A picture containing text, indoor

Description automatically generated

**Spring 2023**

**ECS3021: Women, Culture, and Economic Development**

|  |  |
| --- | --- |
| Professor's Information | |
| **Irma Alonso** | **Instructor:** Irma Alonso  **E-mail:**Canvas Inbox  **Phone Numbers of the Department of Economics:**   * (305) 348–2317 * (305) 348-2316   **Office of the Department of Economics:**DM-316 (MMC) [Please be aware that I do not have an office at FIU]  **Fax at the Department of Economics:**(305) 348 - 1524  **Office Hours:**All communications will take place online |

|  |
| --- |
| **Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.** |

**General Information Banner**

**Course Description and Purpose**

This course is designated as both a Global Learning and a Core Curriculum course, in the Social Sciences, Group 2. It deals with economic and social issues affecting women in various countries of the world. The selected countries to be examined represent various levels of economic development and an ample array of diverse cultures. The purpose of this course is to assist us in understanding the differences between the situation of women in developed and in developing worlds. I will use an interdisciplinary approach to introduce you to a list of topics relevant to women, culture, and development. Basing the course on the ‘capabilities approach,’ we will study how women have been affected by the level of economic development and their culture. We will study the topics of education, health, employment, marriage, divorce, and family planning, as well as domestic violence.

Each team of students will select a country with the responsibility of reporting on the status of women, in comparison to men, in that country for the different topics assigned. For these reports, the students will be updating for their selected countries the data provided by Neft & Levine (1997) in *Where Women Stand: An International Report on the Status of Women in 140 Countries, 1997-1998*. The global perspective of the course will be achieved through active participation in class discussions. Each student will learn from other classmates as the circumstances of the different countries are compared and contrasted. Each student will submit research reports relevant to their country, which will be followed by class discussions. To get diverse cultural perspectives and to analyze how women are affected by culture, films will be used.

The connection between human development and capabilities has been advanced through the Human Development Reports, as developed by The United Nations Development Programme (UNDP). These reports started in 1990 influenced by ideas developed mainly by Nobel Prize winner Amartya Sen. The motivation to generate these reports was to seek other indicators of human development than simply levels of income, as represented by GDP per capita. The emphasis is on people and their capabilities, as expressed not only by their levels of income but also by being able to be educated and to live a long healthy life. Since 1990 the reports have evolved and many more indicators have been created, in particular, those dealing with the status of women, in comparison to men’s, in many countries. We use these Human Development Reports as the basis of our data because more than 150 countries are included, and the same methodology is used to generate the various indicators of human development. In addition, the Reports offer a ranking of countries from ‘more developed’ to ‘less developed' in terms of the value of their human development indices.

As a core curriculum course, this course also includes the following two components:

1. An independent co-curricular activity of your choosing provided it addresses one or more of the GL Student Learning Outcomes – activities can range from interviewing women’s rights activists to visiting an NGO that deals with women and development, to attending a lecture series, etc. Of particular interest are the recordings of lectures provided under the Tuesday Roundtables, as some of the lectures are related to topics discussed in class. For additional information, you can visit: [Tuesday Times Roundtable YouTube Playlist (URL) (Links to an external site.)](https://www.youtube.com/playlist?list=PLIzrhyMMcFyV__-mvlDARevwv9XfG6q9q)
2. The global learning common reading is Kwame Anthony Appiah, *The Case for Contamination*. This is an article that appeared in the NY Times Magazine of Jan. 1, 2006, and is now part of Appiah’s book, *Cosmopolitanism*. During the last week of classes, this article will be discussed in class. First, you will submit a report evaluating the article. Secondly, based on this reading, each student will discuss with three classmates women’s issues learned in the course.

This course is offered fully online. The work to be performed during the semester has been divided into three modules, each of which contains one or more activities. The due dates for each activity are specified in the relevant pages of the Content Modules. The work of this course has been divided into activities lasting one week from Monday morning to Sunday evening before 12 midnight. Each week you will be required to submit a report or to participate in discussions with classmates. Strict deadlines are followed, and late work is not accepted. If you cannot comply with the due dates, this course is not right for you.

