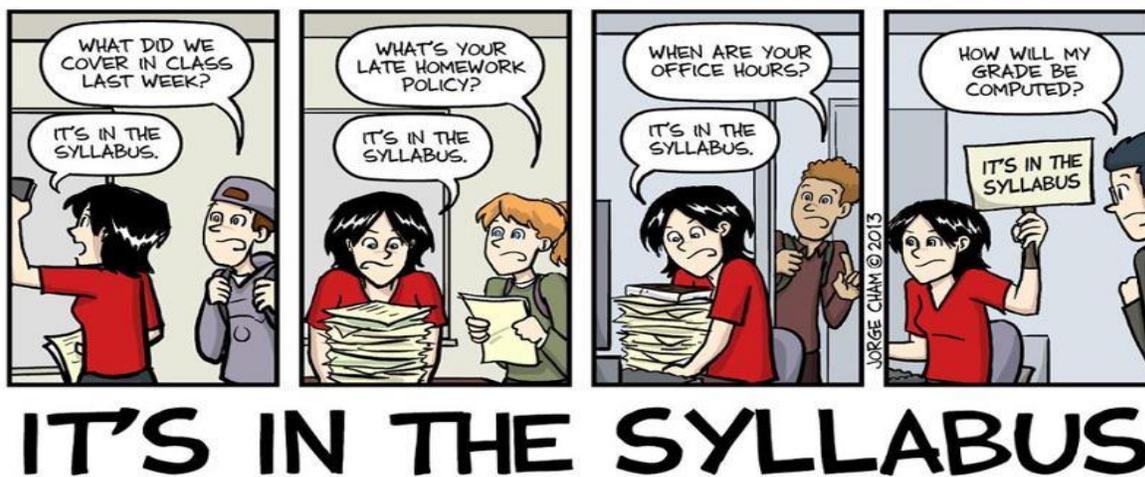


**Introduction to Comparative Ethnic Studies [I] [DIVR]
CES 101, Section 02
CUE 419
Spring 2015
Tu, Th 10:35am to 11:50 am**

Professor: Dr. Carmen R. Lugo-Lugo
Office: Wilson-Short Hall 116
Office Hours: Tu 12:00 pm to 1:30 pm and by appointment
Office Phone Number: 335-2889
Electronic Address: clugo@wsu.edu



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US society and its minority groups are linked in fractious unity. They are part of the same structures but are separated by lines of color and culture and by long histories (and clear memories) of exploitation and unfairness. This society owes its prosperity and position of prominence in the world no less to the labor of minority groups than to that of the dominant group. By harnessing the labor and energy of these minority groups, the nation has grown prosperous and powerful, but the benefits have flowed disproportionately to the dominant group.

—Joseph Healy in *Race, Ethnicity, Gender, and Class*

COURSE DESCRIPTION AND OBJECTIVES:

Introduction to Comparative Ethnic Studies (CES 101) provides an overview of race and ethnic relations in the United States embedded within the broader structures of history, culture, and social institutions. More specifically, the course introduces students to the historical and contemporary interconnections between race, ethnicity, and economic and social inequality within US society and culture. Borrowing from several disciplines and methodologies, but emphasizing the social sciences, we will take a look at historical

developments in meanings attached to race, as well as race relations in the US, in an attempt to understand our current state of affairs involving racial inequality and contemporary expressions of racism, as well as the development of racial and ethnic diversity in our country. Together, the lectures, readings, and films will help students develop an understanding of the ways in which historical constructions of race and ethnicity have played key roles in the formation and development of racial differences, and racial and economic inequality as they exist today, as well as our understanding of racial and ethnic diversity. Though we will discuss specific ethnic and racial groups at times, the overall focus will be the ample context connecting different ethnic and racial groups to a shared history of racialization (that is, the meaning attached to them as supposed racial groups) and diversity with present-day relevance.

LEARNING GOALS AND OUTCOMES:

At the end of this course, students will be able to:

LG1: Understand that race matters and matters of race

LG2: Understand that privilege and racial inequalities are two sides of the same problem

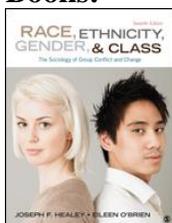
LG3: Identify racism as a structural and institutional practice

LG4: Identify the connections between racial, gender, and class inequalities

Most of the topics covered in the class are meant to advance each of the four learning goals. Also, the daily reading summaries, along with the two tests shall serve as means to assess the learning goals.

