



SAINT LOUIS
UNIVERSITY
MADRID

POLS 2691: The Theory and Practice of Human Rights
Fall 2017 – Monday and Wednesday, 17:30 - 18:45
(Term dates: 4 September – 13 December)

Instructor: Simona Rentea, PhD, simona.rentea@slu.edu

Office hours: Monday and Wednesday 11:30 — 13:30

For any concerns or to book a slot, please contact me by email in the first instance.



Overview:

The course critically examines the validity and purchase of “humankind’s most noble aspirations” for us today. The course examines the historical and intellectual evolution of human rights, the different approaches and interpretations as well as their contemporary practice. The first part uncovers the idea of human rights in their historical and intellectual contexts of emergence. The second part focuses on contemporary issues of human rights, such as modern slavery, human trafficking, the rights of children, gender-based violence, torture, and immigration and the rights of refugees. In this part, relevant documents, contemporary ethical conundrums and institutional frameworks pertaining to the various aspects of human rights practice will be discussed in detail. The concluding section looks at the practice of human rights today by engaging a series of themes and case studies; it is centered around individual student presentations of research projects.

Course aims. The aims of the course are:

1. To provide a broad overview of the development of ideas of natural law and natural rights;
2. To present and examine the ideas and theories contained in the Universal Declaration of Human Rights (1948);
3. To outline the analytical and normative framework of contemporary debates on human rights;
4. To investigate the politics of human rights through a series of issues and challenges pertaining to contemporary human rights practice.

Learning outcomes:

After completing the course the student should be able to:

1. Critically evaluate the intellectual and historical emergence of ideas leading to the development of a human rights doctrine;
2. Identify and assess the ideas presented in the Universal Declaration of Human Rights and the human rights regime that emerged after 1948;
3. Compare and contrast different theories and approaches to human rights;
4. Analyze the politics of human rights through a set of key contemporary case studies.

Arts & Sciences Grading Scale can be accessed at: <http://www.slu.edu/x6352.xml>

Grade Points:		Grade Components:	Course Credits: 3
A	4.0	93%-100%	25% Mid-Term Exam
A-	3.7	90%-92%	15% Service Learning
B+	3.3	87%-89%	15% Class Participation
B	3.0	83%-86%	10% Presentation
B-	2.7	80%-82%	35% Final Paper
C+	2.3	73%-79%	
C	2.0	67%-72%	
C-	1.7	60%-66%	
D	1.0	50%-59%	
F	0.0	0-49%	

Grading policy: Students will be graded on the basis of their **class participation and performance in the debates (15%)**, a **written mid-term examination (25%)**, a **service learning component (15%)**, a **final course paper (35%)**, and an **individual class presentation (10%)**.

Last Day to Drop a Class without a Grade of "W" and/or to Add a Class: 17th September
Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options: 17th September
Last Day to Drop a Class and Receive a Grade of "W": 30th October

Classroom Philosophy:

- You are required to attend all sessions prepared to participate and think critically during lecture and discussion sessions. You are expected to read up on issues covered during class from **the textbook or the materials uploaded on Blackboard** (as specified in this syllabus).
- I trust that you will be able to sustain a mutually respectful classroom atmosphere by treating all classmates as equals.
- Tardiness is at best a rude disruption to your fellow classmates who are punctual. Except for legitimate reasons (doctor's letter certifying illness for example), you are expected to attend all sessions. If you have any reasons for your absence, **an email should be sent to the tutor in advance of the class.**
- **Laptops will not be allowed in class except for taking notes** and in a manner that would not disrupt your engagement with the class and your colleagues' efforts to concentrate. **Phones are not allowed in the classroom under any circumstances.**
- All required assignments are to be submitted on time. Essays or assignments that are handed in late will be **marked down by 5% a day** for every day that they are late.

Notes on assessment: In this class, students will be expected to **cover the required reading before class and be prepared to discuss in detail** the ideas emerging from the text and their own reflections on the text and topic of the day.

1. Your mark for classroom participation and debates (15%) will reflect:

- The frequency of attendance and commitment to the course. Lateness and unexcused absences will be reflected in the final participation mark, **dropping 10% after every three absences.**
- Your ability to contribute questions in class and show an interest in taking an **active role** in classroom discussions.
- Your consistency in covering the required reading material and ability to extract the most relevant information for the classroom discussion.
- **Participation in debates.**

2. Midterm Exam (25%) held on Wednesday 11 October 2017:

The midterm examinations will be written on the respective date. **No alternative examination dates will be scheduled** except in cases of excused medical absences.

