

ECON 309: Public Policy

“...we fix our eyes not on what is **seen**, but on what is **unseen**...”
~2 Corinthians 4:18

“The bad economist confines himself to the **visible effect**; the good economist takes into account both the effect that can be **seen** and those effects that must be **foreseen**.”
~Frederic Bastiat

PROFESSOR: Dr. Caleb S. Fuller

www.calebfuller.com

OFFICE: HAL 303B

OFFICE PHONE: (724) 458-2560

EMAIL: fullercs@gcc.edu

OFFICE HOURS: M: 8-9am; 12-1pm; F: 8-9am; 12pm-3pm; T/TR: 8:30am-9:30am.

This syllabus is a contract between us. Both parties should work hard to uphold the guidelines outlined here. I reserve the right to make changes if necessary.

REQUIRED TEXTS

Selected readings

RESOURCES

[IGM Economic Experts Panel \(for fun—revisit through the semester!\)](#)

COURSE DESCRIPTION

This course explores the application of microeconomic theory to policy dilemmas. Knowing graphs or having memorized some economic principles and definitions is not synonymous with “knowing economics.” The ability to apply economic reasoning to concrete situations is key. Applied work in public policy economics is predictive and anticipative: using the *ceteris paribus* assumption, economics gives us tools to predict the general pattern that public policies will generate—particularly those effects that are difficult to detect without economic training.

This course examines government intervention into the unhampered market economy with our eye on the question: “What are the justifications for and consequences of state intervention in economic life?” Ours is a challenging task because, as Bastiat noted over 150 years ago, the key to sound policy analysis is “seeing the unseen.”

Learning economics may mount serious intellectual challenges to many widely held and deeply-cherished beliefs about how the world works. Economics, when properly applied, places parameters on people’s utopias—a fact which helps explain economists’ historic (though not necessarily contemporary) unpopularity in the halls of power. In this class, we will not shy away from topics about

which economics may offer a controversial analysis; instead, we will explore them with a respectful tone and in light of Christian revelation.

We will not use a textbook; instead, required readings will consist of academic papers, excerpts from seminal books in economics, and the occasional piece of popular writing by a professional economist. This approach yields two benefits: 1. it saves you money and 2. it introduces you to the writing of professional economists, a skill that will benefit you in any graduate school context (and many other contexts). In order to improve as a writer, it is obviously necessary, but also insufficient, that you write. Reading the work of those who have honed these skills is invaluable for developing your own ability to reason and write as an economist would.

LEARNING OUTCOMES:

This course is intended to equip students to:

1. Identify and describe the strengths and weaknesses of rationales that have been offered for a host of public policies. This will be assessed by an exam, pop quizzes, in-class discussion, and a final paper. [2, 3, 4]
2. Identify the “unseen” effects of public policies, using the economic way of thinking. This will be assessed by an exam, pop quizzes, in-class discussion, and a final paper. [2, 3, 4]
3. Identify the “winners” and the “losers” in many government interventions. This will be assessed by an exam, pop quizzes, in-class discussion, and a final paper. [2, 3, 4, 5]
4. Describe the role of entrepreneurs in responding to real-world problems. This will be assessed by an exam, final paper, and in-class discussion. [2]

TENTATIVE SCHEDULE OF TOPICS, ASSIGNMENTS, AND EXAMS

| <u>DATE</u> | <u>TOPIC</u> | <u>READING</u> |
|-------------|--|--|
| Jan 19 | Introduction to Public Policy The Economic Approach | <p>Whaples: “Do Economists Agree on Anything? Yes!”</p> <p>Alston et al.: “Is There a Consensus Among Economists in the 1990’s?” (optional)</p> <p>Peltzman: “Regulation and the Natural Progress of Opulence” (pp. 1-19)</p> <p>Heyne: “Economics as a Way of Thinking”</p> <p>Radford: “The Economic Organization of a POW Camp”</p> <p>Sobel and Nesbit: “Automobile Safety Regulation and the Incentive to Drive Recklessly: Evidence from Nascar” (optional)</p> |
| Jan 26 | Austrian Political Economy Public Choice | <p>Mises: “The Crisis of Interventionism” in <i>Human Action</i> (pp. 851-857)</p> <p>Higgs: “Regime Uncertainty: Why the Great Depression Lasted so Long and Why Prosperity Resumed after the War” (pp. 561-579)</p> <p>Bastiat: “A Petition”</p> <p>Yandle: “Bootleggers and Baptists: The Education of a Regulatory Economist”</p> <p>Tullock: “The Transitional Gains Trap”</p> <p>Holcombe: “The Coase Theorem, Applied to Markets and Governments”</p> <p>Khan: “Airline Deregulation” (optional)</p> <p>Leeson and Sobel: “Weathering Corruption” (optional)</p> <p>Stigler: “The Theory of Economic Regulation” (optional)</p> |
| Feb 2 | Labor: Minimum Wage | <p>Leonard: “Eugenics and Economics in the Progressive Era” (pp. 212-215)</p> |

