. You can do all this at <http://wustl.turbovote.org> for any of the 50 states and Washington D.C. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register and by engaging your peers in local issues. If you have any questions about the voting process in the United States, please visit <http://washuvotes.wustl.edu>.

### **Additional Information for Faculty Awareness**

#### **Religious Holidays**

The Office of Religious, Spiritual and Ethical Life maintains a calendar of many religious holidays observed by the WashU community. Listed below are dates of some of the major religious holidays or obligations in the Fall 2021/Spring 2022 semester that may pose potential conflicts for observant students.

The Jewish holidays that may pose potential scheduling conflicts begin at sundown on the first day listed and end at nightfall of the last day shown:

September 6-8 Rosh Hashanah

September 15-16 Yom Kippur

September 20-22 Sukkot Opening Days

September 27-29 Shemini Atzeret/Simchat Torah

April 15-17 Passover Opening Days

April 21-23 Passover Closing Days

June 4-6 Shavuot

Additionally, the Sabbath/Shabbat is celebrated each Friday at sundown though Saturday at nightfall.

Baha'i students may require observance on the following days:

November 7 Birth of Baha'u'llah

The dates this fall that may present a conflict for Hindu students are:

October 25 Dasara

November 4 Diwali