**Course Objectives**

Students will be able to achieve the following global learning objectives [expressed in terms of the link with the assessment matrix]:

1. Evaluate women's issues worldwide from multiple cultural perspectives: Within the context of Human Development Indicators, students will be able to evaluate the situation of women, in comparison to men, in selected countries, as they are affected by intercultural and global issues. (Module 2 – 5, 13, 14)
2. Analyze aspects of gender differences in aspects of education, health, employment, marriage and divorce, family planning, and domestic violence, as they are determined by cultural factors and levels of economic development: Within the context of Human Development Indicators, students will be able to compare and contrast the different conditions in which women live, in comparison to men, in selected representative countries. (Module 3, 6 – 14)
3. Examine solutions for local, global, international, and intercultural problems, as they affect women worldwide: Within the context of the Human Development Indicators, students will determine how to help countries to alleviate the situation of women. (Module 6 – 12)

**Global Learning Course Objectives**

Students will be able to achieve the following global learning objectives [expressed in terms of the link with the assessment matrix]:

1. Examine women's issues worldwide from multiple cultural perspectives: Within the context of Human Development Indicators, students will be able to demonstrate an understanding of the situation of women, in comparison to men, in selected countries, as they are affected by intercultural and global issues.
2. Analyze aspects of gender differences in aspects of education, health, employment, marriage and divorce, family planning, and domestic violence, as they are determined by cultural factors and levels of economic development: Within the context of Human Development Indicators, students will be able to compare and contrast the different conditions in which women live, in comparison to men, in selected representative countries.
3. Identify solutions for local, global, international and intercultural problems, as they affect women worldwide: Within the context of the Human Development Indicators, students will share ideas on how to help countries to alleviate the situation of women.

**Major & Curriculum Objectives Targeted**

This course fulfills your Global Learning graduation requirement.  It serves as an elective in the following majors: Economics, and Women’s and Gender Studies, among others.

Important Information Banner

Before starting this course, please review the following pages:

* [Policies](https://fiu.instructure.com/courses/148729/pages/policies)
* [Netiquette (Links to an external site.)](https://online.fiu.edu/html/canvas/policies/)
* [Technical Requirements and Skills](https://fiu.instructure.com/courses/148729/pages/technical-requirements-and-skills)
* [Accessibility and Accommodation](https://fiu.instructure.com/courses/148729/pages/accessibility-and-accommodation)
* [Academic Misconduct Statement](https://fiu.instructure.com/courses/148729/pages/academic-misconduct-statement)
* [Panthers Care & Counseling and Psychological Services (CAPS)](https://fiu.instructure.com/courses/148729/pages/panthers-care-and-counseling-and-psychological-services-caps)

**Early Alert**

In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

**FIU Library Support**

The FIU library provides a number of services to online students. Sarah J. Hammill is the Online Learning Librarian and your go-to person in Economics.

To learn more about Sarah and the services and resources offered, watch [Sarah Hammill's introductory video (URL) (Links to an external site.)](https://online.fiu.edu/videos?vpvid=594d7e11-361d-4628-a14f-510b9e7c76d9).

Do not struggle through research! Reach out to Sarah at [hammills@fiu.edu](mailto:hammills@fiu.edu).

**Students with Disabilities**

As a college, we care about students with special needs.  To receive these services it is required from the student to self identify as a student with a disability and to present the required documentation.  For further information and to register at the Disability Resource Center, you can visit the DRC at the MMC in Graham Center, Room 190 or at the BBC in Wolfe University Center Room 131.  To make an appointment you have the following options: call MMC at 305-348-3532, or send an email to: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu); at the BBC you can call 305-919-5345  or send an email to [drcbbc@fiu.edu](mailto:drcbbc@fiu.edu)

**Career Resources:**

Visit Career and Talent Development for career planning, job search resources, resume review, interview preparation, and more at **career.fiu.edu**

[**Login to Handshake (Links to an external site.)**](https://urldefense.com/v3/__https:/fiu.joinhandshake.com/login?ref=app-domain__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmCwbtWvp$)

**Meet with a Career Coach**

Students and alumni can access resources and make appointments through FIU Handshake.

[**Individual Career Prep (Links to an external site.)**](https://career.fiu.edu/professional-development/individual-career-preparation/index.html)

**Handshake**is the school’s official job/internship portal. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you’ll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you—*80% of students with a complete Handshake profile get messaged by employers*!

* Activate your account at [https://fiu.joinhandshake.com/login (Links to an external site.)](https://urldefense.com/v3/__https:/fiu.joinhandshake.com/login__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmMUXGeYf$)
* Download the Handshake app from [Apple (Links to an external site.)](https://urldefense.com/v3/__https:/apps.apple.com/app/apple-store/id1220620171?pt=96161867&ct=edu-stu-ig-giveaway&mt=8__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmPY0VJfn$) or [Google Play (Links to an external site.)](https://urldefense.com/v3/__https:/play.google.com/store/apps/details?id=com.joinhandshake.student&hl=en_US&utm_campaign=edu-stu-ig-giveaway&utm_medium=social&utm_source=insta__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmEapvfI6$) to receive notifications on the latest jobs, events, and employers
* Learn more: [“5 Reasons You Need Handshake More Than Other Career Sites” (Links to an external site.)](https://urldefense.com/v3/__https:/joinhandshake.com/blog/students/5-reasons-you-need-handshake-more-than-other-career-sites/__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmNqjC1Uy$)

**Course Prerequisites**

This course has a pre-requisite of Principles of Economics or instructor’s approval. Review the [Course Catalog (URL) (Links to an external site.)](http://catalog.fiu.edu/) page for prerequisites information.

