



## INTA 1200: American Government

Fall 2015

\*\*\*Mon/Wed/Fri 2:05pm – 2:55pm\*\*\*

LOCATION: Instr. Cntr 103

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### I. Introduction

This course will serve as an undergraduate level introduction to American government. It will explore fundamental concepts, theories, and issues of American politics and policy, with an emphasis on economics. We will do so by examining both the historical and current issues which confront the United States and its place in the world. You will explore how great Western political-economists think about these problems, and examine the events which fostered their ideas. You will discover that American politics have always been in a state of contention. It is a setting in which national and sub-national interest groups are pitted against one another in contests over wealth, security, power, and ideas. While the course is wide ranging, we will often focus on two major and enduring tensions in US politics in particular. The first is the ongoing debate over the proper role of markets versus government in the US economy and social life. The second is the never ending contest between efficiency, equity, and morality in US policy debates. Underlying each of these are fundamental tensions over power, interests, and the question of “who rules?”. One lesson I hope to communicate is that free and competitive political & economic markets are fundamental to a free and competitive society. However, markets require an agile and efficient government in order to function properly. Therefore we need to develop tools of analysis for understanding *why* markets succeed or fail, as well as the tradeoffs between different types of government actions to support markets. All major sides of the various debates over American politics and government will be presented with equal ferocity. The “winner” of these debates, if there is one, is for you to decide. Student performance will be determined by regular quizzes on fundamental concepts. Finally, you will find that judgments of whether policy is “good” or “bad” in the United States often depends on who you are as a political-economic actor: your assets, interests, beliefs, and values. Therefore one goal of this class is to force you to think critically about yours.

**Note: This course can be used to satisfy the Social Science or US Perspectives requirement for undergraduates. It also satisfies the state’s “Legislative” requirement for a course on US & Georgia history/constitution. For more details, please see the “Core Curriculum” section of the Georgia Tech Catalog or meet with your undergraduate advisor.**

## II. Approximate Course Calendar\*

Monday	Wednesday	Friday
<u>Aug 17:</u> Introduction	Ancient Democracy	<b>Quiz 1 (on class policies)</b>
<u>Aug 24:</u> Market Failures in the Colonies	Economics of Revolution	<b>Quiz 2</b>
<u>Aug 31:</u> 1789-1865: Econ of Civil War	Market Failures & Industrlztn	TBA
<u>Sept 7:</u> <b>TECH HOLIDAY</b>	Market Failures & Progressives	1930s-1960s: The Liberal Era
<u>Sept 14:</u> <b>Quiz 3</b>	1950s-1960s: Race I	1950s-1960s: Race II
<u>Sept 21:</u> 1960s-1980s: Conservatism	1970s-2010s: Globalization	<b>Quiz 4</b>
<u>Sept 28:</u> Federal Reserve	Supreme Court I	Supreme Court II
<u>Oct 5:</u> Media	<b>Quiz 5</b>	TBA ( <b>Last day to drop class</b> )
<u>Oct 12:</u> <b>TECH HOLIDAY</b>	Elections I	Elections II
<u>Oct 19:</u> The Budget	Health Care	<b>Quiz 6</b>
<u>Oct 26:</u> Politics of Trade I	Politics of Trade II	Politics of Trade III
<u>Nov 2:</u> Politics of Economic Growth	<b>Quiz 7</b>	TBA
<u>Nov 9:</u> Politics of Inflation v. Jobs	Comparative Govt: UK	Comparative Govt: Belgium
<u>Nov 16:</u> Comparative Govt: E.U.	Financial Crises	<b>Quiz 8</b>
<u>Nov 23:</u> Political Psychology	<b>TECH HOLIDAY</b>	<b>TECH HOLIDAY</b>
<u>Nov 30:</u> Georgia Politics	Political Networks	What's US govt and politics about?
NO CLASS	<b>Dec 9: FINAL EXAM 11:30am-2:20pm</b>	NO CLASS