| | | |
|--------|---|--|
| | Labor: Discrimination | <p>Neumark: “The Effects of Minimum Wages on Employment”</p> <p>Bernstein and Schmitt: “The Impact of the Minimum Wage” (pp. 10-20)</p> <p>Rustici: “A Public Choice View of the Minimum Wage” (optional)</p> <p>Murphy: “Economists Debate the Minimum Wage” (optional)</p> <p>Doleac and Hansen: “The Unintended Consequences of ‘Ban the Box:’ Statistical Discrimination and Employment Outcomes when Criminal Histories are Hidden” (pp. 3-12, 16-30)</p> <p>Acemoglu and Angrist: “Consequences of Employment Protection? The Case of the Americans with Disabilities Act” (pp. 915-920, 948-950)</p> <p>de Jasay: “On the Economics of Protecting Employment”</p> |
| Feb 9 | Labor: Licensing Labor: Sweatshops | <p>Kleiner: “Occupational Licensing”</p> <p>Carroll and Gaston: “Occupational Restrictions and the Quality of Service Received: Some Evidence” (optional)</p> <p>Svorny: “Physician Licensure: A New Approach to Examining the Role of Professional Interests” (optional)</p> <p>Powell: “Meet the Old Sweatshops: Same as the New”</p> <p>Powell and Zwolinski: “The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment” (optional)</p> |
| Feb 16 | Market Failure: Education Market Failure: Healthcare | <p>Bhattacharya: “Review: “The Case Against Education””</p> <p>Tooley: “Education without the State” (pp. 11-29)</p> <p>Epple et al.: “School Vouchers: A Survey of the Economic Literature” (optional)</p> |

| | | |
|--------|------------------------------------|---|
| | PAPER APPROVAL DEADLINE | <p><u>Akerlof: “The Market for ‘Lemons’: Quality Uncertainty and the Market Mechanism”</u></p> <p><u>Hemenway: “Propitious Selection in Insurance”</u></p> <p><u>Bond: “A Direct Test of the ‘Lemons’ Model: The Market for Used Pickup Trucks” (optional)</u></p> |
| Feb 23 | Firms: Antitrust | <p><u>Friedman: “Monopoly I: How to Lose Your Shirt” and “Monopoly II: “State Monopoly for Fun and Profit”</u></p> <p><u>Shenoy: “The Sources of Monopoly”</u></p> <p><u>Baker: “The Case for Antitrust Enforcement”</u></p> <p><u>Alchian and Kessel: “Competition, Monopoly, and the Pursuit of Money” (optional)</u></p> <p><u>Crandall and Winston: “Does Antitrust Policy Improve Consumer Welfare? Assessing the Evidence” (optional)</u></p> <p><u>Khan: “Amazon’s Antitrust Paradox” (optional)</u></p> <p><u>McAfee: “The Strategic Abuse of the Antitrust Laws”</u></p> <p><u>Henderson: “Why Predatory Pricing is Highly Unlikely” (optional)</u></p> <p><u>Boudreaux and DiLorenzo: “The Protectionist Roots of Antitrust” (optional)</u></p> <p><u>Armentano: “Antitrust Reform: Predatory Practices and the Competitive Process” (optional)</u></p> |
| Mar 2 | SPRING BREAK | |