REQUIRED TEXTS AND ARTICLES: (Both texts/books are available at The Bookie)

Books:



Healey, Joseph. 2014. *Race, Ethnicity, Gender and Class: The Sociology of Group Conflict and Change*. **7th edition**. Pine Forge Press. ISBN: 978-1-4522-7573-4. (Make sure is the new 2014 revised edition pictured here.) [This book will be referenced in the schedule as REGC]

Two important points about your book:

1. Having access to the book is crucial. In order to be able to succeed in this class, you need the book. There is no way around it. And, given the world of hyper-connectivity we live in, “The Bookie ran out of books” will not constitute a valid excuse for not having your reading summaries ready when they are due.
2. Make sure you get the edition I specify here (go by the year of publication I am including in the citation). Other editions will not have all the chapters you will need for your summaries and the page numbers will be different from the ones identified in the schedule below. Note that the bookstores will get the edition that is easiest for them to

find, and not necessarily the one we will be using in class. If you happen to get a different edition from the one I am assigning, I would recommend that you either exchange the book or make sure you still have access to the readings/chapters that you need to turn in your reading summaries with proper chapter and page numbers on time.

Articles (to be downloaded online—listed alphabetically by author’s last name):

Hahn, Steven. 2012. “Political Racism in the Age of Obama.” *The New York Times*. November 10, http://www.nytimes.com/2012/11/11/opinion/sunday/political-racism-in-the-age-of-obama.html?_r=0

Kellogg Foundation. 2013. “The Business Case for Racial Equity.” *The Kellogg Foundation*. October. <http://www.wkcf.org/resource-directory/resource/2013/10/the-business-case-for-racial-equity>.

Wise, Tim. 2007. “Majoring in Minstrelsy: White Students, Blackface, and the Failure of Mainstream Multiculturalism.” <http://www.timwise.org/2007/06/majoring-in-minstrelsy-white-students-blackface-and-the-failure-of-mainstream-multiculturalism/>

Wise, Tim. 2002. “Honky Wanna Cracker? Examining the Myth of Reverse Racism.” <http://www.timwise.org/2002/06/honky-wanna-cracker-examining-the-myth-of-reverse-racism/>

Wise, Tim. 2001. “School Shootings and White Denial.” <http://www.timwise.org/2001/03/school-shootings-and-white-denial/>

An important point about the articles:

1. Similarly to the point about the books, “the web address in the syllabus was not working” is not an excuse for not having your article, for each one of those articles can be found in multiple websites online if you do an advanced Google search by the title and author.

COURSE REQUIREMENTS:

Class Attendance and Participation: Attendance in this class is **required** and valuable. Since class will consistently entail a lecture and/or documentary/film based on the readings assigned for the day, I will expect you to come to class having completed the readings and willing to engage with the material in class. I will allow opportunities for your contributions to class discussion, which will become part of your participation points. It is also to your advantage to listen closely and take copious notes during both lectures and documentaries/films, since I'll expect you to apply key concepts and terms (and your understanding of them) in your exams.

You are allowed up to **two absences**. **Every additional absence will reduce your final attendance and participation score by 10 points.** Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Dept. handed in **before** the absence). Finally, disruptive behavior will make you lose points for participation. The following are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3)

reading the newspaper, (4) playing with your laptop computer, (5) texting, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of **200 points**.

- ✓ An important point about attendance: I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked absent for that day.

Exams: There will be two examinations. Each exam will be comprised of two parts: (1) an objective element (such as multiple choice, definitions, or true or false); and (2) short answers. Both parts are designed to test your comprehension of and ability to apply the information from class lectures, assigned readings, and films. Each exam will be worth 250 points, for a combined total of **500 points**.

Reading Summaries: You are required to provide typed and double-spaced summaries (which we will call entries) of the readings. The summaries should be between one full double-spaced paragraph and a double-spaced page long, depending on how long is the reading in question. Obviously, longer readings will require longer summaries and shorter readings will require shorter summaries. It really is that simple. In order to get full credit, each entry must be prefaced with a heading containing the following information: your name, date (when the summary is due, not when you are writing the entry), title of reading, title of the book, pages, and entry number. **Entries must be numbered consecutively (from 1-24)**. For instance, the first entry, which is due on January 22, should have the following heading:

Full Name
01/22/15
Chapter 1: Diversity in the US
Race, Ethnicity, Gender and Class
(pp. 2-13)
Entry #1

I will deduct 2 points for every missing, incorrect, or misplaced item in the heading. Each entry (which corresponds to each reading) should include its own heading and entry number (again, please note that entries are numbered consecutively from 1-24 in the schedule—make sure you always have the right entry number). Each entry should include a full, detailed summary of the reading. **I will collect the summaries every day in class**. Every week, I will grade one random entry from the readings for that time period. The graded entry will be worth up to 20 points, for a total of **240 points** (12 entries) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth up to 5 points each for a total of **60 points** (12 entries) at the end of the semester. The maximum score for the reading summaries is **300 points**.

