This course provides a survey of gender in an international relations context. We will examine the relationship between gender inequalities through the study of key concepts: power, violence, globalization, democratization, transnational feminism, and nationalism. Students will leave the course with a better understanding of gender, masculinities, feminisms, and the scope and method debates in the Political Science and International Relations. We will special attention to the sub-field of Gender and International Relations and its curious interactions in academe. Each week will provide a theme for us to explore. We begin with the debates about Feminist International Relations as a legitimate field of study and move to methods, gender, justice, sexuality, and globalization. We will “gender, race and diversify” Wikipedia as part of your learning experience in the course.

Learning Outcomes:

- Familiarity with debates in Feminist IR, IR, and Political Science
- Familiarity with educational technology platforms
- Familiarity with the social construction of gender(s)
- Multiple opportunities for group work
- Critical thinking & Writing

Required Texts:


Additional Readings are available on our CourseSpaces site for Poli 328.

Course Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>50</td>
<td>Wikipedia Entries</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Group Facilitation of a Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 (2 x 12.5)</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
**Group Facilitation of a Reading**: Groups of 3 students will lead the facilitation of an article or website. Please sign up with Prof A. The list is in the syllabus on page 6, and please note that the group presentations are not weekly and take place weeks 4-13. Oct – Dec due dates depending on your group.

**Wikipedia**: The Wikipedia entries are related to course materials. This is a group assignment for 2-3 students. Your entry should be 300-450 words long, but understand that it could be a series of sentences throughout an existing post. You will need to register with Wikipedia (you can use a moniker to protect your identity). An easy way to take a screen shot is via snipping tool. We will discuss this more. It’s a great assignment working with Wikipedia Education. They are due Sept 27th and Nov 12th by 10pm. Please upload the URL and screen shot into CourseSpaces. Please understand that no late entries are accepted. If you need help with how to do this—see me. Late Sept and mid-Nov due dates. Good idea—look at the [UVIC Trans Archives](#) and see if there are some holdings that might need a Wiki entry.

**Participation**: Your learning benefits from regular class attendance and I do take roll. The upshot is that your participation and attendance can help your overall course grade. I like to learn names and my classes are interactive. Come prepared to talk about the readings and how they relate to current events. You must attend 70% of the class meetings in order to earn a passing mark toward your participation assessment.

**Paper**: One 9 page paper related to the course materials with two options. The assignment directions are included in the syllabus. With all of your assignments in class (except the Wikipedia assignment) do not cite Wikipedia, Dictionary.com, Encyclopedias as sources, as I want you to pull from peer reviewed research. Use MLA citation for your papers. The paper has a rolling deadline. This means that papers turned in with the first due date will get more comments. The papers turned in after this time and through the final deadline will get fewer comments. Due Dec 6th by 4pm – Dec 9th by 4pm to CourseSpaces. No papers are accepted after Dec 9th @ 4pm. Dec rolling deadline.

I follow the UVIC Guidelines for grades; however, A work is truly exceptional or unusually analytical work that is free of errors, perfect works cited, and more. B work varies from great to good and lacks the same depth of analysis. C work is generally average work. D and F work is not passing and demonstrates minimal effort and understanding.

**Twitter**: Some students will want to enhance their participation via posting on Twitter. The course hashtag is #Poli328. This is optional; however, I will refer to tweets related to our course.

I have worked to stagger your due dates to make the workload manageable. I know that you’re balancing multiple courses and your life. See me if you need help with your success in my course.

**Course Schedule**: We will not meet during Reading Break.

**Week 1: Sept 4th & 6th Course Introduction: What is IR? What is Feminist IR?**

**Questions and Themes**: What is IR? What are the scope and methods debates in IR? What is feminism? What can feminism add to IR?