- A review sheet with the topics and questions covered, bibliography and the format of the exam will be provided prior to the examinations.

3. Service Learning (15%): you are required to complete **15 contact hours of service learning/volunteering** with one of the organizations facilitated by SLU Madrid's *Student Life*. Please get in touch with **Ms. Paloma de Salazar Cordero** (salazarp@slu.edu) to try and identify a suitable organization as early as possible in the semester, ideally before the start of the semester. In order to be awarded the grade for this component, you will need to complete the ***Service Learning Agreement*** (uploaded on Blackboard) and ***write a three-page reflection on your experience*** at the end of the process, explaining how this helped you better grasp the learning objectives for this course.

4. Presentation (10%) describing the research process and analyzing the initial results of your final paper in the workshop session at the end of the course: **15 minutes, followed by questions.** There is a list of suggested topics, but other topics are possible and welcome. The topics for the presentations should be coordinated with the topics for the final paper for a synergy of effort and a more personal contribution. Students should **try to meet with the instructor** to discuss their topic, **research question and paper design.** The presentations are

an extra opportunity to receive feedback on your final paper from both the class and instructor before the final due date.

Presentation instructions:

- Please do not go over your time: going over the limit allocated will bring your mark down.
- Please do not read your presentation, by practicing and reading you will feel confident enough to present without reading it.
- You are presenting your topic, its relevance, your research question, design and initial findings:
 - Why is this topic important?
 - What are the different perspectives in the study of this topic?
 - What is your question and specific take on it?
 - What are you attempting to research and how?
- Make the presentation dynamic, try to engage the audience, make frequent eye contact.
- I am evaluating your knowledge of the topic, your ability to make your points clearly, develop a unique angle and present an argument.
- Failure to present on the day you have committed to will result in a mark of 0.

5. Final paper (35%): a 2,5000 words paper, plus a bibliography, due Wednesday **20 December** 2017, 15:30 – 17:30, SIH 310.

Academic Integrity and Plagiarism:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/provost/academic affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic%20affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Information regarding the collection of student work for assessment:

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Accommodation statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Trips (if applicable):

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#).

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For any concerns or to book a slot, please contact me by email in the first instance.

Textbook: Callaway, R. L. and Harrelson-Stephens, J. (2007), *Exploring International Human Rights: Essential Readings*. Colorado: Lynne Rienner.

- In addition to the textbook, the instructor will be providing electronic versions of other required reading which are uploaded on the course's page on Blackboard.

Course schedule:**1. Monday 4 September**

Introduction to the Course

- Course description, presentation of syllabus, readings materials, assignments and schedule.

Part I: The History and Theory of Human Rights**2. Wednesday 6 September**

What are Human Rights?

- Reading: Freeman, M. *Human Rights*: "Introduction", pp. 1-13, on Blackboard.

3. Monday 11 September

The Rise and Fall of Natural Rights

- Reading: Freeman, M. *Human Rights*: "Origins", pp. 14-31, on Blackboard.
- Additional (optional) reading: Douzinas, C.: "Human Rights: A Short History of an Idea", in *Human Rights and Empire*, pp. 15- 33, on Blackboard.

4. Wednesday 13 September

- Documentary film session: *Slavery by Another Name*, (2012, 90min)

5. Monday 18 September

Individual Natural Rights: Abolishing Torture

- Reading: Hunt, L., *Inventing Human Rights*: "Bone of their bone: abolishing torture", pp. 71-112, on Blackboard.

6. Wednesday 20 September

The Age of Revolutions and the Rights of Men and Citizens

- Reading: Hunt, L., *Inventing Human Rights*: "They have set a great example: declaring rights", pp. 113- 145, on Blackboard.