***Panther Book Pack***

*FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of $20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged $20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit*[***bookpack.fiu.edu***](http://bookpack.fiu.edu/)*”*

**Textbook and Course Materials**

* OER Textbook: Aragon, Janni and Miller, Mariel. [Global Women's Issues: Women in the World Today, extended version (PDF)](https://fiu.instructure.com/courses/148729/files/21941045/download?wrap=1)

[Actions](https://fiu.instructure.com/courses/148729/assignments/syllabus)

 (2017) (**Required)**

* The use of Human Development Reports  (**Required)**  as well as other national and international documents, as needed to complete the research reports and to guide the discussions and comparisons among countries. The link to the 2021 Human Development Report is: [hdr2021-22pdf\_1.pdf (undp.org)](https://hdr.undp.org/system/files/documents/global-report-document/hdr2021-22pdf_1.pdf)
* Appiah, Kwame Anthony. 2006. '[The Case for Contamination' (URL) (Links to an external site.)](http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?pagewanted=all) in NY Times Magazine, January 1. (**Required)**

**Selected bibliography (readings below will be provided within the course for each of the relevant activities):**

* Charmes, J. and S. Wieringa. 2003. “Measuring Women’s Empowerment: An Assessment of the Gender-Related Development Index and the Gender Empowerment Measure.” *Journal of Human Development and Capabilities,* 4(3):419-35.
* Fukuda-Parr, S. and A.K. Shiva Kumar. 2003. *Readings in Human Development*. New York: Oxford University Press.
* Gertner, J. 2010. “The Rise and Fall of the GDP.” *The New York Times*. May 16.
* Gupta, S., M. Verhoeven, and E. Tiongson. 2003. “Public Spending on Health Care and the Poor.” *Health Economics* 12(8): 685-96.
* Harding, R. and L. Wantchekon. 2010. “The Political Economy of Human Development.” *Human Development Research Paper 29*. UNDP-HDRO, New York.
* Hogan, M. et al. 2010. Maternal Mortality for 181 Countries, 1980-2008. A Systematic Analysis of Progress Towards Millennium Development Goal 5.” *The Lancet* 375(9726): 1509-23.
* Houweling, T. et al. 2007. “High Poor-Rich Inequalities in Maternity Care: An International Comparative Study of Maternity and Child Care in Developing Countries.” *Bulletin of the World Health Organization* 85(10): 733-820.
* ILO (International Labor Office). 2010. *Global Employment Trends*. Geneva: International Labour Office.
* IPU (Inter-Parliamentary Union). 2010. “[Women in Parliaments: World and Regional Averages" (URL (Links to an external site.)](http://archive.ipu.org/wmn-e/world.htm)) Geneva.
* Jolly, R. et al. 2009. *UN Ideas That Changed the World*. Bloomington, IN: Indiana University Press.
* Jones, C. 2002. *Introduction to Economic Growth*. New York: W.W. Norton
* Mosse, J.C. 1993. *Half the World, Half a Chance: An Introduction to Gender and Development*. UK and Ireland: Oxfam.
* Neft, N. and A.D. Levine. 1997. *Where Women Stand: An International Report on the Status of Women in 140 Countries*. New York: Random House.
* Nussbaum, M. 2000. *Women and Human Development: The Capabilities Approach*. Cambridge: University Press.
* Osmani, S.B. 2005. “Poverty and Human Rights: Building on the Capability Approach.” *Journal of Human Development and Capabilities 6*(2):205-19.
* Ranis, G. and F. Stewart. 2000. “Strategies for Success in Human Development.” *Journal of Human Development*1(1):49-70.
* \_\_\_\_\_. 2010. “Success and Failure in Human Development, 1970-2007.” *Human Development Research Paper 10*. UNDP-HDRO. New York.
* Robeyns, I. 2003. “Sen’s Capabilities Approach and Gender Inequality: Selecting Relevant Capabilities.”*Feminist Economics 9*(2-3): 61-92.
* Sen, A. 2005. “Human Rights and Capabilities.” *Journal of Human Development and Capabilities 6(*2): 155-66.
* UNDP (United Nations Development Programme). 2010. *What Will It Take to Achieve the Millennium Development Goals?—An International Assessment.* New York.
* UNDP (United Nations Development Programme). 2017. [2016 Human Development Report (PDF) (Links to an external site.)](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)
* UNDP (United Nations Development Programme). 2018. [2018 Human Development Report Statistical Update (PDF) (Links to an external site.)](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)
* UNDP (United Nations Development Programme.)  2020. 2019 Human Development Report: [http://hdr.undp.org/en/2019-report (Links to an external site.)](http://hdr.undp.org/en/2019-report)
* UNDP (United Nations Development Programme.) 2021.  2020 Human Development Report: [| Human Development Reports (undp.org) (Links to an external site.)](http://hdr.undp.org/en/2020-report)
* UNDP (United Nations Development Programme.) 2022.  2021 Human Development Report: [Human Development Reports (undp.org)](http://hdr.undp.org/en/2020-report)
* UNDP (United Nations Development Programme.) 2021.  Global Multidimensional Poverty Index 2021: Unmasking disparities by ethnicity, caste, and gender.  ([2021mpi reportenpdf.pdf (undp.org)) (Links to an external site.)](https://hdr.undp.org/system/files/documents/2021mpireportenpdf.pdf)
* UNDO, 2022 Special Report: New Threats to Human Security in the Anthropocene: Demanding Greater Solidarity.  [| Human Development Reports (undp.org)   (Links to an external site.)](https://www.hdr.undp.org/en/2022-human-security-report)
* UNICEF (United Nations Children’s Fund). 2010. *The State of the World’s Children*. New York.
* UNIFEM (United Nations Development Fund for Women). 2010. “Who Answers To Women? Gender and Accountability. *Progress of the World’s Women 2008/2009*. New York.
* Vizard, P. 2006. *Poverty and Human Rights: Sen’s ‘Capability Perspective’ Explored*. Oxford, UK: Oxford University Press.
* Economic data by region and country: [Focus Economics (URL)](http://www.focus-economics.com/countries).