Ann Tickner "You Just Don't Understand: Troubled Engagements Between Feminists & IR Theorists"

Robert Keohane "Beyond Dichotomy: Conversations Between International Relations & Feminist Theory"
Week 2: Sept 10th, 11th and 13th Early Debates and Responses
Questions and Themes: What are feminist methods? How do we gender IR? What is masculinity?
Marianne Marchand “Different Communities/Different Realities/Different Encounters”
Ann Tickner “Continuing the Conversation . . .”
Christine Sylvester “Introducing Elshtain, Enloe, and Tickner: Looking at Key Feminist Efforts Before Journeying On”

Week 3: Sept 17th, 18th and 20th Epistemologies, Methods and Cases
Questions and Themes: Do methods matter? How is gender or feminism used as an analytical tool?
Cynthia Enloe “‘Gender’ is Not Enough: The Need for a Feminist Consciousness”
Women’s Caucus for Political Science, https://womenscaucusforpoliticalscience.org/
FTGS, http://www.isanet.org/ISA/Sections/FTGS/About-FTGS
Aili Tripp “Why So Slow? The Challenges of Gendering Comparative Politics”
Women’s Atlas 7-21

Week 4: Sept 24th, 25th, and 27th Gendering IR and Feminism
Questions and Themes: Does language matter? Can language have gender? Language & Masculinity
Carol Cohn “Sex and Death in the Rational World of Defense Intellectuals”
Christina Fatto re “Nevertheless, She Persisted: Women’s Experiences and Perceptions at ISA“
Women in Parliaments http://www.ipu.org/wmn-e/classif.htm
Prologue and Introduction in MMIS
Women’s Atlas 22-35, 183-197
1st Wikipedia entry due by Friday, Sept 27th at 6pm.

Week 5: Oct 1st, 2nd, and 4th Justice, Ethics, and More
Questions and themes: What is gendercide/femicide? How are ethics complicated with IR
“Voices from the Downtown Eastside” and “Honoring Elsie” MMIS
How the US Gov’t Spies on Protests TED
https://www.ted.com/talks/jennifer_granick_how_the_us_government_spies_on_people_who_protest_t_including_you
UNSCR 1325 http://www.un.org/womenwatch/osagi/wps/
Women’s Atlas 38-58
“Women in National Security Push to Move Beyond ‘The First’ and ‘The Only’”
Week 6: Oct 8th, 9th, and 11th Gender, Politics, and the Economy
"Questions and Themes: What is the role of sexuality and IR? How is sexuality or gender performed in IR? What are the connections between politics and the economy?
Malliga Ocha “Manterrupting in the German Bundestag: Gendered Opposition to Female Members of Parliament?”
Key and Sumner “You Research Like a Girl: Gendered Research Agendas and Their Implications”
Amanda Haraldsson & Lena W “The Effect of Media Sexism on Women’s Political Ambition”
James W. Messerschmidt “The Salience of ‘Hegemonic Masculinity’”
Women’s Atlas 122-145

Week 7: Oct 15th, 16th, and 18th Economics, Nationalism, and Consumerism
"Questions and Themes: How is nationalism connected to IR? What does consumerism have to IR?
Julia Gillard clip, https://www.youtube.com/watch?v=ihd7ofrwQX0
Linda Trimble “Julia Gillard and the Gender Wars”
Women’s Atlas 169-182
Lipi Begum and Ravinder Barn “Crossing Boundaries: Bras, Lingerie and Rape Myths in Postcolonial Urban Middle-class India”
https://duckofminerva.com/about/the-blog group facilitation—choose two posts
Knight “Even Today, A Western and Gendered Social Science”

Week 8: Oct 22nd, 23rd, and 25th Masculinity and Men
"Questions and Themes: How can technology help us better understand IR? What role does celebrity have in IR? What do you think about when you hear masculinity?
“The Moose in the Room” and “Considering Wenonah, Considering Us” and “Taking on Colonial Gender violence in Indigenous Nation Building” in MMIS
Henri Myrttinen “Stabilizing or Challenging Patriarchy”
Stefan Vogler “Determining Transgender: Adjudicating Gender Identity in U.S. Asylum Law”
Optional: Ilene Feinman “Shock and Awe: Abu Gharib, Women Soldiers, and Racially Gendered Torture”

Week 9: Oct 29th, 30th, and Nov 1st Culture, Communication, and More
"Questions and themes: What role does culture play in Feminist IR? Why does IC matter?
Rose McDermott “Political Science’s #MeToo Moment”
Human Rights Museum Review and Discussion
#WomenAlsoKnowStuff http://womenalsoknowstuff.com/
#POCAAlsoKnowStuff https://sites.google.com/view/pocexperts/home
Human Rights, GWI, Ch 9
**Week 10: Nov 5th, 6th, and 8th  Peace and Identity(ies)**

Questions and themes: What is the difference between peacekeeping and peacebuilding? Why is IR connected to education?