- ✓ What constitutes an entry? If you go to the schedule toward the end of the syllabus, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, there is one reading assigned for January

22nd, which means that on that day at 10:35 am you must have one entry with you as you walk in the door.

- ✓ On days when you have two readings assigned, you **do** need two entries, but they **do not** need to be on separate pieces of paper. They can appear consecutively **as long as each is separated by its proper heading (as described above)**.
- ✓ The reading summaries will be collected in class. If you miss class one day, and your summary(ies) is/are not with those of your classmates, you will forfeit your points for that day.
- ✓ I will not accept late reading summaries, nor will I accept reading summaries brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. **Late entries are equivalent to no entries at all.** You may, however, turn in your entries early by bringing them to class on the day before they are due. **I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).**

COURSE POLICIES:

Cellular Phones and other Communication/Electronic Devices: Turn your cell phones and electronic devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, and any other electronic device utilized to communicate with the world outside our classroom). Of course, iPods, tablets, and other gadgets used for entertainment are also prohibited. So are ear buds and headphones of any kind—put them away before class starts. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what's going on outside the classroom for a few minutes. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

✓ If I catch you “texting” during class, in addition to taking points off, I will confiscate your phone and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your phone in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

✓ But what if I want to take notes using my computer or tablet?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well. Only students with permission from the Access Center are exempted from this rule.

Academic Etiquette Policy: Class will begin promptly at 10:35 am. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for different opinions voiced in class is essential, and I expect all students to treat each other respectfully. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class and/or in receiving penalty points at my discretion.

Disability Accommodation: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

Campus safety plan/emergency information: In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites:

- ✓ <http://safetyplan.wsu.edu> (Campus Safety Plan);
- ✓ <http://oem.wsu.edu/emergencies> (Emergency Management Website); and
- ✓ <http://alert.wsu.edu> (WSU Alert Site).

Academic Integrity Policy: In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, for submitting another person's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own and claim you did. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism, cheating or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Standards and Accountability, which may result in a conduct hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

About Grammar and Writing: You are in college, which means that at this point in your academic career, you must be able to communicate coherently and effectively. In order to do that, you must be able to demonstrate a certain level of technical ability in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Reading Summaries, and Exams):

- ✓ Calling authors by their first name. Always use their full name or their last name, and **never** their first name alone.
- ✓ Misuse of the following words:
 - affect/effect dominate/dominant
 - for/four
 - its/it's
 - quite/quiet

- there/they're/their
 - then/than
 - to/too/two
 - weather/whether
 - woman/women
 - your/you're
- ✓ Made up words like irregardless (it's irrespective or regardless) or supposedly (it's supposedly); misspelled words like ethnicities (spelled ethnicities) or privilege (spelled privilege); and incongruent pairing of words like "should of" (it's should've or should have).
- ✓ Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I and the T.A. are telling you:

- ✓ Awk→Awkward sentence structure
- ✓ IH→Incomplete/inaccurate Heading (for reading reflections)
- ✓ SP→Spelled wrong
- ✓ Huh?→I have no idea what you are trying to say
- ✓ WW→Wrong word
- ✓ IS→Incomplete Sentence
- ✓ IT→Incomplete Thought
- ✓ InSt→Inaccurate statement/bogus fact/unsupported claim
- ✓ ISum→Incomplete Summary (for reading summaries)
- ✓ Ram→Rambling, beside the point, not relevant to point/topic/reading in question
- ✓ PS→2 points as specified in syllabus (goofs in previous check point)
- ✓ Grm→Grammar needs a lot of work.

Bottom Line: Mind your grammar and write coherently, and accurately.