**Expectations Of This Course**

This is a fully online course, meaning that all course work (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; to meet deadlines; and in many classes, to work in virtual groups.

**Students are expected to:**

* **review the getting started module**
* **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion
* **take the practice quiz** to ensure that your computer is compatible with Canvas
* **interact** online with instructor and peers
* **review** and follow the course calendar
* submit assignments by the corresponding deadline.

**The instructor will:**

* respond to messages within **48 hours**(if not sooner).
* grade assignments within **one week**of the assignment deadline.

Course Detail Banner

**Course Communication**

* **E-mail:**Contact your instructor via Canvas inbox. See the [Canvas Guide (URL) (Links to an external site.)](https://community.canvaslms.com/docs/DOC-10574-4212710325) on communicating with course users for more information.
* **Discussion:** It will be used for class discussions and other postings of general interest that are directly related to the course. Everyone can read Discussion Forum postings; therefore, do not post private information.

It is very important that online etiquette is followed at all times. You should be aware of the common rules of netiquette and employ them at all times. In particular, follow the following rules: (1) do not use all CAPITAL LETTERS for a message, (2) always practice good grammar, (3) use spell check and proofread your messages before posting, and above all, (4) be respectful and considerate with your classmates.

Visit our [Writing Resources (URL) (Links to an external site.)](https://writingcenter.fiu.edu/resources/index.html) webpage for more information on professional writing and technical communication skills.

**Discussion Forums**

Discussions count as an integral part of your grade in this course.  For each activity of Module 3 you are required to react and discuss with two of your classmates.  These activities will enhance your global learning experience, as you compare the experiences of your country with the practices followed in other countries.  Just indicating “I agree with your post” or “I disagree with your point of view,” etc. will not be enough. You are expected to provide critical feedback and to contribute NEW ideas to the discussion, and provide bibliographical references, to get full credit for your discussion with classmates.  As well, for activity 2 of Module 4, you will discuss with classmates their essays on Appiah’s article.

Discussions will be grading using the [discussion rubric (DOC).](https://fiu.instructure.com/courses/148729/files/21941043/download?wrap=1)

[Actions](https://fiu.instructure.com/courses/148729/assignments/syllabus)

**Assignments**

The course intends to establish foundations to compare achievements by both men and women in different countries of the world.

