

## Historiography and Historical Methods

### Professor Andrew Robertson et al.

Summer 2024

#### Course Description

Historiography is the study of the history and theory of historical writing. Students enrolled in this course will journey through American history guided by Professor Andrew Robertson and seven other professors (Zara Anishanslin, Ned Blackhawk, Kristopher Burrell, Sarah King, Lauren Santangelo, Nora Slonimsky, and Wendy Wall). Students will read and discuss historical interpretations of the American past as they have changed over time in specific chronological periods—colonial/Revolutionary history, the early nineteenth century to Reconstruction, the Gilded Age to the Cold War, and the 1960s to the present. This course will also present lectures on the evolving historiographies of African American history, Native American history, and women’s history by scholars specializing in those fields. The historical methods portion of the course will teach students to interrogate primary sources and to read secondary sources with a critical eye.

#### Course Readings

1. Cheng, Eileen Ka-May. *Historiography: An Introductory Guide*. New York: Continuum, 2012. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
2. Maza, Sarah. *Thinking about History*. Chicago: University of Chicago Press, 2017.
3. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. Rev. ed. Chicago: University of Chicago Press, 2018.
4. Readings by historians linked to Moodle modules.

#### Course Requirements

- Watch all course lectures
- Complete all course readings
- Contribute to ten discussion boards to demonstrate significant understanding of the issues of historiography and readings
- Complete five short papers (1–2 pages; 275–550 words exclusive of citations)
- Participate in at least three Q&As and answer a question about the topics discussed in the session for each
- Complete one of the following:
  - o A substantial project about a historiographical controversy including a short historiographical paper that demonstrates the same rigor as the final paper (5 pages or 1375 words exclusive of citations)

- o A historiographical paper that demonstrates a depth of research on a controversial topic in history and an understanding of the conversation among historians on that topic (15 pages; approximately 3750 words exclusive of citations)
- Complete a course evaluation (a survey link will be sent to your Gettysburg email during Week Eleven of the semester)

### **Learning Objectives**

1. Students will evaluate the ways historians study the past by exploring analytical, theoretical, and methodological tools that historians employ and the schools of thought that justify the use of those tools.
2. Students will assess the strengths and weaknesses of these tools of history and analyze them through written exercises.
3. Students will create a project/paper demonstrating an understanding of debates about the study of history and how those debates have shifted over time.

### **Class Schedule**

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#### **Week One:** May 30: Introduction to History and Historiography

This week you will review the difference between history and historiography and the expectations for your final paper, and share your plans for the paper or project.

#### Readings

- Maza, *Thinking about History*, Introduction and Chapter One.

#### Lecture

- Professor Andrew Robertson, "Introduction to History and Historiography"

#### Assignments

- Discussion Board One due: Sunday, June 2
  - o Prompt: In a discussion post of approximately 250 words, use evidence from the readings to respond to the following:
    - Introduce yourself! Where are you located? What do you teach? Please include anything interesting you would like to share about yourself with the cohort.
    - Share something from Maza's Introduction that struck you as an "aha!" moment or, something new that you had never before considered about the study of history, or what history is.
    - Describe your possible project/paper topic and how you came to be interested in it.

- Make sure you respond substantively to at least two other students.
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## **Week Two:** June 6: Historical Methodology: Primary Sources

Focus: This week the focus is on methodology: how historians do what they do. Importantly, historians must work with primary sources to do research and craft their arguments and narratives. This week, the readings, lecture, and assignments all address how historians use primary sources in their work. You will propose how to apply this information to a primary source you identify.

### Readings

- Turabian, *A Manual for Writers of Research Papers*, Chapters 1–4.
- W. H. McDowell, *Historical Research: A Guide to Writers of Dissertations, Theses, and Books* (England: Routledge, 2002), Chapters 5 and 8. (A link to this reading can be found in the Week Two module.)

### Lecture

- Professor Andrew Robertson, “Historical Methodology: Primary Sources”

### Assignments

- Discussion Board Two due: Sunday, June 9
  - Prompt: In a post of approximately 250 words, please share how you understand the difference between primary and secondary and tertiary sources and share one example of how you have used each of these types of sources either in your teaching or research, or both.
  - Make sure you respond substantively to at least two other students.
- Short Paper One due: Wednesday, June 12
  - Prompt: Reflect on Professor Robertson’s lecture as well as the assigned reading in Turabian and McDowell.
  - Respond to the following in a short essay of one to two pages, 275–550 words: Choose one of the types of primary sources described by McDowell in Chapter 5 and find one online example of that type of source. Based on what you have learned this week, describe how you might work with this source.