7. Monday 25 September*The Abolitionist Movement*

- Reading: <http://sites.psu.edu/historyofabolition/philosophy-of-abolition/>
- <http://americanabolitionist.liberalarts.iupui.edu/brief.htm>

8. Wednesday 27 September*Institutionalizing Human Rights*

- Reading: Freeman, M., *Human Rights*: “1945: a New Age for Human Rights”, pp. 32-48, on Blackboard;
- Reading: Hunt, L., *Inventing Human Rights*: “The Soft Power of Humanity”, pp. 177- 213, on Blackboard.
- Watch Roosevelt, F.D., “Four Freedoms Speech”, *State of the Union Address 1941* <http://www.youtube.com/watch?v=QnrZUHcpoNA>
- The text of the 1948 *Universal Declaration of Human Rights*, <http://www.un.org/en/documents/udhr/index.shtml>

9. Monday 2 October*Institutionalizing Human Rights (cont.)***10. Wednesday 4 October***How to Think about Human Rights?*

- Freeman, M. *Human Rights*: “Theories of Human Rights”, pp. 55-75.

11. Monday 9 October*Debate Session: Are human rights a continuation of natural rights?
Are they universal?*

- Reading: Callaway, R. and J. Harrelson-Stephens, *Exploring International Human Rights*: pp. 109- 140 (textbook).
- Midterm exam revision.

12. Wednesday 11 October**Midterm Exam****Part II: Contemporary Issues in Human Rights Practice****13. Monday 16 October**

- Documentary film session on modern slavery (*Child slavery* or *China Blue*)

14. Wednesday 18 October*Modern Slavery*

- R. Callaway and J. Harrelson-Stephens, *Exploring International Human Rights*: pp. 180- 185 and pp. 216-221.
- CNN Freedom Project, <http://thecnnfreedomproject.blogs.cnn.com/2011/02/17/more-about-the-cnn-freedom-project/>
- Slavery footprint survey (take it!), <http://slaveryfootprint.org>
- *Slavery Convention* and other international standards,

<http://www.ohchr.org/EN/Issues/Slavery/SRSlavery/Pages/InternationalStandards.aspx>

15. Monday 23 October

Poverty and the Human Rights of Children

- Reading: Callaway, R. and J. Harrelson-Stephens, *Exploring International Human Rights*, pp. 201- 233 (textbook).
- Look up organizations such as *UNICEF*, *Save the Children Spain*, *Stop Desahucios/PAH* to note their efforts in combating poverty and child poverty in Spain, <http://afectadosporlahipotecamadrid.net/>
- *The State of World's Children (UNICEF 2014)*, <http://www.unicef.org/sowc2014/numbers/>
- *Convention on the Rights of the Child (1989)*, <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

16. Wednesday 25 October

Violence Against Women and Human Trafficking

- Reading: Callaway, R. and J. Harrelson-Stephens, *Exploring International Human Rights*, pp. 177- 197 (textbook).
- *1979 Convention on the Elimination of All Forms of Discrimination* <http://www.un.org/womenwatch/daw/cedaw/>

17. Monday 30 October

Land Rights, Water Rights and the Human Rights of Indigenous Peoples

- <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/indigenous-peoples-and-water-rights>
- <http://www.newyorker.com/magazine/2002/04/08/leasing-the-rain>
- https://depts.washington.edu/chid/intersections_Spring_2012/Thomas_Coleman_Water_Conflicts_in_Latin_America_and_Water_Law.pdf
- <https://pwccc.wordpress.com/2010/04/24/peoples-agreement/>
- <https://www.pachamama.org/indigenous-rights>
- <https://www.theguardian.com/commentisfree/2016/nov/29/land-rights-indigenous-peoples-climate-change-deforestation-amazon>
- *UN Declaration on the Rights of Indigenous Peoples*, <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- <https://www.un.org/development/desa/indigenouspeoples/publications/state-of-the-worlds-indigenous-peoples.html>
- *Amazonia for Sale* (documentary)

18. Wednesday 1 November

All Saints Day: University Closed

19. Monday 6 November

Documentary film session on refugees (*Salam's Neighbour* or *The Children of Syria*).

20. Wednesday 8 November

Debate Session: Is the current international legal framework on refugees sufficient to protect the human rights of those fleeing war and persecution?