The **topics** to be studied include:

1. Concepts of economic development related to the measurement of advances in well-being
2. Human development indicators
3. Cultural and gender differences in terms of education, health, employment, marriage, divorce, family planning, and violence against women
4. Cultural differences as assessed through a selection of videos to be evaluated.
5. Activities to satisfy core curriculum requirements

The representative **countries** selected to be analyzed in the course include:

| Representative Countries Table | | | |
| --- | --- | --- | --- |
| Group 1: Austria | Group 6: Egypt | Group 11: Japan | Group 16: Pakistan |
| Group 2: Bahamas | Group 7: Germany | Group 12: Libya | Group 17: Peru |
| Group 3: Chile | Group 8: Haiti | Group 13: Moldova | Group 18: Sierra Leone |
| Group 4: Congo | Group 9: Hungary | Group 14: Nepal | Group 19: Uganda |
| Group 5: Denmark | Group 10: Italy | Group 15: Norway | Group 20: Zimbabwe |

**Reports for Module 2:**

Reports will be submitted considering the concept of the capabilities approach as well as the National Income and Product Accounts (NIPA). The video ‘Who is Counting?’ will be evaluated.

Using the indices of the **Human Development Reports***,*reports will be submitted comparing (if possible) your country of analysis to another representative country evaluating the status of men and women in terms of indices included in the **2021/22 Human Development Report**, the **2020 Human Development Report, the 2019 Human Development Report,**and/or the**2018 Human Development Report Statistical Update**: human development index, inequality-adjusted human development index, gender development index, gender inequality index, and multidimensional poverty index. It is very important to note that the Multidimensional Poverty Index is not available for all countries so that the selection of the two countries may not be an opportunity for some of the teams, as the MPI may not be calculated for their country.

Cultural differences will be studied as well through the analysis of two videos: ‘Community’ and ‘Shackled Women’ [beware that this video may be found offensive by some students].

**Reports for Module 3**:

Reports analyzing the status of women, in comparison to men, as well as advance and setbacks in the last 20 years, in your selected country, in terms of the topics under discussion: (1) education, (2) health, (3) employment, (4) marriage, divorce, family planning, and violence against women. This Module has four activities. Discussion with classmates is an essential part of this Module to ensure we gain global awareness, perspective, and engagement of women’s issues worldwide.

**Reports for Module 4:**

These are activities to satisfy core curriculum requirements and include (1) an independent activity of your choice, from the possibilities offered, and (2) writing a report on Appiah’s article *The Case for Contamination* and discussing it with classmates.

**Rubrics**

Rubrics will be used to evaluate the research reports and each assignment.

Additional information and rubrics for each assignment are provided within the assignment submission pages.

**Course Requirements and Grades**

1. **The Meaning of Letter Grades**
   1. "A" is given only for excellent work
   2. "B" is awarded for good work
   3. "C" is fair or satisfactory work
   4. "D" is given for poor work
   5. "F" is unsatisfactory or failing
2. **Assignment Values**

Your grade will be based on your performance and on the course requirements. Points are earned based on the values for each course requirement stated above. Grading Criteria are used to evaluate these activities.

| Assignment Values Table | | | |
| --- | --- | --- | --- |
| **Course Requirements** | **Number**  **of Items** | **Points**  **for each** | **Maximum**  **Usable Points** |
| **Activities of Module 1:** | | | |
| Introducing Yourself Discussion | 1 | 5 | 5 |
| Syllabus Quiz | 1 | 10 | 10 |
| **Activities of Module 2:** | | | |
| Module 2 Team Reports | 4 | 25 | 100 |
| **Activities of Module 3:** | | | |
| Module 3 Team Reports | 4 | 25 | 100 |
| Team Report Topic - Individual Discussion Posts | 4 | 6 | 24 |
| Replies to Classmate's Discussion Posts | 8 | 3 | 24 |
| **Module 4 Activities:** | | | |
| Independent Activity | 1 | 15 | 15 |
| Essay on Appiah's Article | 1 | 16 | 16 |
| Discussion of Appiah's Article | 2 | 3 | 6 |
| **Maximum Total Points in the Course:** | | | **300** |

**The following grade scale will be used to determine your semester grade**

| Letter Grade | | |
| --- | --- | --- |
| **Letter** | **Range** | **Percentages** |
| A | 300 - 284 | 100 - 95 |
| A- | 283 - 269 | 94 - 90 |
| B+ | 268 - 260 | 89 - 87 |
| B | 259 - 248 | 86 - 83 |
| B- | 247 - 239 | 82 - 80 |
| C+ | 238 - 230 | 79 - 77 |
| C | 229 - 209 | 76 - 70 |
| D | 208 - 179 | 69 - 60 |
| F | < 178 | 59 - 0 |