| | | |
|--------|--|--|
| Mar 9 | <p style="text-align: center;">MIDTERM</p> <p>Researching, Writing, and Presenting in Economics</p> | <p>Savage and Yeh: “Novelist Cormac McCarthy’s Tips on how to Write a Great Science Paper”</p> <p>McCloskey: “Economical Writing” (optional)</p> |
| Mar 16 | <p>Firms: Entrepreneurship Policy</p> <p>Paternalism: Nudging</p> <p style="text-align: center;">PRESENTATIONS</p> | <p>Lerner: “The Future of Public Efforts to Boost Entrepreneurship and Venture Capital”</p> <p>Lucas et al.: “Visions of Entrepreneurship Policy”</p> <p>Thaler and Sunstein: “Libertarian Paternalism”</p> <p>Thaler and Rizzo: “Should Policies Nudge People?”</p> |
| Mar 23 | <p>Paternalism: Price Ceilings</p> <p>Paternalism: Product and Safety Regulation</p> <p style="text-align: center;">PRESENTATIONS</p> | <p>Stigler and Friedman: “Roofs or Ceilings?” (pp. 87-103)</p> <p>Tabarrok: “Life-Saving Incentives: Consequences, Costs, and Solutions to the Organ Shortage”</p> <p>Higgs: “Banning a Risky Product Cannot Improve Any Consumer’s Welfare”</p> <p>Leeson et al.: “Regulating Quack Medicine” (optional)</p> |
| Mar 30 | <p>Paternalism: Privacy</p> <p>Paternalism: Prohibition</p> <p style="text-align: center;">PRESENTATIONS</p> | <p>Lenard and Rubin: “In Defense of Data: Information and the Costs of Privacy” (pp. 5-51)</p> <p>Tabarrok and Cowen: “The End of Asymmetric Information”</p> <p>Acquisti et al.: “The Economics of Privacy” (pp. 478-485)</p> <p>Wilson: “Against the Legalization of Drugs”</p> <p>Miron and Zwiebel: “The Economic Case Against Drug Prohibition”</p> |

| | | |
|--------|---|--|
| | | <p>Thornton: “Alcohol Prohibition was a Failure” (optional)</p> <p>Tabarrok and Cowen: “Good Grapes and Bad Lobsters” (optional)</p> <p>Greene: “Naloxone ‘Moral Hazard’ Debate Pits Economists Against Physicians” (optional)</p> |
| Apr 6 | <p>Paternalism: Welfare</p> <p>International: Trade</p> <p>PRESENTATIONS</p> | <p>Porter: “The Myth of Welfare’s Corrupting Influence on the Poor”</p> <p>Pasour: “The Samaritan’s Dilemma and the Welfare State”</p> <p>Irwin: “A Brief History of International Trade Policy”</p> <p>Krugman: “What do Undergrads Need to Know about Trade?”</p> |
| Apr 13 | <p>International: Aid</p> <p>International: Immigration</p> <p>PRESENTATIONS</p> | <p>Sachs: “How Aid Can Work”</p> <p>Leeson and Skarbek: “What Can Aid Do?”</p> <p>Ranis: “Giving up on Aid?”</p> <p>Leeson and Skarbek: “What Aid Can’t Do: Reply to Ranis”</p> <p>Leeson: “Two Cheers for Capitalism?” (optional)</p> <p>Leeson and Gochenour: “The Economic Effects of International Labor Mobility” (on mygcc)</p> <p>Borjas: “Yes, Immigration Hurts American Workers”</p> |
| Apr 20 | <p>Innovation Policy</p> <p>PRESENTATIONS</p> | <p>Moser: “Patents and Innovation in Economic History”</p> <p>Olhausen: “The Case for a Strong Patent System”</p> <p>Boldrin and Levine: “The Case Against Patents” (optional)</p> |

| | | |
|--------|---|--|
| Apr 27 | <p>Crime</p> <p>If time: Family</p> <p>PRESENTATIONS</p> | <p>Freeman: “Why do so Many Young American Men Commit Crimes and What Might We Do About It?”</p> <p>Friedman: “Crime”</p> <p>D’Amico: “The Prison in Economics: Private and Public Incarceration in Ancient Greece” (optional)</p> <p>Frankel and Miller: “The Inapplicability of Market Theory to Adoptions”</p> <p>Boudreaux: “A Modest Proposal to Deregulate Infant Adoptions”</p> |
| May 4 | FINAL EXAM 6:30-8:30 PM | |

COURSE REQUIREMENTS, EVALUATION, GRADING

Final grades are based on one (1) midterm exam, one (1) paper, one (1) presentation, five (5) pop quizzes, and one (1) comprehensive final exam.

