White supremacy persisted not only by working against the forces of freedom, of openness, and of economic rationality in US history, but also by working through them….many of the forces pushing against the logic of racism at the same time validated, created, and recreated white supremacy.

—David Roediger in *How Race Survived U.S. History*

The anti-minority feelings in the white community that began in the late 1960s as a tropical depression have now become a category 5 hurricane. If we are unable to raise the height of our collective racial levees, the racial waters banging at the outskirts of our dams will flood our communities damaging them permanently.

—Eduardo Bonilla Silva in *Racism without Racists*

Colorblindness not only fails to remedy discrimination and racial inequality, it can actually make both problems worse. To begin, if the rhetoric of racial transcendence gives the impression—as it does, almost by definition—that the racial injustices of the past are no longer instrumental in determining life chances and outcomes, it will become increasingly likely that persons seeing significant racial stratification in society will rationalize those disparities as owing to some cultural or biological flaw on the part of those at the bottom of the hierarchy.

—Tim Wise in *Colorblind*

Toward the end of her treatments, Henrietta asked her doctor when she’d be better so she could have another child. Until that moment, Henrietta didn’t know that the treatment had left her infertile.

—Rebecca Skloot in *The Immortal Life of Henrietta Lacks*

**COURSE DESCRIPTION AND OBJECTIVES:**
Foundations of Comparative Ethnic Studies (CES 201) will familiarize students with a number of theoretical frameworks designed to broaden and deepen understandings of race, racism, and institutional processes related to race and ethnic relations, as well as racial inequality within the context of the US. We will study how those institutional processes attach meaning to notions of race and racial difference. We will also examine race as a social construction with real/concrete consequences, as a political idea used to mobilize constituents, and as a legislated phenomenon demarcating the lives of every racialized citizen, which is to say every citizen, in our society. We will analyze taken-for-granted notions of freedom,
democracy, and Americanness within the context of a society deeply embedded within both a history and a current reality of institutional racism and racial inequality.

REQUIRED TEXTS: (Books are listed in alphabetical order by author and are available at The Bookie)


Two important points about your books:

1. Having access to the books is crucial. In order to be able to succeed in this class, you need the books. 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 an excuse for not having your reading done and your 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 may not have all the chapters you will need for your summaries. Note that
the bookstore 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, make sure you still have access to the readings/chapters that you need to turn in your reading summaries on time.

COURSE REQUIREMENTS:
Class Attendance and Participation: Attendance in this class is required and valuable. Since class will consistently entail both lecture and/or discussion, I will expect you to come to class having completed all the readings assigned for that day and willing and eager to engage with the material in class. I will be looking for quality in your contributions to class discussion. It is also to your advantage to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to your professor, and to your peers. 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 ideas in your exams.

You are allowed up to two absences (excused or otherwise), after which you will lose ten (10) points for every regular lecture class missed. Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Department handed in before the absence; for students traveling to conferences or competitions, I will expect a letter from the professor with whom you are traveling before you leave town).

I will be looking for both quantity and quality in your contributions to class discussion. Finally, disruptive behavior will make you lose points for attendance and 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 100 points.

Note: I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked as being absent.

Reading Summaries: You are required to keep typed summaries of the readings (there will be a total of 64 entries for the semester). The summaries should be between one full paragraph and a page long. In order to get full credit, each entry must be prefaced with the following information in the following strict order: your name, date, title of reading, title of the book, pages, and entry number (entries are to be numbered consecutively from 1-64). For instance, on Tuesday, August 28, you should have two entries with you. The first of the two should have the following info in its heading:

Your Name  
08/28/12  
“Introduction”  
How Race Survived U.S. History  
Pp. ix-xvi  
Entry #1

I will deduct 2 points for every item missing from or misplaced in the heading. Each entry should include a full, detailed summary of the reading. I will collect the summaries every day in class. At the end of each week I will grade one random entry from the readings for that time period. The graded entry will be worth up to 12 points for a total of 144 points (12 weeks) at the end of the semester. Although I will not
read and grade the additional entries, they will still be worth 3 points each for a total of **156 points** (52 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 are two readings assigned for August 28, which means, on that day at 1:25 pm you must have two entries with you as you walk in the door. Note: you do not need to have each entry on a separate piece of paper. They can appear consecutively as long as each is separated by its proper heading.