\*Subject to change

## III. Required Textbook

I have chosen to require a text that is both high quality *and* widely used so as to maximize the probability that it can be found “used” at vastly reduced prices. There is also a high likelihood that the texts can later be re-sold at close to its “used” price if you should decide to do so. The required materials to be purchased are:

***Keeping the Republic* (5<sup>th</sup> Brief Edition, bundled with Georgia State Profile) by Christine Barbour and Gerald C. Wright (Congressional Quarterly Press 2012). Hereafter referred to as “KTR”**

\*Any edition of KTR published since 2005 can be substituted. However, since the 5<sup>th</sup> Brief Edition will be the basis for some of the quiz questions, earlier editions should be used at the student’s own risk. All students are responsible for the Georgia State Profile which is bundled with the 5<sup>th</sup> edition.

Other assigned readings will be made available on T-Square and the course website. Some assignments are not readings but computer audio files (usually ~20 minutes each) which should be treated as seriously as an in-class lecture or assigned reading (i.e. you are responsible for knowing assigned MP3 material).

## IV. Assignments

**Readings are to be done the night of the assigned date, and prior to the subsequent quiz.** For example, a reading assigned on “Fri Aug 28” should be done over that weekend, *not* prior to class on Friday Aug 28. You are not “invited” to do the assigned readings/MP3’s or attend the lectures, you are **required** to do so as a participant in this class. “KTR” indicates a particular chapter in the textbook *Keeping the Republic*.

Mon Aug 17: “Basics of Free-Market Capitalism” (.pdf available on T-Square)

KTR “Power and Citizenship in American Politics”

Wed Aug 19: Medieval IPE (MP3 and .doc available on T-Square)

Fri Aug 21: Early Colonists 1 & 2 (MP3 and .doc available on T-Square)

Mon Aug 24: Mercantilism (MP3 and .doc available on T-Square)

Wed Aug 26: KTR “The Politics of the American Founding”

Fri Aug 28: The Presidency 1-5 (MP3 and .doc available on T-Square) & KTR “The Presidency”

Mon Aug 31: The Presidency 1-5 (MP3 and .doc available on T-Square) & KTR “The Presidency”

- Wed Sep 2: The Presidency 1-5 (MP3 and .doc available on T-Square) & KTR “The Presidency”
- Fri Sep 4: KTR “Congress”
- Mon Sep 7: KTR “Congress”
- Wed Sep 9: KTR “Congress”
- Fri Sep 11: KTR “Federalism”
- Mon Sep 14: KTR “Federalism”
- Wed Sep 16: KTR “Federalism”
- Fri Sep 18: KTR “Fundamental American Liberties”
- Mon Sep 21: KTR “Fundamental American Liberties”
- Wed Sep 23: KTR “Fundamental American Liberties”
- Fri Sep 25: Intro to Money—3 Tricks (MP3 and .doc available on T-Square)  
The Federal Reserve: CNBC Explains (.pdf available on T-Square)
- Mon Sep 28: KTR “The American Legal System and the Courts”
- Wed Sep 30: KTR “The American Legal System and the Courts”
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- Fri Oct 2: KTR “The Media”
- Mon Oct 5: KTR “The Media”
- Wed Oct 7: KTR “The Media”
- Fri Oct 9: KTR “Voting, Campaigns, and Elections”
- Mon Oct 12: KTR “Voting, Campaigns, and Elections”
- Wed Oct 14: KTR “Voting, Campaigns, and Elections”
- Fri Oct 16: KTR “Parties and Interest Groups”
- Mon Oct 19: KTR “Parties and Interest Groups”
- Wed Oct 21: KTR “Parties and Interest Groups”
- Fri Oct 23: KTR “The Bureaucracy”
- Mon Oct 26: KTR “The Bureaucracy”
- Wed Oct 28: Rise/Fall of Free Trade (MP3 and .doc available on T-Square)
- Fri Oct 30: Basic Gains/Losses From Trade (MP3 and .doc available on T-Square)
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- Mon Nov 2: TBA
- Wed Nov 4: “The Economic Organization of a P.O.W Camp” (.pdf available on T-Square)
- Fri Nov 6: “The Great Inflation” in *The Coming of The Third Reich*. pp. 103-117 (.pdf avail on T-Square)  
*The German Inflation of 1923*. excerpts (.pdf available on T-Square)  
\* Bonn, Moritz J. “The Report of an Expert Eyewitness” pp. 97-103.  
\* Schreiber, Georg “The Distress of German Learning” pp. 103-109.
- Mon Nov 9: “Europe in 12 Lessons” (.pdf available on T-Square)
- Wed Nov 11: “Europe in 12 Lessons” (.pdf available on T-Square)
- Fri Nov 13: KTR “Domestic and Foreign Policy”
- Mon Nov 16: KTR “Domestic and Foreign Policy”
- Wed Nov 18: KTR “Domestic and Foreign Policy”
- Fri Nov 20: CQ Press State Profile: Georgia (bundled with KTR 5<sup>th</sup> edition)
- Mon Nov 23: “Georgia State Government” chart (.pdf available on T-Square)
- Wed Nov 25: “Guide to Georgia Courts” (.pdf available on T-Square)
- Fri Nov 27: “Constitution of the State of Georgia” browse, (.pdf available on T-Square)
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- Mon Nov 30: Review all
- Wed Dec 2: Review all
- Fri Dec 4: Review all