Economists emphasize that the “rules of the game” shape outcomes. One of the rules in this class is that there will be five (5) pop quizzes administered at the beginning of class on that day’s assigned reading. **Unexcused absences on quiz days will earn a zero on the quiz.** See below for excused absences.

Whether you enter the workforce or continue your education after graduation, collaboration with others is likely to play an increasingly significant role in your success. As a result, students will be co-authoring papers in groups of two in this class. These groups will then present their paper in class at the end of the semester. I will provide guidelines about both the paper and the presentation in class (additionally, general paper guidelines are given below and grading rubrics are available on the course myGCC page).

A representative from each group is required to meet with me by the date listed in the syllabus to discuss the group’s paper and presentation topic. When we meet, you should be prepared to offer me a thesis statement. A hard-copy, stapled version of the final paper is due on the date you make your presentation (There will be a sign-up sheet in class).

The ability to meet deadlines is a skill that is required in virtually every potential opportunity after you graduate. **As a result, (unexcused) late papers will receive a grade of zero.**

The final grade is calculated as follows:

- (1) Midterm exam: 30%
- (1) Paper + Presentation: 25% (Paper: 15%; Presentation: 10%)
- (1) Comprehensive final: 35%
- (5) Pop quizzes: 10% (2% each)

Grading Scale:

A: 93-100 **A-:** 90-92.9 **B+:**87-89.9 **B:** 83-86.9 **B-:**80-82.9 **C+:**77-79.9
C: 73-76.9 **C-:** 70-72.9 **D+:** 67-69.9 **D:** 63-66.9 **D-:** 60-62.9 **F:** <60

If a you must miss an exam/quiz, please discuss it with me prior to the exam/quiz. In the event of an emergency, you should email me as soon as possible. If you miss an exam for an unexcused reason, a grade of “0” will be given. **If the absence is excused, you have two options.** You may elect to take a make-up examination. Alternatively, you may elect to add the weight of the missed assignment to the next comparable assignment (i.e. choosing this option for missing quiz 1 causes quiz 2 to be worth 4% of your grade).

The final exam must be taken at the scheduled time. One exception: students who have three or more finals scheduled for the same day may discuss with me an alternative time to take the final.

All assignments must be hard-copy and stapled; they are due at the beginning of class. Unexcused late assignments will receive a zero.

IN-CLASS EXPECTATIONS

The use of phones and laptops is prohibited in class. Many elite institutions, including law schools, have chosen to ban electronics from the classroom on the same grounds that I do so: studies have repeatedly demonstrated that laptop usage exerts a statistically significant, negative effect on classroom outcomes. For example, a recent study of Principles of Economics classes at West Point found that when laptops were banned, students scored, on average, .18 standard deviations higher than their peers in laptop-using classrooms.¹ Several studies also demonstrate that taking notes by hand is, on average, superior for learning and retention than is taking notes by electronic device.² However, the strongest argument for a laptop ban comes from recent studies indicating that laptop usage harms the performance of non-laptop-using students in a laptop-using classroom.³ When someone’s activity imposes costs on someone else, economists call it a “negative externality.” My policy of banning electronics is an attempt to mitigate negative externalities in the classroom.

Consistent with the College’s goal of fostering a collegial academic environment and a community founded on the Christian ethic, all members of this class will treat each other respectfully, even when disagreeing with a viewpoint expressed by a classmate or the professor. *Ad hominem*, derogatory, or demeaning comments directed at individuals in or outside of our classroom do nothing to facilitate our pursuit of truth, undermine the nature of our Christian community, and will not be tolerated.

PUBLIC POLICY PAPER GUIDELINES

Students will complete an 8-10 page, co-authored paper analyzing a topic in Public Policy. The best papers will contain cogent analysis free of grammatical problems and conveyed in a style appropriate to scholarly (rather than casual) discourse. Papers should be double-spaced, with one-inch margins and 12-point Times New Roman font. You may include a title page, but do not include it in your page count. **Your citations should adhere to the Chicago Style Author-Date format.** You may find examples here: <https://owl.english.purdue.edu/owl/>

¹ See here: <http://educationnext.org/should-professors-ban-laptops-classroom-computer-use-affects-student-learning-study/>.