Women’s Atlas 146-168

Women and Media, GWI Ch 10

TED Talk, Jackson Katz, “Violence Against Women—It’s a Men’s Issue,”
[http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html](http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html)

Shalene Jobin “Double Consciousness and Nehiyawak (Cree) Perspectives”

Gloria Anzaldúa “La Conciencia de La Mestiza: Towards a New Consciousness”

2nd Wikipedia entry due by Nov 12th by 6pm.

No class during Reading Break. Please catch up, rest, and catch up

Please note that your online Course Experience Surveys (CES) should be available from weeks 10-12. The CES are important for my assessment as your professor and I take these seriously, as they help me develop my materials and reflect on my teaching. Just as I hope that I engage you to learn, ask questions, appreciate the material, and hook you to Political Science, I will learn from you and that is why I continue to teach Political Science at UVIC. As Lizzo says, “I thought I didn’t care,” but I do. I welcome your thoughtful compliments, criticism, and commentary on my assignments and teaching. Thank you!

**Week 11: Nov 19th, 20th, and 22nd  Moving Forward: Feminism, Gender, and Knowledge**

Questions and themes: How are power and knowledge connections?

Valentine Moghadam, “Explaining Divergent Outcomes of the Arab Spring: The Significance of Gender and Women’s Mobilization”


National Center for Truth and Reconciliation, Educators’ Resources [http://nctr.ca/educators.php](http://nctr.ca/educators.php)


**Week 12: Nov Nov 26th, 27th, and 29th  Moving Forward Part 2: Education and Policy**

Women and Education, GWI, Ch 2

Jennifer Tyburczy “Sex Toys After NAFTA”

Miranda Bradley “Gender and State Violence: Films That Do Justice to the Issue of Missing and Murdered Indigenous People in Canada”

Paola Bacchetta, et al “Queer of Color Space-Making in and beyond the Academic Industrial Complex”

Leilani Rania Ganser “How to Write about Hawai”
**Week 13: Dec 3rd and 4th The Future...**

*Questions and themes:* What does the transnational mean? Where do we go? Are there women’s ways of knowing? What are “feminine values?” Why does Gender Matter?


Women’s Atlas 81-145

“Leading with Our Hearts” MMIS

Amy Atchison, “Where Are the Women: An Analysis of Gender Mainstreaming in Introductory Political Science Textbooks”

**Papers due with the rolling deadline Dec 6th at 4pm through Dec 9th at 4pm. No papers accepted after the second deadline. Remember they are not late after Dec 6th—only fewer comments.**

As you can surmise from my syllabus, your learning is important to me. Remember this when you contact me or come to my office hours. I am here to help and NOT hinder you and your education. If you have any concerns with the materials or are struggling—see me and I can help direct you to the offices/services you might need. Some images for your amusement. If you’ve read this far—send me an image of your favorite animal. 😊

I do use the stamp with hard copies and the I have permission from the side eye baby’s parents to use the image. The baby is about 6 years old now, but has a PhD in Side Eye. You are half way done reading this syllabus.
Group Facilitation: You will choose *one* reading/site and facilitate the discussion

**Week 4: Sept 24th, 25th, and 27th Gendering IR and Feminism**
“Nevertheless, She Persisted: Women’s Experiences and Perceptions at ISA“ Christina Fattore

**Week 5: Oct 1st, 2nd, 4th Justice, Ethics and More**

**Week 6: Oct 8th, 9th, and 11th Gender, Politics, and the Economy**
“Manterrupting in the German Bundestag” Malliga Ocha
“The Effect of Media Sexism on Women’s Political Ambition” Haraldsson and Wängnerud