About Terminology: In both your written and verbal engagement in this course it is NOT permissible to use the following term:

- ✓ *Colored person/people/man/woman, etc.* Things are colored. People are of color, or alternatively, African-American, Black, Latino, Asian-American, etc. "Colored people" is an offensive, derogatory, archaic term that was meant to create a linguistic inferiority about, and maintain and reinforce social inequality in relation to non-Whites. It comes from a time in which non-White groups were seen as less than human, and thus, does not mean the same thing as people of color.

The use of this term in either your written work or classroom discussion will result in a loss of points in the specific written work in which it occurs, or your attendance and participation grade, respectively.

The ONLY exception to the above policy is when you are referencing or citing an author, a film, a character, etc. who is using/discussing the term. In an instance like that, the quote should be properly referenced or cited to determine its origin.

About Earning your Grade: As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. The only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus well, on time, and without excuses. More specifically, in order to obtaining at least a C-, you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work **well**. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work **very well**. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and **excel in your work**. Thus, only a strict combination of industriousness and quality of work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not necessarily correspond to the quality of your work. That is, sometimes a person's best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester about how (1) you worked really hard in this class and therefore deserve a better grade; or (2) you "wanted an A in this class" and are actually getting a C- and can I do something to help you "improve your grade." My standard response to the first point is that effort is not necessarily correlated to a "better grade," and my response to the request embedded in the second point will always be: "sorry, but you had an entire semester to work on improving your grade" or "my responsibility as a professor is to educate you, not to help you earn a grade." Thus, always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus to the letter, and equally important, (2) the quality of your work.

About the Syllabus and Unnecessary Questions: Everything that you need to know is laid out in this document pretty clearly. Therefore, if you send me an email asking a question that can be answered by reading the syllabus, I will send a reply simply saying: "syllabus." And no, I will not tell you what page to look. It is your responsibility to read and become familiar with the syllabus.

About Electronic Correspondence: Speaking of e-mails, the college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are four choices of salutations you may use when you write an e-mail to me: "Dear Dr. Lugo;" "Dear Professor Lugo;" "Hello/Hi Dr. Lugo;" or "Hello/Hi Professor Lugo." **Note:** Any messages sent to me without a salutation or with an improper salutation (such as "hey," "yo," or "Hi Carmen," etc.) will be sent to the trash bin without a reply.

Last but Not Least (or the "How is that my problem" clause): I am a pretty busy person, and as a professor, my role in this class is to teach you about Ethnic Studies and race, and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or "conflicts." The response will usually be a variation of: "How is that my problem?" For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having final presentations, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be taking an exam: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how

this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. But I will take this opportunity to say this: please consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.



SPRING 2015 SCHEDULE

NOTE 1: Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance.

NOTE 2: This syllabus tells you the dates by which you need to have the material read and your entries done.

Week 1

TUE JAN 13: **Introduction to the Course**
 Note: Read your syllabus carefully today.

THU JAN 15: **Social Construction of Race and Key Concepts**

Week 2

TUE JAN 20: **Race and Biology: Dismantling the Myths**
 Film: *Race: The Power of an Illusion (The Difference Between Us)*

THU JAN 22: **The Concept of Diversity**
 Read: 1. Chapter 1: Diversity in the US (pp. 2-13) in REGC

Week 3

TUE JAN 27: **Concept of Diversity (Cont.)**
 Read: 2. Chapter 1: Diversity in the US (pp. 14-27) in REGC
 Film: *Blue Eyed*

THU JAN 29: **Assimilation and Pluralism**
 Read: 3. Chapter 2: Assimilation and Pluralism (pp. 30-57) in REGC.

Week 4

TUE FEB 3: **Assimilation and Pluralism (Cont.)**
 Read: 4. Chapter 2: Assimilation and Pluralism (pp. 58-65) in REGC.

THU FEB 5: **Prejudice and Discrimination**
 Read: 5. Chapter 3: Prejudice and Discrimination (pp. 68-95) in REGC.
 Video Clip: Segment from *The Color of Fear*.