² See here: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> or here: <https://sites.udel.edu/victorp/files/2010/11/Psychological-Science-2014-Mueller-0956797614524581-1u0h0yu.pdf>.

³ See here: <http://www.sciencedirect.com/science/article/pii/S0360131512002254?via%3Dihub>.

Below I list a wide range of possible paper topics with associated links to spark your creativity, but **you are also free to select a relevant topic of your own:**

1. Is innovation possible in the absence of [intellectual property laws](#)?
2. Is the state “entrepreneurial,” as argued by [Mariana Mazzucato](#)?
3. Why do democracies get [bad policies](#)?
4. What are the unintended consequences of [sin taxes](#)?
5. Does government aid in [natural disaster relief](#)?
6. What are the consequences of digital privacy regulation like the [GDPR](#)?
7. Is policy causing the [opioid crisis](#)?
8. Does monopsony justify the [minimum wage](#)?
9. If governments eliminated all healthcare spending, would people be any [sicker](#)?
10. Why does the potency of illicit substances [tend to rise](#)?
11. How has Section 230 of the “Communications Decency Act” shaped the [Internet](#)?
12. Why does Flint, Michigan have [bad water](#)?
13. Is recycling bad for the [environment](#)?
14. Does the Environmental Species Act reduce [biodiversity](#)?
15. Do sweatshop regulations help the [poor](#)?
16. Why is Iran the only country without a [kidney shortage](#)?
17. Why does the United States have the highest incarceration rate in the [world](#)?
18. Why are women paid less than [men](#)?
19. What are private alternatives to [social security](#)?
20. To spur development, should governments create [charter cities](#)?
21. Did “deregulation” cause the 2008 [financial crisis](#)?
22. Is policy causing [obesity](#)?
23. Did government create “[food deserts](#)”?
24. Does funding bias [science](#)?
25. What causes entrepreneurs to “evade” [formal institutions](#)?

All papers should possess the following structure: 1) Introduction concluding with a precise thesis; 2) Points of argumentation supporting the thesis; 3) Conclusion stating the implications of your argument. The opening pages of your paper should contain a strong, unambiguous thesis that clearly states the argument you are trying to advance. **The rest of your paper should be written as if you were trying to convince an opponent who currently believes contrary to your thesis.**

A thesis is a proposition that you defend by way of argumentation. Thus, statements like “This paper is about international incarceration rates” are not thesis statements. A thesis is something like “In this paper, I argue that countries with a common law heritage are more likely to incarcerate for x, y, and z reasons.” Excise every thought that does not contribute to your thesis. Unfocused thoughts do not simply fail to help you make your case; they positively detract from it.

Good writing is difficult to achieve. It takes a lot of practice. As economist D. McCloskey states: “Amateur writers suppose that writing is a character trait instead of a skill.”⁴ Because good writing is a skill, you should re-read (and re-write) your paper. Read it aloud. Ask a roommate to critique your prose and argumentation. Though the process is painful, good writing is paramount to thinking well. Writing down our thoughts enables us to spot errors of reasoning, sloppy prose, gaps in the argument, *non-sequiturs*, and other intellectual sins. As a former professor of mine likes to say: “Thinking without writing is daydreaming.”

⁴ From Deirdre N. McCloskey’s (2000) “Economic Writing,” (Second edition).

In my opinion, the best economics papers *begin* with a question. They *end* with an answer to that question *and* with implications that stem from the analysis. Regardless of which approach you choose, your paper should include a brief literature review. What have others said on this topic or related topics? How does your paper fit in this broader conversation and advance scholarly discourse?

COLLEGE REGULATIONS

This course complies with the Attendance Expectations and Academic Integrity policies of the College as described in the Grove City College Bulletin. Attendance at all classes for which a student is registered is essential to the satisfactory completion of the course. If an absence is incurred for any reason, it is the obligation of the student to ascertain from the instructor what is to be done to maintain his/her standing in the course.