**Week 7: Oct 15th, 16th, and 18th Economics, Nationalism, and Consumerism**
“Crossing Boundaries: Bras, Lingerie and Rape Myths” Lipi Begum and Ravinder Barn
[https://duckofminerva.com/about/the-blog](https://duckofminerva.com/about/the-blog) group facilitation—choose two posts

**Week 8: Oct 22nd, 23rd, and 25th Masculinity and Men**
“Stabilizing or Challenging Patriarchy” Henri Myrttinen
“Determining Transgender: Adjudicating Gender Identity in U.S. Asylum Law” Stefan Vogler

**Week 9: Oct 29th, 30th, and Nov 1st Technology, Masculinity, and Violence**
Human Rights, GWI, Ch 9

**Week 10: Nov 5th, 6th, and 8th Culture, Communication, and More**
Women and Media, GWI Ch 10
TED Talk, Jackson Katz, “Violence Against Women—It’s a Men’s Issue,”
[http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html](http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html)

**Week 11: Nov 19th, 20th, and 22nd Peace and Moving Beyond Violence Online or Guest Lecture**
Valentine Moghadam, “Explaining Divergent Outcomes of the Arab Spring”
National Center for Truth and Reconciliation, Educators’ Resources [http://nctr.ca/educators.php](http://nctr.ca/educators.php)

**Week 12: Nov 26th, 27th, and 29th Moving Forward: Feminism, Gender, and Knowledge**
Women and Education, GWI, Ch 2
Jennifer Tyburczy “Sex Toys After NAFTA”

**Week 13: Dec 3rd and 4th The Future: Love Will Tear Us a Part…**
Women’s Atlas 81-145
Amy Atchison, “Where Are the Women: Analysis of Gender Mainstreaming in Intro Poli Sci Books”
Papers due Dec 6th to 9th by 4pm. Please upload into CourseSpaces

Paper Assignment Choice One: Based on the *Keetsahnak: Our Missing and Murdered Indigenous Sisters* (MMIS). This option will focus on MMIS and explore issues connected to violence against indigenous women and girls. You might choose to develop an analysis of the Highway of Tears in BC, the situation with missing teens in Manitoba or Missing and Murdered women in Ciudad Juarez. (These are merely some examples, and you can consult with me about your topic.)

Paper Guidelines: Your paper will cite at least 8 sources with 3 pulled from *Keetsahnak*. You will ground your essay with specific reference to the theoretical explanation of gender. You need to explain how you are using gender in your paper. You should cite scholarly journal articles, books, and internet (reliable) sources. The papers will not exceed 10 pages (this does not include your works cited) and will follow all the noted guidelines in this syllabus and stated in lecture.

Paper Assignment Choice Two: Based on the *Global Women’s Issues* (GWI) book. This option will focus on Gender and International Relations as explored in GWI. Please note that this is US government book. What is missing from your section or theme? You will use one of the chapters or themes from this book and use the book as a major backdrop for your study.

Paper Guidelines: Your paper will cite at least 8 sources with 3 pulled from the course syllabus. You will ground your essay with specific reference to the theoretical explanation of gender. You need to explain how you are using gender in your paper. You should cite scholarly journal articles, books, and internet (reliable) sources. The papers will not exceed 10 pages (this does not include your works cited) and will follow all the noted guidelines in this syllabus and stated in lecture.

Official Business:
The assignment of letter grades is as follows per the UVIC guidelines:

90-100 = A+  
85-89 = A  
80-84 = A-  
77-79 = B+  
73-76 B  
70-72 = B-  
65-69 = C+  
60-64 = C  
50-59 = D  
Below 50 = F
**Digital and Face to Face Communication Expectations:** Place Gender and IR or Poli 328 in the subject heading of any email sent to me. I do this, as I am teaching multiple courses and have to triage my email. I will treat students with the respect that you deserve as a human being in my classroom, office or via other forms of communication. Likewise, I expect the same. Please send a complete email, address me (Prof. A/Eh), sign your name, and use complete sentences to make sure that your email is clear. I ask that you wait 24 hours after you get graded work returned to you before you email me. Here is a great link of an example of how to send an email to your instructor: [http://www.wikihow.com/Sample/Email-Professor-About-a-Question](http://www.wikihow.com/Sample/Email-Professor-About-a-Question)

Students will occasionally lament that there is too much group work in university and I will respond that when you are working on campus or off campus you will work with people. You will work with people who give an “A” effort and others who will phone it in. I expect that each group member will equitably share the joys of the workload; however, if your group has issues, please contact me or see me during my office hours and I will take your needs into consideration and might have to offer different marks for group members.