- The reading summaries will be collected in class. If you miss class one day, and your entries are not in the room along with those of your classmates, you will lose your points for that day’s reading summaries.

- 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 the class period 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).**

- Here are a few goofs that will make you lose points in your graded entries:
  1. Calling the authors or anyone referenced by them by their first name. Always use their full name or their last name, and **never** their first name alone.
  2. Misuse of the following words:
     a. affect/effect
     b. dominate/dominant
     c. for/four
     d. its/it’s
     e. quite/quiet
     f. there/they’re/their
     g. then/than
     h. to/too/two
     i. weather/whether
     j. woman/women
     k. your/you’re
  3. Made up words like irregardless (it’s irrespective or regardless) or supposably (it’s supposedly); misspelled words like ethniticities (spelled ethnicities) or priviledge (spelled privilege); and incongruent pairing of words like “should of” (it’s should’ve or should have) among others.

Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

- **Key for corrections:** I have designed a system to let you know why you had points taken out. When I return your papers after being graded, they will have codes instead of corrections, here is the key to decipher what I am telling you:
  - Awk → Awkward sentence structure
Bottom line: (1) turn in all your entries; (2) turn them in on time; and (3) mind your grammar.

Exams: There will be two examinations. The two exams will be comprised of two parts: (1) an objective element (such as definitions, multiple choice, or true or false); and (2) short answers. Each part will be designed to test your comprehension of and ability to apply the information from class lectures, assigned readings, and films. Each exam will be worth 200 points, for a combined total of 400 points.

Final Presentations: During the last two weeks of the semester you and your classmates will be presenting on a topic related to the ones covered in class during the semester or on a topic that was not covered in class but that is still relevant to Comparative Ethnic Studies as a discipline. I will assign you to a group at some point during the semester and your group is free to choose the topic for your collaborative presentation, though you should “OK” it with me before researching it. Also, if you choose a topic discussed in class, you must expand on the topic, and not limit yourself to merely “reciting” what the readings said, what I said during lecture, and/or what was discussed in class. Presentations will be worth a total of 200 points of your final score based on the following criteria: Instructor’s evaluation of your research and contribution to the topic as well as attendance to (and preparedness during the day set for) student/professor conference prior to the day of the presentation—see schedule (150 points), peer evaluation (25 points), and attendance to all three days of presentations (25 points). Should you miss one day of the presentations, you will lose all attendance and peer evaluation points (a total of 50 points). Again, the presentation will be worth a total of 200 points.

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 and other gadgets used for entertainment are also prohibited. 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, and 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?—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 a documented disability are exempted from this rule.

**Academic Etiquette Policy:** Class will begin promptly at 1:25 pm. 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 diverse 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 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 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 Conduct, 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.

**A Few Points about Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, the only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus on time and without excuses. In order to pass the class (i.e., 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 the quality of your 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 correspond to the quality of your work (which is what ultimately matters in obtaining a grade). 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.” 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.

**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 your final paper is due, 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 in-class assignment: 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. Ultimately, you need to 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.
### FALL 2012 SCHEDULE