- Reading: Callaway, R. and J. Harrelson-Stephens, *Exploring International Human Rights*, pp. 84- 89 (textbook).
- 1951 *Convention on Refugees* + 1967 *Protocol*.
- Interactive platform, <http://refugeerepublic.submarinechannel.com>

21. Monday 13 November

Human Rights in the “War on Terror”

- R. Callaway and J. Harrelson-Stephens, *Exploring International Human Rights*, pp. 228- 233 and pp. 287 – 297 (textbook).
- *Third* (1949) *Geneva Convention on the Treatment of PoW*,
<https://www.icrc.org/applic/ihl/ihl.nsf/7c4d08d9b287a42141256739003e636b/6fef854a3517b75ac125641e004a9e68>

22. Wednesday 15 November

Documentary film session: *You Don't Like the Truth: Four Days Inside Guantanamo* (Luc Cote, 2010).

23. Monday 20 November

Film session (cont.)

24. Wednesday 22 November

Torture and the Human Rights Framework

- Blakeley, R. (2011), “Dirty Hands, Clean Conscience”, *Journal of Human Rights* 10, on Blackboard.
- See the *Rendition Project’s* website,
<http://www.therenditionproject.org.uk/>
- *1984 Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*,
http://www.unhchr.ch/html/menu3/b/h_cat39.htm

Part III: Human Rights in Practice

The remaining sessions will be based on student presentations of individual research of topics and case studies based on your course papers. You will find a list of suggested topics below, but you also have the liberty to choose a topic not mentioned on this list. There are chapters on all of these topics in the Callaway, R. and J. Harrelson-Stephens textbook. Please read the relevant chapter; develop a plan for further research that goes beyond it by exploring the ideas that come out of it and researching relevant case studies. If it helps, you could write a mini structure and come to see me before the presentation. The presentation sessions are excellent opportunity to get feedback on your paper from both myself and your colleagues. You will be asked to commit to one of these slots. Please note: failing to present on the chosen day will result in grave penalties for the presentation mark.

25. Monday 27 November

Human rights and immigration, right to asylum

26. Wednesday 29 November

*Forced labour, child labour, human trafficking
Gender-based violence*

27. Monday 4 December

*Human rights and poverty
Right to health; right to education*

28. Wednesday 6 December

Spanish Constitution Day: University Closed

29. Monday 11 December

*Torture; human rights v. security
Or Indigenous Rights*

30. Wednesday 13 December

Concluding Discussion

Reading: Spivak, G., "Righting Wrongs", <https://blogs.commonsgorgetown.edu/engl-218-fall2010/files/Righting-Wrongs.pdf>

***** Final Paper submission:
Wednesday 20 December, 15:30 – 17:30, SIH Office 310 *****

ADDITIONAL SOURCES**Fiction:**

Michael Ondaatje, "Anil's Ghost"
Samantha Power, "Chasing the Flame"
Ayaan Hirsi Ali, "Nomad"
Chris Cleave, "Little Bee"
Philip Gourevitch, "We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda"
Jane Mayer, "The Dark Side: Inside story in the War on Terror"
Henry Dunant, "A Memory of Solférino"
Ken Saro-Wiwa, "Africa Kills Her Sun"
Sindiwe Magona, "Mother to Mother"
Ariel Dorfman, "Death and the Maiden"
Cristina Peri Rossi, "Ship of Fools"
Nuruddin Farah, "Gifts"

Films:

Arna's Children (Danniel Danniel 2004).
Battle of Algiers (Gilo Pontecorvo).
The Official Story (Luis Poenzo, 1985).
Road to Guantanamo (Michael Winterbottom, 2005).
Taxi to the Dark Side (Alex Gibney, 2007).
Sometimes in April (Raoul Peck, 2005).
Four Days Inside Guantanamo (Luc Cote, 2010).
No End in Sight (Charles Ferguson, 2007).