## **V. Learning Objectives**

By the end of this course students will:

- A) Be able to identify some of the major policy problems currently facing the United States and explain how

leading scholars & policymakers think about these problems.

- B) Be able to analyze, interpret, and explain developments in American politics at a basic level.
- C) Understand and identify the basic effects of both national and global economic developments on American politics and policy.
- D) Be able to deconstruct large political-economic phenomena into their constituent interest groups (both causes & effects).
- E) Understand & identify how your own interests (e.g. your job, financial security) are affected by events in American politics, and what steps you can take to protect or advance your interests.
- F) Be prepared to advance to higher-level study of specific economic & political issues.
- G) Demonstrate the ability to describe the social, political, and economic forces that influence social behavior.
- H) Be able to describe the role of diverse interests and groups in shaping the history, politics, society, or institutions of the United States.
- I) Demonstrate the ability to describe the social, political, and economic forces that influence the global system.
- J) Demonstrate knowledge of the causal and determinant relationships between science and technology (S&T) and international affairs across different topic areas.
- K) Demonstrate knowledge of the diversity of cultural and ethical systems within the US and in the world.

## **VI. Class Conduct**

### **A) Attendance is mandatory.**

Why? First, this class (or one like it) is specifically required by the University System of Georgia Board of Regents. Second, many students request this rule. Third, research shows that student attendance correlates strongly with performance.

Regardless, students may miss up to three classes (but not quizzes) after the last registration day (usually Friday of the first week of class) without penalty. Thereafter, each absence will result in a grade deduction of 10% of one quiz (e.g. a student with 10 absences will have one full quiz's worth of points deducted from his/her final grade). Students are responsible for any material, assignments, or announcements covered in classes missed. A daily attendance sheet will be passed out every lecture. **Be aware that signing the daily attendance sheet indicates your full attendance that day. Signing the attendance sheet but not attending the full class, or having a friend sign on your behalf, is a form of academic misconduct, constitutes an honor code violation, and can result in a severe grade penalty.**

### **B) No in-class distractions! Specifically:**

- i. **No electronics: laptops, cellphones, tablets, e-readers, cameras, recording devices.**
- ii. **No food or drink (except water).** Except for students with verifiable medical excuses.

If it runs on electricity and its primary job is to deal with information, then turn it off (or put it on vibrate). Why? Electronics, food, and drink interfere with the classroom teaching-learning environment. Students breaking this rule will be asked to leave or drop the class.