### **Q&A Session One with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topic: Broad overview of the course; the difference between history and historiography; writing a historiography paper; and discussion of Maza, Introduction and Chapter One.
- Q&A Question: Write a 100–150-word paragraph about how you understand the difference between history and historiography and give an example of a research

question about history and one about historiography on the same topic. Your questions may be about any topic.

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### **Week Three:** June 13: Historical Methodology: Secondary Sources

Focus: This week the focus is twofold. You will be reading about the “history of history” in Eileen Ka-May Cheng, *Historiography: An Introductory Guide*. You will also learn about and apply historical methods in using secondary sources in Professor Robertson’s lecture and Marc Trachtenberg, *The Craft of International History: A Guide to Method*. Secondary sources include historical monographs (books) and journal articles, and these are sources you will deeply engage with in this course as you work on historiographical papers.

#### Readings

- Cheng, *Historiography*, Introduction and Chapters 1–3.
- Marc Trachtenberg, *The Craft of International History: A Guide to Method* (Princeton: Princeton University Press, 2006), Chapter 3. (A link to this reading can be found in the Week Three module.)

#### Lecture

- Professor Andrew Robertson, “Historical Methodology: Secondary Sources”

#### Assignments

- Discussion Board Three due: Sunday, June 16
  - Prompt: In a post of approximately 250 words, refer to Professor Robertson’s lecture and the readings this week to explore how to work with secondary sources.
  - Find three secondary sources you’ve never used before on the topic of your final paper. Cite each source and describe how you found these sources and how you located the thesis of each.
  - Describe how you might use at least two of the methodologies you learned about this week when you work with these sources.
  - Make sure you respond substantively to at least two other students.
- Final Project/Paper Question due: Wednesday, June 19
  - In roughly 1–2 pages (275–550 words exclusive of citations) briefly describe the topic of your final historiographical paper or project. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, and an explanation for why your particular paper or project might make a worthwhile contribution to understanding the field you are researching.

**Q&A Session Two with Professor Robertson: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topic: Primary sources
  - Q&A Question: Write a 100–150-word paragraph that gives your understanding of secondary source analysis and how you might use it in your research for your historiography essay.
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#### **Week Four:** June 20: The History of American Historiography

Focus: This week, you will continue to read about the “history of history” in Cheng. You will also begin to focus on American historiography in Professor Robertson’s lecture. These two are intertwined, as American historiography is a part of the broad “history of history” that Cheng outlines in her book. You will apply your learning by researching the background and approaches of a historian you choose and by comparing two historiographical movements.

#### Readings

- Cheng, Chapters 4–6.
- Samuel Truett, “Settler Colonialism and the Borderlands of Early America,” *William and Mary Quarterly* 76, no. 3 (2019): 435–442. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

#### Lecture

- Professor Andrew Robertson, “The History of American Historiography”

#### Assignments

- Discussion Board Four due: Sunday, June 23
  - Prompt: Truett offers an important theory many Americanists must address, while Professor Robertson’s lecture discusses American historiography from the Puritans to the present, and in doing so provides examples of several different kinds of historiographical approaches along with some of the historians that represent those approaches.  
  
For this discussion board, do some research on a scholar who uses one of the approaches you learned about this week. In a post of approximately 250 words, describe the scholar’s background and work and the kind of approach used in that work. Be sure to use quotations and citations to illustrate this scholar’s approach.
  - Make sure you respond substantively to at least two other students.
- Short Paper Two due: Wednesday, June 26
  - Prompt: Reflect on the broad movements of historical writing from the Renaissance to the present in Eileen Ka-May Cheng’s *Historiography: An Introductory Guide*.

- Respond to the following in a short essay of 1–2 pages (275–550 words):
    - Compare and contrast two of the movements described by Cheng (Romantic and Critical, Marxist, Enlightenment and Philosophical, etc.).
    - Be sure to include an overview of the value of those particular movements as well as some of the drawbacks/limitations each posed.
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### **Week Five:** June 27: Place, Ideas, Objects

Focus: This week, you will learn about historical approaches focusing on place, ideas, and objects, and review an important issue in the historiography of the founding of the country. How have these approaches expanded and enhanced our understanding of the past? You will apply what you have learned by discussing how these historiographical approaches might affect a historiographical controversy. This week you will also continue to work on your historiographical paper by revising your initial proposal and creating an annotated bibliography.