- **Note:** Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance.
- **This syllabus tells you the dates by which you need to have the material read.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Film</th>
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</thead>
<tbody>
<tr>
<td>TUE AUG 21:</td>
<td><strong>Introduction to the Course.</strong></td>
<td>Read your syllabus carefully today.</td>
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<tr>
<td>TUE AUG 28:</td>
<td><strong>The Beginning of White Supremacy in our Country</strong></td>
<td>1. “Introduction” (pp. ix-xvi);</td>
<td><strong>Race: The Power of an Illusion (The Difference between Us)</strong></td>
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<td>2. “Suddenly White Supremacy” (pp. 1-29) in HRSUSH; and</td>
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<td>Film:</td>
<td><strong>Race: The Power of an Illusion (The Difference between Us)</strong></td>
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<td>THU AUG 30:</td>
<td><strong>The Economics of Race in the U.S.</strong></td>
<td>3. “Slavery’s Shadow, Empire’s Edge” (pp. 30-63) in HRSUSH; and</td>
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<td>4. “Managing to Continue” (pp. 64-98) in HRSUSH.</td>
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<td>TUE SEP 04:</td>
<td><strong>The Investment on a White Nation</strong></td>
<td>5. “The Ends of Emancipation” (pp. 99-135) in HRSUSH; and</td>
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<td>6. “The Nation stays White” (pp. 136-168) in HRSUSH.</td>
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<tr>
<td>THU SEP 06:</td>
<td><strong>Race and Contemporary History</strong></td>
<td>7. “Colorblind Inequalities” (pp. 169-211) in HRSUSH; and</td>
<td><strong>Race: The Power of an Illusion (The Story we Tell)</strong></td>
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<td>8. “Afterword” (pp. 212-230) in HRSUSH.</td>
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<tr>
<td>TUE SEP 11:</td>
<td><strong>Race and Racists</strong></td>
<td>9. “Preface to the Third Edition” (pp. xiii-xvi) in RWR; and</td>
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<td>10. “The Strange Enigma of Race in Contemporary America” (pp. 1-24)</td>
<td>in RWR.</td>
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<td>THU SEP 13:</td>
<td><strong>Narratives on Race</strong></td>
<td>11. “The Central Frames of Color-Blind Racism” (pp. 25-52) in RWR;</td>
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<td></td>
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<td>and</td>
<td>12. “The Style of Color Blindness” (pp. 53-73) in RWR.</td>
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</tbody>
</table>
TUE SEP 18: **Whiteness and Color Whiteness**
Read 13. “I didn’t Get that Job Because of a Black Man” (pp. 75-101) in RWR;
14. “Peeking inside the (White) House of Color Blindness” (pp. 103-129) in RWR; and
15. “Are all Whites Refined Archie Bunkers?” (pp. 131-149) in RWR.
Film *Blue Eyed*

THU SEP 20: **Color Blindness and Color**
Read 16. “Are Blacks Color Blind Too?” (pp. 151-176) in RWR; and
17. “E Pluribus Unum or the Same Old Perfume in a New Bottle?” (pp. 177-205) in RWR.

TUE SEP 25: **Answering Questions**
Read 18. “Will Racism Disappear in Obamerica?” (pp. 207-259) in RWR; and
19. “Conclusion” (pp. 261 -275) in RWR.
Film *Secrets of the SAT*

THU SEP 27: **EXAM #1**

TUE OCT 02: **Post-Racial Liberalism**
Read 20. “Preface” (pp. 11-25) in CB; and
21. “The Rise and Triumph of Post-Racial Liberalism” (pp. 27-61) in CB.
Film *The Color of Fear*

THU OCT 04: **Post-Racial Liberalism (Cont.)**

TUE OCT 09: **The Trouble with Individualism**
Read 23. “The Trouble with Post-Racial Liberalism [Part II]” (126-152) in CB; and
24. “Illuminated Individualism” (pp. 153-194) in CB.
Videos *True Colors; and What would you Do?*

THU OCT 11: **Introducing Henrietta Lacks**
Read 25. “Preface” (pp. 1-9) in TIOLHL;
26. “Chapter 1: The Exam” (pp. 13-17) in TIOLHL;
27. “Chapter 2: Clover” (pp. 18-26) in TIOLHL; and
28. “Chapter 3: Diagnosis and Treatment” (pp. 27-33) in TIOLHL

TUE OCT 16: **The Beginnings of HeLa**
Read 29. “Chapter 4: The Birth of HeLa” (pp. 34-41) in TILOHL;
30. “Chapter 5: Blackness Be Spreadin’ all Inside” (pp. 42-48) in TILOHL;
31. “Chapter 6: Lady’s on the Phone” (pp. 49-55) in TILOHL;
32. “Chapter 7: The Death and Life of Cell Culture” (pp. 56-62) in TILOHL; and
33. “Chapter 8: A Miserable Specimen” (pp. 63-66) in TILOHL.

Video: *Force Sterilization in America*

**THU OCT 18:** 
**HeLa as a Factory**

Read 34. “Chapter 9: Turner Station” (pp. 67-76) in TILOHL;
35. “Chapter 10: The Other Side off the Tracks” (pp. 77-82) in TILOHL;
36. “Chapter 11: The Devil of Pain Itself” (pp. 83-86) in TILOHL;
37. “Chapter 12: The Storm” (pp. 89-92) in TILHL; and
38. “Chapter 13: The HeLa Factory” (pp. 93-104) in TILOHL.