Academic texts:

Abouharb, MR & Cingranelli, D (2007), *Human Rights and Structural Adjustments*, Cambridge, Cambridge University Press.
Alston, P & Macdonald, E (2008), *Human rights, Intervention and the Use of Force*, Oxford, Oxford University Press.
Alston, P, Goodman, R and Steiner, H (2007), *Human Rights in Context: Law, Politics, Morals*, Oxford, OUP.
Ashby-Wilson, R (2005), *Human Rights in the War on Terror*, Cambridge, Cambridge University Press.
Campbell, T, Goldsworthy, J and Stone, A (2003), *Protecting Human Rights: Instruments and Institutions*, Oxford, Oxford University Press.
Caney, S (2001) *Human Rights and Global Diversity*, Cass.
Caney S (2006), *Justice Beyond Borders: A Global Political Theory*, Oxford, Oxford University Press.
Chomsky, N & Herman, E (1979), *The Political Economy of Human Rights Vol.1: The Washington Connection and Third World Fascism*, Spokesman.
Chomsky, N & Herman, E (1979), *The Political Economy of Human Rights Vol. 2: After the Cataclysm: Postwar Indochina and the Reconstruction of Imperial Ideology*, Spokesman.
Costas Douzinas, *Human Rights and Empire* (Routledge, 2007).

Fenwick, H (2002), *Civil Liberties and Human Rights in England and Wales*, Oxford, Oxford University Press.

Fleiner, T (1999), *What are Human Rights?* Blackstone

Hunt, L (2008), *Inventing Human Rights: A History*, New York, Norton.

Ishay, MR (2007), *The Human Rights Reader: Major Political Essays, Speeches and Documents From the Ancient Time to the Present*, New York, Routledge.

Jones, P (1994) *Rights*, London, Palgrave.

Lacquer, W & Rubin, B (1979), *The Human Rights Reader*, Meridian.

Pogge, T (2008), *World Poverty and Human Rights: Cosmopolitanism Responsibilities and Reforms*, Cambridge, Blackwell.

Sontag, S. (2003), *Regarding the Pain of Others*.

Rose, D (2004), *Guantanamo: America's War on Human Rights*, London, Faber and Faber.

Weiss, TG (2004), *Wars on Terrorism and Iraq: Human Rights, Unilateralism, and US Foreign Policy*, London, Routledge.

Woodiwiss, A (2005), *Human Rights*, London, Routledge.

Geoffrey Robertson Q.C. on the History of the Human Rights
http://fora.tv/2009/03/30/Geoffrey_Robertson_on_the_History_of_Human_Rights

Final Exam Schedule: Fall 2017

FALL 2017					
	14 Dec (Th)	15 Dec (Fr)	18 Dec (Mn)	19 Dec (Tu)	20 Dec (Wd)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30 & 10:00	Tu classes th meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00	Tu classes th meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 15:30 & 16:00	Mn classes th meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 19:00	Tu classes that meet at 19:00	---

Academic Calendar: Fall 2017

AUGUST		
Thursday	31	TOEFL test (4:00 p.m.)
SEPTEMBER		
Friday-Sunday	1-2	Permanent and Transfer students mandatory Academic Welcome Session and departure for Welcome Days from SLU-Madrid (9:00 a.m.)
Saturday	2	Class of 2021 Convocation at SLU-Madrid (12:00 p.m.-noon) Study Abroad arrival and Housing in host family move-in date
Sunday	3	Study abroad students mandatory Welcome Sessions (10:00 a.m.)
Monday	4	Fall 2017 first day of classes
Sunday	17	Last day to drop a class without a grade of W and/or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Friday	29	Exams for MATH - First midterm (2:00-4:30 p.m.)
OCTOBER		
Thursday	12	<i>Fiesta Nacional de España</i> - Holiday (University closed)
Friday	13	University closed
Monday	16	Last day to submit Transfer Application for spring semester
Thursday	19	Professors' deadline to submit midterm grades
Monday	30	Last day to drop a class and receive a grade of W
NOVEMBER		
Wednesday	1	<i>Día de Todos los Santos</i> Holiday - (University closed)
Thursday	2	Registration for Spring 2018 semester begins
Thursday	9	<i>La Almudena</i> Holiday - (University closed)
Friday	24	Exams for MATH - Second midterm (2:00-4:30 p.m.)
DECEMBER		
Wednesday	6	<i>Día de la Constitución</i> Holiday - (University closed)
Friday	8	<i>Inmaculada Concepción</i> Holiday - (University closed)
Wednesday	13	Fall 2017 final day of classes
Thursday-Friday	14-15	Fall 2017 final exams
Monday-Wednesday	18-20	Fall 2017 final exams
Monday	18	Mid-Year commencement
Thursday	21	Fall 2017 University Housing move-out date
Saturday	23	Professors' deadline to submit fall 2017 final grades