Week 5

TUE FEB 10: **Race and the Pre-Industrial US**
 Read: 6. Part ii (pp. 98-99) in REGC; and
 7. Chapter 4: The Development of Dominant-Minority Group Relations in Preindustrial America (pp. 100-119) in REGC.
 Film: *Race: The Power of an Illusion (The Story we Tell)*

THU	FEB 12:	Race and Post-Industrial US
Read		8. Chapter 5: Industrialization and Dominant-Minority Relations (pp. 124-145) in RECG.
Film		<i>Race: Power of an Illusion (The House we Live in)</i>

Week 6

TUE	FEB 17:	Discussion of Previous Two Films
THU	FEB 19:	Racism in Context: The Case of African Americans
Read		9. Part iii (pp. 150-151) in RECG.
		10. Chapter 6: African Americans (pp. 152-181) in REGC.
Video clip		<i>I Have a Dream</i>
Video		<i>True Colors</i>
Video clip		Rodney King incident
Video clip		<i>What Would you Do?: The Bike</i>

Week 7

TUE	FEB 24:	Race and Race Relations on University Campuses
		11. “Majoring in Minstrelsy: White Students, Blackface and the Failure of Mainstream Multiculturalism” (online reading) by Tim Wise
THU	FEB 26:	EXAM #1

Week 8

TUE	MAR 3:	Racism in Context: The Case of American Indians
Read		12. Chapter 7: Native American (pp. 184-209) in REGC.
Documentary		<i>In Whose Honor</i>
THU	MAR 5:	Racism in Context: The Case of Latinos
Read		13. Chapter 8: Hispanic Americans (pp. 214-247) in REGC.

Week 9

TUE	MAR 10:	Racism in Context: The Case of Asian Americans
Read		14. Chapter 9: Asian Americans (pp. 250-280) in REGC.
THU	MAR 12:	A Look at Immigration
Read		15. Chapter 10: New Americans, Immigration, Assimilation, and Old Challenges (pp. 284-298).

Holiday Week

TUE	MAR 17:	SPRING BREAK
THU	MAR 19:	SPRING BREAK

Week 10

TUE MAR 24: **Myths about immigration and Assimilation**
Read 16. Chapter 10: New Americans, Assimilation, and Old Challenges (pp. 299-313) in REGC.

THU MAR 26: **Race and Gender**
Read 17. Chapter 11: Gender (pp. 318-344) in REGC.

Week 11

TUE MAR 31: **A Transnational Focus on Ethnic Relations**
Read 18. Chapter 13: Dominant-Minority Relations in Cross-National Perspective (pp. 378-395).

THU APR 02: **Minorities in the US**
Read 19. Part v (p. 399); and
20. Chapter 14: Minority Groups and US Society (pp. 400-410) in REGC.

Week 12

TUE APR 07: **Contemporary Notions of Race, Racism, and the First Black President**
Read 21. "Political Racism in the Age of Obama" (online reading) by Hahn.
Video Clip: *White Doll, Black Doll*

THU APR 09: **Whiteness as a Meaningful Category**
Read 22. "School Shootings and White Denial" (online reading) by Wise.

Week 13

TUE APR 14: **Tackling the Idea of Reverse Racism**
Read 23. "Honky Wanna Cracker? Examining the Myth of Reverse Racism" (online reading) by Wise.
Video Clip Segment from *Tim Wise on White Privilege*

THU APR 16: **The Cost of Prejudice and Discrimination**
Read 24. "The Business case for Racial Equity" (online reading) by The Kellogg Foundation.

Week 14

TUE APR 21: **Catching Up and Exam Review**
THU APR 23: **EXAM #2**

Week 15

TUE APR 28: **Meetings with Professor**

THU APR 30: **Last day of the Semester (No class)**

KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW**1st EXAM (250 PTS)** _____**2nd EXAM (250 PTS)** _____**READING SUMMARIES—By Week**

#1 (Jan 20-Jan22) _____/20 points

#2 (Jan 27-Jan 29) _____/25 points

#3 (Feb 3-Feb 5) _____/25 points

#4 (Feb 10-Feb 12) _____/30 points

#5 (Feb 19) _____/25 points

#6 (Feb 24) _____/20 points

#7 (Mar 3-Mar 5) _____/25 points

#8 (Mar 10- Mar 12) _____/25 points

#9 (Mar 24-Mar 26) _____/25 points

#10 (Mar 31-April 2) _____/30 points

#11 (Apr 7-Apr 9) _____/25 points

#12 (Apr 14-Apr 16) _____/25 points

Total for SUMMARY Entries (out of 300 PTS) _____**ATTENDANCE (200 PTS)** _____**Total points accumulated** _____**FINAL GRADING SCALE**

A 950 points and above

A- 900-949 (90-94%)

B+ 870-899 (87-89%)

B 840-869 (84-86%)

B- 800-839 (80-83%)

C+ 770-799 (77-79%)

C 740-769 (74-76%)

C- 700-739 (70-73%)

D+ 670-699 (67-69%)

D 600-669 (60-63%)

F 599 and below