Video: *Tuskegee Syphilis Experiment—Guatemala*

**TUE OCT 23:** 
**HeLa and its Moral Implications**

Read 39. “Chapter 14: Helen Lane” (pp. 105-109) in TILOHL;
40. “Chapter 15: Too Young to Remember” (pp. 110-117) in TILOHL;
41. “Chapter 16: Spending Eternity in the Same Place” (pp. 118-126) in TILOHL; and
42. “Chapter 17: Illegal, Immoral, and Deplorable” (pp.127-136) in TILOHL.

**THU OCT 25:** 
**What’s in a Pseudonym?**

Read 43. “Chapter 18: The Strangest Hybrid” (pp. 137-143) in TILOHL;
44. “Chapter 19: The Most Critical Time on this Earth is Now” (pp. 144-151) in TILOHL;
45. “Chapter 20: The HeLa Bomb” (pp. 152-157) in TILOHL;
46. “Chapter 21: Night Doctors” (pp. 158-169) in TILOHL; and
47. “Chapter 22: “The Fame she so Richly Deserves” (pp. 170-176) in TILOHL.

**TUE OCT 30:** 
**The Selling of (Black) Life**

Read 48. “Chapter 23: It’s Alive” (pp. 179-190) in TILOHL;
49. “Chapter 24: Least they can Do” (pp. 191-198) in TILOHL;
50. “Chapter 25: Who Told you You could Sell my Spleen?” (pp. 199-206) in TILOHL; and
51. “Chapter 26: Breach of Privacy” (pp. 207-211) in TILOHL.

**THU NOV 01:** 
**Reproducing HeLa**

Read 52. “Chapter 27: The Secret of Immortality” (pp. 212-217) in TILOHL;
53. “Chapter 28: After London” (pp. 218-231) in TILOHL;
54. “Chapter 29: A Village of Henriettas” (pp. 232-240) in TILOHL; and
55. “Chapter 30: Zakariyya” (pp. 240-249) in TILOHL.

TUE NOV 06: HeLa as a Medical Project
Read
56. “Chapter 31: HeLa, Goddess of Death” (pp. 250-258) in TILOHL;
57. “Chapter 32: All that’s my Mother” (pp. 259-267); in TILOHL;
58. “Chapter 33: The Hospital for the Negro Insane” (pp. 268-278) in TILOHL;
59. “Chapter 34: The Medical Records (pp. 279-285) in TILOHL.

THU NOV 08: The Moral Implications of HeLa
Read
60. “Chapter 35: Soul Searching” (286-293) in TILOHL;
61. “Chapter 36: Heavenly Bodies” (pp. 294-296) in TILOHL;
62. “Chapter 37: Nothing to be Scared About” (pp. 297-304) in TILOHL;
63. “Chapter 38: The Long Road to Clover” (pp. 305-310) in TILOHL; and
64. “Afterword” (pp. 315-328) in TILOHL.

TUE NOV 13: Conference with Professor (all members of all groups—no exception)

THU NOV 15: EXAM #2

TUE NOV 20: Thanksgiving Holiday

THU NOV 22: Thanksgiving Holiday

TUE NOV 27: Presentations: Group 1 and 2

THU NOV 29: Presentations: Group 3 and 4

TUE DEC 04: Presentations: Group 5 and 6

THU DEC 06: Presentations: Group 7 and 8
**KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td><strong>1st EXAM (200 PTS)</strong></td>
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<td><strong>2nd EXAM (200 PTS)</strong></td>
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<td><strong>READING SUMMARY (300 PTS)</strong></td>
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<td>Total for SUMMARIES Entries</td>
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<td><strong>FINAL PRESENTATION (200 PTS)</strong></td>
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<tr>
<td><strong>ATTENDANCE (100 PTS)</strong></td>
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Total points accumulated

**FINAL GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>950 points and above</td>
<td>77-79%</td>
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<tr>
<td>A-</td>
<td>900-949 (90-94%)</td>
<td>74-76%</td>
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<tr>
<td>B+</td>
<td>870-899 (87-89%)</td>
<td>70-73%</td>
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<tr>
<td>B</td>
<td>840-869 (84-86%)</td>
<td>67-69%</td>
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<td>B-</td>
<td>800-839 (80-83%)</td>
<td>60-63%</td>
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<td>C+</td>
<td>770-799 (77-79%)</td>
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<tr>
<td>C</td>
<td>740-769 (74-76%)</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>700-739 (70-73%)</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>670-699 (67-69%)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>600-669 (60-63%)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
<td></td>
</tr>
</tbody>
</table>