It is the students’ responsibility to add, drop, or withdraw from the course adhering to the university deadlines. If you do forget to drop—contact me ASAP, so I can help you.

If arrangements need to be made regarding the accommodation of a disability please see me and know that I am eager to support your success in my course. Your accommodation is not an inconvenience. Let’s communicate early and make a learning plan.

Late work is not generally accepted, however in instances of verifiable illness or family emergencies some exceptions can be made. Medical notes alone are not always sufficient for an extension and the point penalty might still apply. Contact me ASAP if there is a health or personal issue.

In the spirit of collegiality, I ask that you come to class on time. Please do not disrupt the class with late arrival. I know that classes are across campus, so do your best to get to class on time.

Usage of laptop/electronics in the classroom is permitted but limited to appropriate usage—taking of notes, verifying the syllabus on the CourseSpaces course site, using Google or Bing to search something related to our course materials. Extracurricular computing is distracting to the people sitting around you. It is acceptable for you to search terms that are referred to in class or raise your hand and ask the professor the questions, and there might be moments when you are called on to search something. Thank you for your understanding!

If you have any questions with CourseSpaces, please see me. I can help and if it’s outside of my expertise, we can contact tilhelp@uvic.ca to get you the assistance that you need. You are not alone in this course or at UVIC. There are tons of resources for you to be happy and successful—just contact me and I’ll help or point you in the right direction.
Additional Information/Resources
American Political Science Association http://www.apsanet.org/
British Columbia Political Studies Association http://www.bcpsa.ca/
Canadian Political Science Association https://www.cpsa-acsp.ca/
Duck of Minerva http://duckofminerva.com/
Feminist Theory and Gender Studies (FTGS) 1990/93 https://www.isanet.org/ISA/Sections/FTGS
Gender and Security Filmography http://genderandsecurity.org/projects-resources/filmography
International Political Science Association https://www.ipsa.org/
International Studies Association http://www.isanet.org/
International Studies Perspectives https://academic.oup.com/isp
International Studies Quarterly https://academic.oup.com/isq
People of Color Also Know Stuff (POC) @POCalsoknow
Women in International Security (WIIS) 1987 http://www.wiiscanada.org/about/

Disclaimer: The professor reserves the right to alter the Course Calendar at any time without prior notice. It is the students’ responsibility to attend class and verify the CourseSpaces site and any announcements posted therein or during class. No question is stupid. Please review the syllabus prior to emailing me. Thanks!

But, wait, there is more…
Grading Grid (Attach this to your hard copy of your final paper) There is a copy of this on CourseSpaces for you to print and attach to your paper.

<table>
<thead>
<tr>
<th>Strong</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Content: insight, thinking, depth, grasp of concepts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Detail: relevant and persuasive evidence and support, sufficient quotation, introduction and integration of sources</td>
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<td>Followed directions</td>
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<td>Organization: guiding the reader with topic sentences, transitions, and focus (thesis); structure suited to content</td>
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<td></td>
<td>Language: wording, diction appropriate language and terminology</td>
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<td></td>
<td></td>
<td></td>
<td>Mechanics: spelling (names &amp; key terms), grammar, punctuation, usage, proofreading</td>
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<td></td>
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<td>Overall impression: energy, originality, reading appeal</td>
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</table>

Department of Political Science Policies and Information:
PLAGIARISM AND ACADEMIC INTEGRITY

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: [https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html)
COURSE EXPERIENCE SURVEY (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

PERCENTAGE GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
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</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
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<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
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</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
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<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
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</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
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</table>

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<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
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</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   **N GRADE**: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.