### **C) Class starts at 2:05, ends promptly at 2:55.**

If you show up late, enter quietly. If you show up so late or leave so early that you miss the sign-up sheet, then you will be counted as absent. Also if you consistently sign the attendance sheet and leave soon thereafter, then eventually you'll be noticed and considered absent nonetheless.

### **D) Students are required to check their email and the class website ~~←mzak.net/inta1200→~~ once per day.**

### **E) Your grade = 8 quizzes + 1 final,**

- a. All test questions are ranked equally unless otherwise specified. All tests will be based on the required readings, MP3 lectures, and the 9am -10am lecture. There will be study guides for the

quizzes. Your grade will **not** benefit from “face time” with the professor or TA, or from agreeing with the professor’s or TA’s political/policy stances or philosophies.

b. Make-up quizzes.

- i. Students who miss a quiz without a valid Tech excuse\*, will receive “0” points for that quiz. For example, say there are 1000 points possible in the class. Then a perfect student who misses a 100 point quiz would get a final grade of 900/1000.
- ii. Students who miss a quiz with a valid Tech excuse\*, may either:
  1. Have that quiz eliminated from their grade calculation (both denominator & numerator). For example, say there are 1000 points possible in the class. Then a perfect student who misses (with a valid excuse) a 100 point quiz would get a final grade of 900/900.
  2. Take a make-up quiz at a date determined by the professor (likely a T/Th at 11am, W at 4pm, after a regularly scheduled class, or during a special class time)Regardless, students must stick to their choice. That is, students cannot choose #2 and then revert to #1 if they do not like the grade they receive.
- iii. Students who miss a quiz with a valid Tech excuse\* should present the excuse to the TA for verification. Students should bring evidence of excuse validity (i.e. doctor’s notes with contact info). Excuses that cannot be verified will be rendered invalid.

[\*Valid Tech excuse = Absences for medical or personal emergencies will be excused upon verification by the TA or professor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification. Unfortunately, job interviews, research conferences, and family/friend visits do not count as a valid Tech excuse for missing a quiz or exam in this class. **Excuses (together with supporting evidence or documents) should be presented to the TA as soon as possible and NOT LATER than 5pm of the final day of class.**

F) **If you do miss class for a non-emergency or non-approved event, do *not* apologize or explain why.** We completely understand that “life happens” and that you have priorities other than this class. However, unless it’s a valid Tech excuse (see above), it will not affect grading policy. That is, if you miss class for some awesome extra-curricular adventure or opportunity, we’re not offended...but we cannot grant you a special tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or announcements covered in class that you missed.

G) **Your first stop for all grading, administrative, class policy issues, etc. should always be the TA.** The TA acts as triage, addressing most matters herself and passing on others to the Professor. The TA has no authority to bend any class rule or policy. I reserve the right to overrule the TA on any issue.

~~H) Websites and online material are generally *not* accepted as legitimate sources for use or citation in your papers and presentations. Exceptions to this policy will be discussed in class.~~

H) Students will treat each other and the professor with respect. Constructive questioning and criticism are welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate; they should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.

I) Students are expected to read and abide by the Georgia Tech Student Code of Conduct and the Academic Honor Code. All violations will be reported. The complete text of these two Codes may be found at:  
[www.deanofstudents.gatech.edu/integrity/policies/index.html](http://www.deanofstudents.gatech.edu/integrity/policies/index.html)

J) Students who appear to be cheating will be assumed to be cheating. Therefore, during exams, do NOT look in the direction of other student's exams, have extraneous materials in view, or behave otherwise that would give the appearance of cheating.

## **VII. Email Policy**

A) ~~General communications from the professor to the class will be posted on the class website. Students are required to check the class blog daily, and are responsible for all communications on it regarding assignments and grades.~~

B) Personal or confidential communications from the professor/TA to you will sent by email. **You are therefore required to have a functioning email account**, check it daily, to alert the professor if you are not receiving emails on it, and to provide a functioning email address if this one fails to operate properly.