#### Readings

- Maza, Chapters 2 and 3.
- Turabian, Chapters 15, 16, and 17 (on citation and bibliography).
- Nikole Hannah-Jones, "The 1619 Project," *New York Times Magazine*, August 14, 2019. ([A link to this reading can be found in the Week Five module.](#))
- Victoria Bynum et al. Letter to the Editor, *New York Times*, December 29, 2019. ([A link to this reading can be found in the Week Five module.](#))
- David Waldstreicher, "The Hidden Stakes of the 1619 Controversy," *Boston Review*, January 24, 2020. ([A link to this reading can be found in the Week Five module.](#))

#### Lecture

- Dr. Zara Anishanslin, "The Historiography of the Seventeenth and Eighteenth Centuries"

#### Assignments

- Discussion Board Five: Sunday, June 30
  - Prompt: In a post of approximately 250 words, refer to the lecture and readings this week to respond to the following questions:
    - How would you describe the controversy engendered by the *New York Times's* "The 1619 Project"? What biases or background do you think the authors bring to this controversy? How do you think this controversy might affect how modern American historians address the "history of where" or the "history of what"?
  - Use and cite quotations from the readings to document your argument.
  - Make sure you respond substantively to at least two other students.
- Revised Question and Proposed Bibliography due: Wednesday, July 3

- In roughly 1–2 pages (275–550 words exclusive of citations) revise your initial proposal to incorporate your section professor’s feedback AND
- Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a paragraph (100–150 words exclusive of citations) describing the author’s credentials, the author’s work, and what this source will contribute to your final paper/project.

**Q&A Session Three with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topic: Working with Secondary Sources; Paper Topics
- Q&A Question: Write a 100–150-word paragraph to summarize what you learned from this Q&A session.

**Week Six:** July 4: The Historiography of the Nineteenth Century and Power

Focus: This week, the readings, lecture, and assignments engage the historiography of the nineteenth century. As you read the essays and listen to the lecture, you will evaluate how historians have written about this century, and how that writing has changed over time. The power of governments, peoples, and ideologies—and the resistance to dominant power—permeates all of history, including the history of nineteenth-century America. It also informs the production of history. You will apply your learning by describing how the theme of power plays into this history and historiography.

Readings

- Daniel Feller, “The Historical Presidency: Andrew Jackson in the Age of Trump,” *Presidential Studies Quarterly* 51, no. 3, 9/21: 667–681. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Michelle Foucault, “Truth and Power,” *The Foucault Reader*, ed. Paul Rabinow (New York: Pantheon, 1984), 51–75. ([A link to this reading can be found in the Week Six module.](#))

Lecture

- Dr. Nora Slonimsky, “The Nineteenth Century”

Assignments

- Discussion Board Six: Sunday, July 7
  - Prompt: In a post of approximately 250 words, reflect on one of the major themes of Dr. Nora Slonimsky’s lecture on nineteenth-century historiography: power.
    - Using what you have learned this week about how historians address issues of power, describe the theme of power in at least one of the works you are using in your final paper/project and explain how your

readings this week help you understand that theme. Be sure to use quotations from the readings and the work you choose to illustrate your points.

- Make sure you respond substantively to at least two other students.
  - Short Paper Three due: Wednesday, July 10
    - Prompt: Reflect on one of the readings you have read during this course and provide an overview of their analysis of the historiography it describes.
    - Respond to the following questions in a short essay of 1–2 pages (275–550 words):
      - What major turning points and shifts in analysis does the author you chose trace in the historiography of their topic?
      - What accounts for the shifts in the interpretations of historians on this topic, according to what you've read?
      - Describe a shift in the historiography of the topic you are researching for your final paper/project. Do you see any similarities between the historiography of your topic and the works you read about this week?
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### **Week Seven:** July 11: Gilded Age through the New Deal

Focus: This week the focus is on the historiography of the Gilded Age, Progressive Era, and the Interwar Wars. The readings and lecture share many of the significant works that address this period in American history. You will apply your learning this week by researching an important work on one of these eras. You will also evaluate a book review—one of the best ways to learn about scholarship and get a sense of the historiography of a certain period or topic.