C) We will check email at irregular intervals between 9am and 6pm every weekday; we reserve the right to check and respond to emails more often than this.

D) Your emails will be responded to within 72 hours of their receipt, if not faster, conditional on the following:

- Include the course number in the "Subject" line of your emails.
- Write a meaningful subject line (e.g. "INTA 1200—can you discuss the US recession more?")
- If you have a general question, check the syllabus, website, T-Square *before* emailing...the answers might be in there!
- Be sure to do the readings and listen to the lectures thoroughly *before* emailing questions about the material...the answers might be in there too!

It is the student's responsibility to adhere to these guidelines. Any e-mail not adhering to these guidelines may be mistaken for spam (or a joke) and discarded.

E) ~~Unless specifically instructed, assignments are always to be submitted in hard copy form only; electronic submissions serve only as backups & confirmations. (i.e. I don't have time to download, print, & staple 50 papers).~~

F) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or serious personal emergencies (e.g. fires, natural disasters, death in the family). Otherwise, do not send email about absences. Also, do not send email to apologize for missing class or assignment deadlines.

## **VIII. Cheating Policy**

During exams/quizzes, actions that are consistent with cheating will be treated as cheating. Such actions include (but are not limited to):

- talking after quiz handout has begun
- leaving class during the quiz and returning to finish the quiz (please visit the bathroom before the quiz begins)
- looking in the direction of a nearby student's test (if you need to think or rest your eyes, then close them or look at the ceiling)
- looking at or making use of any personal electronic advice (including headphones) without advance permission from the professor
- having any type of notes in view
- having on your desk anything else besides: exam materials, pencil/pen, eraser, water
- looking through your clothing
- consulting writing on your skin or clothing

Certainly you *might* be looking at a spider on your neighbor's hand rather than glancing at his/her test for answers. You *might* be checking your cell phone for an emergency text from your mom, not looking at an electronic cheat sheet. You *might* be listening to your favorite study music rather than to recorded class notes. However, we cannot distinguish between these activities. Nor are these activities necessary for you to function during test time. Therefore any activity that is consistent with cheating will be treated as cheating and action will be taken, including an Office of Student Integrity (OSI) hearing which may result in suspension or expulsion from Georgia Tech. **In short: if you want to avoid an OSI investigation, then do not take actions that might**

**look like cheating to a reasonable person.** If you have questions about this policy, then ask the Professor. If these conditions are intolerable to you, then you should seriously consider taking another class.

### **IX. Bias**

All major sides of the various debates over American politics and government will be presented with equal ferocity. The “winner” of these debates, if there is one, is for you to decide. I am *not* trying to turn you into Republicans, Democrats, liberals, conservatives, or any kind of “-ist” except for social scientists. The purpose of this course is merely to outline the general landscape of American government and politics, and to give you the analytical tools to decide issues for yourself.

Note however that all people have biases, and you should interpret all statements with that in mind. Therefore, although I will try to be as objective as possible, you should know my personal biases:

- 1) I am a non-partisan, moderate, centrist. I support policies and policymakers based on their ability to solve national and international problems. I also judge policymakers on their sound judgment, honesty, and integrity. I do not judge policies or policymakers on their political party, personal lives, physical characteristics, or “conservative” or “liberal” leanings or origins.
- 2) As for policies and ideologies: I tend to prefer free market solutions; I generally support government intervention only in the event of market failure; I tend to prefer economic efficiency over economic equality, unless inequality becomes so great that it threatens domestic security. I support neither “less” nor “more” government, but smarter and more efficient government. I also believe that it is each individual’s personal responsibility, not the government’s job, to maintain national morality.
- 3) I tend towards positive rather than normative aspects of politics, and I have a very strong bias towards scientific methods in general (e.g. controlled experiments, natural experiments, statistical analysis, qualitative case studies) and the use of (most types of) empirical evidence to substantiate theoretical claims.
- 4) I see economic prosperity, individual freedom & personal autonomy, and national security as being three mutually supportive phenomena *not* mutually exclusive ones. I also believe them to be the nation’s top priorities. I am a pragmatist in that I generally support policies that have been empirically shown to foster these three goals.
- 5) I tend to support decentralization, competition, and check-and-balances for all large political & economic groups.
- 6) I believe that change, flexibility, and adaptability are usually good things.
- 7) Finally, I strongly believe that fear and laziness, especially in the intellectual realm, are the root causes of all social problems. Therefore my greatest bias is to force you to bravely and industriously apply your minds to the problems of American politics. But know that **you will NOT score any points for adopting my ideological or policy positions!** Scientifically rigorous disagreement is both welcomed and encouraged.