#### Readings

- Richard Hofstadter, "Conflict and Consensus in American History," in *The Progressive Historians* (New York: Alfred Knopf, 1968), Chapter 12. (A link to this reading can be found in the Week Seven module.)
- Sarah A Whitt, "'An Ordinary Case of Discipline': Deputizing White Americans and Punishing Indian Men at the Carlisle Indian Industrial School, 1900–1918," *Western Historical Quarterly* 54, no. 1, Spring 2023: 51–70. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

#### Lecture

- Dr. Wendy Wall, "Gilded Age through the New Deal"

#### Assignments

- Discussion Board Seven due: Sunday, July 14



- Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Wall and the historiographical readings assigned this week.
- Do a little research on one of the authors you learned about this week. Share why this work is important to the historiography of the Progressive era.
- Make sure you respond substantively to at least two other students.
- Short Paper Four due: Wednesday, July 17
  - One of the things that scholars do is write book reviews that give not only a critical assessment of a historical monograph (book), but also an overview of it: what sources are used, what arguments are made, and how the work is situated in the historiography. One of the skills one needs to learn in graduate school is twofold: how to write a book review essay and how to read one to get a sense of a book you simply do not have time to read.
  - Prompt: Respond to the following instructions in a short essay of 1–2 pages (275–550 words):
    - Identify a monograph you want to read. It might be a work in your bibliography for your final paper, one your section professor has recommended, or one that has been mentioned in the lectures that intrigues you.
    - Find a book review of it in a scholarly journal and, in this short paper, provide an “overview of the review.” What does the reviewer say are the arguments of the book, the contributions of the book, the shortcomings, and importantly, how it is situated in the historiography? Every good review should tell you these things.

**Q&A Session Four with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topics: Cheng’s taxonomy and American historiography; revising proposals.
- Q&A Question: Write a 100–150-word paragraph to describe the steps you need to take to revise your proposal.

**Week Eight:** July 18: The Twentieth Century: Post-WWII

Focus: This week we will engage two themes: the historiography of the twentieth century, and a methodological and historiographical discussion of how history is made. You will also write the first five pages (1375 words exclusive of citations) of your historiographical paper for review by your section professor and your peers. There is no discussion this week, but you will post your preview to next week’s discussion board.

Readings

- Maza, Chapter 4.

- Richard Overy, "Prologue," *Blood and Ruins: The Last Imperial War, 1931–1945* (New York: Viking Press, 2022), 2–28. (A link to this reading can be found in the Week Eight module.)
- Benjamin Madley, "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," *American Historical Review* 120, no. 1 (2015): 98–139. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Lecture

- Dr. Sarah King, "The Twentieth Century: Post-WWII"

### Assignments

- Project/Paper Preview due: Wednesday, July 24
  - In roughly 5 pages (1375 words exclusive of citations), prepare your first rough draft.
    - Final Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
    - Paper Preview: Upload a copy of your draft to a discussion board for next week to share with your peers. Include a title page with a real title, all the appropriate footnotes, and a bibliography of at least ten sources.

### **Q&A Session Five with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topics: Maza, Chapters 2 and 3; annotated bibliography
- Q&A Question: Write a 100–150-word paragraph to describe one example of a topic exploring the history of where and one describing the history of what.

### **Week Nine:** July 25: Historiography of Women's History

Focus: This week the focus is on the historiography of women's and gender history. While this field has been around for a while, it continues to evolve into ever more complex ideas about gender and identity, influencing the interpretations of all historical topics and time periods, as Aaron Astor's reading on slavery historiography in Week Ten will discuss. You will apply your learning by comparing women's history and gender history, and you will write a review of a preview posted by one of your colleagues to the discussion board.

### Readings

- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986): 1053–1075. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

- Cornelia Dayton and Lisa Levenstein, "The Big Tent of U.S. Women's and Gender History," *Journal of American History* 99, no. 3 (December 2012): 793–817. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Lecture

- Dr. Lauren Santangelo, "Historiography of Women's History"

### Assignments

- Discussion Board Eight due: Sunday, July 28

You should have posted your Preview to this discussion board last week.

- Prompt: Choose the Preview of another student and write them a short note by Thursday saying you will review it. When you choose someone to review, try to make sure it is someone whom no one else has chosen.
- By Sunday, write 1–2 paragraphs (200–500 words exclusive of citations) of helpful suggestions to your correspondent. Consider the following:
  - Offer ways your peer could improve the paper, perhaps by clarifying a section or adding a good source you know about.
  - Ask at least two questions for your peer to think about.
  - Make sure your comments are directed to the paper and are not personal. This video gives some helpful tips on how to do a peer review. (A link to this video can be found in the Week Nine module.)

Answering your peer's questions is optional but take them seriously—this exercise is designed to help each of you by sharing work and ideas.

You will be graded only on the quality of your review of your peer's work—you are not graded on your Preview (that already got a grade!).

- Short Paper Five due: Wednesday, July 31

One of the skills scholars of history must master is to take complex information and distill it into something we can explain to our students and the public.

- Prompt: Reflect on your readings, Dr. Santangelo's lecture, and the definitions of women's and gender history and respond to the following in a short essay of 1–2 pages (275–550 words):
    - Imagine you have to teach a basic overview of what women's and gender history is to your students or to a group of people not familiar with women's and gender history. How would you explain it and its importance?
    - Please reference the ideas and information provided in all of the assigned readings and the lecture in this module.
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## **Week Ten:** August 1: Historiography of African American History

Focus: This week the focus is on African American historiography and the issue of causality in history. You will also be turning in your rough drafts, and the assigned chapters in Turabian will help you in that effort.

### Readings

- Maza, Chapter 5.
- Turabian, Chapters 6, 7, and 9 (on drafting).
- Aaron Astor, "Slavery Historiography, Overview of Contemporaries and Historians" in Aaron Astor and Thomas C. Buchanan, eds., *Slavery: Interpreting American History* (Ashland: The Kent State University Press, 2021). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Kimberle Crenshaw, "Twenty Years of Critical Race Theory," *Connecticut Law Review* 43, no. 5, July 2011. ([A link to this reading can be found in the Week Ten module.](#))

### Lecture

- Dr. Kristopher Burrell, "African American Historiography"

### Assignments

- Discussion Board Nine due: Sunday, August 4
  - Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Burrell and the readings assigned this week.
  - Describe how you understand the definition of Critical Race Theory. In what way is CRT only one lens by which to understand African American historiography?
  - Make sure you respond substantively to at least two other students.
- Rough Draft due: Wednesday, August 7
  - Final Project: Submissions of the rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
  - Paper: In a minimum of 10 pages (2750 words exclusive of citations), prepare your second rough draft by building on the five pages of your preview draft.

### **Q&A Session Six with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topics: Maza, Chapter 4 and paper previews/writing and revising.
- Q&A Question: Write a 100–150-word paragraph to describe your progress with your paper and what problems you anticipate moving forward.

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## **Week Eleven:** August 8: Historiography of American Indian History

Focus: The focus this week is on Native American history and historiography, as well as contemplation of major theoretical innovations that challenged the history profession, such as postmodernism. You will apply your learning to evaluate the historiography of a tribe or nation of your choice.

### Readings

- Maza, Chapter 6.
- Ned Blackhawk, "Recasting the Narrative of America: The Rewards and Challenges of Teaching American Indian History," *Journal of American History* 93, no. 4 (March 2007): 1165–1170. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- John R. Chavez, "Aliens in Their Native Lands: The Persistence of Internal Colonial Theory," *Journal of World History* 22, no. 4 (2011): 785–809. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Lecture

- Dr. Ned Blackhawk, "Historiography of American Indian History"

### Assignments

- Discussion Board Ten due: Sunday, August 11
  - Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Blackhawk and the readings assigned this week.
  - Choose a tribe or nation (perhaps one native to your state or hometown) and do a little research. Answer these questions:
    - In your experience, are there any popular misconceptions about that tribe?
    - What kind of historiography do you find on that tribe?
    - What gaps remain, do you think, in our understanding of this tribe?

### **Q&A Session Seven with Professor Seman: [DATE], 8:00–9:30 p.m. ET**

- Q&A Topics: Maza, Chapter 5; African American historiography; writing a rough draft.
- Q&A Questions: Write a 100–150-word paragraph to answer the question: If you were to share your learning about African American history with your students, what are the important things you might say?

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### **Week Twelve:** August 15: The Future of History

Focus: Preparing your final drafts and thinking about the future of history

### Readings

- Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *American Historical Review* 121, no. 2 (April 2016): 377–402. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Maza, Conclusion.

### Lecture

- Dr. Andrew Robertson, "The Future of History"

### Assignments

- Final Project/Paper due: Wednesday, August 21

### **Q&A Session Eight with Professor Robertson: [DATE], 8:00–9:30 p.m. ET**

- Q&A question: Write a 100–150-word paragraph to describe the three most important takeaways you have from this course.

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### **Course and Program Policies**

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

### Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

### Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

### Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0