### **X. American Exceptionalism**

This class strongly supports the view that the United States is an exceptional nation in human history. It is exceptional along multiple lines. Specifically, the US has a well-documented history of: advancing political, economic, and social tolerance and freedom both at home and abroad; continually advancing the frontiers of science and technology; creating a dynamic, balanced, and often compassionate model of democratic capitalism based on self-reliance and individual freedom of choice; and making important, unique contributions to human culture. However, this class does not sugar-coat American history or cherry-pick out only its most admirable parts or positive impacts. Nor does this class support the portrayal of American leaders as near-perfect heroes,

more fit for Disney movies than real historical analysis. Rather, this class holds that, if the US is to continue its exceptionalism into the future, then Americans must confront the flaws, violence, failures, and contradictions of its past and present. The point here is not for students to “hate America” or feel shame, but to identify past mistakes so as not to repeat them in the present or future. For I believe that an important driver of US exceptionalism is the insistence of its citizens to deal practically, thoroughly, and honestly with their own past.

## **XI. Grades**

Your grade will be determined by: how well you *communicate* to me that you *understand* the *fundamental* definitions, concepts, and causal relationships of American government and politics *as presented in the lectures and readings*.

It bears repeating that your personal (dis)agreement with the definitions, concepts, & relationships presented in this class will not affect your grade. You do however need to show that you understand these fundamentals as they are currently accepted by the community of top researchers in American politics, government, policy, and economics. You need not agree with them, but you do need to show that you understand them. Your understanding of the course material will be communicated to me via the following (see course website for details):

**100% = Quizzes and final exam. All test questions are weighted equally throughout the course, unless otherwise specified. All material assigned up until midnight before a quiz is fair game on that quiz. Extra credit assignments are *not* available upon student request.<sup>1</sup>**

For individual assignments (papers, tests, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of academic jargon. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student’s demonstrated mastery of the material. This also means that the relative performance of one’s peers is less important, though not irrelevant, to one’s grade. Finally, in determining an assignment’s grade, consideration is given for elegance of presentation, creativity, imagination, and originality *only* where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

**A:** Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.

**B:** Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.

**C:** Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems, and adequate preparation for moving on to more advanced work in the field.

Other grades awarded include:

**D:** Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

**F:** Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

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<sup>1</sup> Exceptions are allowed only in rare cases where a student is caught between conflicting and irreconcilable class and/or Tech policies.



Note that this course's internal grading system includes plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students' grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

### **XI. Grade Change Policy**

Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to "get lucky". Simple computational or clerical errors should be brought to the TA's attention immediately. Otherwise:

A) Requests for grade changes must:

- i) be submitted to the TA in writing, both electronically and in hard-copy, and
- ii) be submitted not sooner than 7 days and not later than 28 days after receiving the graded assignment, and
- iii) be no longer than 600 words, and
- iv) be accompanied by the original completed test/paper (attached to the hard copy)

B) Requests for grade changes should:

- i) identify what was required in the assignment, and
- ii) describe *precisely* how these requirements were fulfilled at a level above the received grade, and
- iii) address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned (i.e. be sure that you are not "looking a gift horse in the mouth" *before* you file a grade change request).