A student may have unexcused absences which total less than or equal to the number of times the class meets per week. In other words, classes meeting four times per week allow four unexcused absences; three times per week allow three unexcused absences, etc. Absences are excused for authorized GCC activities, loss of immediate family member, and Zerbe-certified illness or injury. Please consult the College Bulletin (pgs. 53-54) for more details on college attendance policy.

Academic Integrity:

Preamble

Grove City College is deeply invested in upholding academic integrity and honesty. Three of the college's five core values, faithfulness, excellence, and community, directly relate to academic integrity because any violation of academic integrity is a form of theft and deceit that affects the one stolen from, as well as the community of students and faculty at the college. In addition, cheating is a violation of three of the Ten Commandments: the prohibitions against stealing, lying, and coveting. However, as the Ten Commandments and the totality of Scripture demonstrate to us, we are fallen creatures who at times do what we ought not do.

Accordingly, the college has created a policy both to define what cheating is and to describe our process for dealing with allegations of cheating in order to discourage cheating and provide an opportunity for meaningful repentance and restoration when students do cheat.

Pledge

As a student of Grove City College, I pledge to do my work faithfully with honesty in accordance with my calling as a student working for Christ's glory.

Cheating and Plagiarism may be present in many areas, including (but not limited to) the following:

1. Doing Papers, Outside Work. Work done out of class, which a student submits as his/her own work to a professor, should be his/her own and should not contain that which has

been obtained from another, other than properly credited references, sources, and citations.

2. **Taking Exams, Tests, Quizzes.** Work done on a test, exam, or quiz, which a student submits to a professor, should be his/her own and should not contain that which has been knowingly obtained from another. By default, no resources are permitted unless explicitly allowed by the instructor.
3. **Preparing for Exams.** A student should not seek to gain an advantage on an exam he/she is about to take by obtaining advanced access to particular questions or advance copies of a professor's exam, or by giving access to other students. This includes access to exams from prior semesters.
4. **Group Work.** In courses where group work or teamwork is allowed, the members of the group may collaborate and share resources among themselves, but not with other groups or prior and subsequent classes.
5. A student should not cooperate with, aid, or encourage another student's violation of the above rules, even though he or she receives no direct benefit. Any student who does so is also guilty of cheating, and can have their grade from current or past semesters (if relevant) reduced.
6. **Instructor-Imposed Limitations.** Faculty may add (via syllabus, assignment instructions, or verbal instructions) additional rules and limitations pertaining to cheating in their particular discipline, class, and assignment.

Special Note: Plagiarism includes

1. Any direct quotation of another's words, from simple phrasing to longer passages, without using quotation marks and properly citing the source of those words.
2. Any summary or paraphrase of another's ideas without properly citing the source of those ideas.
3. Any information that is not common knowledge—including facts, statistics, graphics, drawings—without proper citation of sources.
4. Any cutting and pasting of verbal or graphic materials from another source and representing as one's own work—including books, databases, web sites, journals, newspapers, etc.—without the proper citation for each of the sources of those materials; this includes any copyrighted artwork, graphics, or photography downloaded from the Internet without proper citation.
5. Any wholesale “borrowing,” theft, or purchasing of another's work and presenting it as one's own, whether from the Internet or from another source.
6. Any presentation of “ghost-written” work including—whether paid for or not—as one's own original work, including papers, computer code, visual artwork, and other forms of written and non-written work.
7. Making one's work available for copying by others, as well as copying work posted on the Internet or otherwise made available by another.
8. Self-citation: you cannot submit the same work for two different classes. If you use part of an earlier work, or ideas from an earlier work, you should reference it, as with any other source.

Accessibility & Accommodations: If you anticipate physical or academic barriers based on a disability, please let me know immediately so that we may discuss options. You may also contact the

disability services office to establish accommodations. The Disability Services Coordinator may be reached at (724)-264-4673 or disabilityservices@gcc.edu.

COVID Policy: Grove City College continues to monitor the COVID-19 outbreak, and we are committed to maintaining a safe and healthy campus community. In order to care for each other, please exercise responsible caution in all academic buildings including in all classrooms, labs, studios, hallways, and restrooms. Additionally, Students showing any symptoms related to COVID-19 (outlined in the Campus Health and Safety Plan) must not attend class. Instead, they should report their condition through the College's COVID-19 portal, work closely with the Office of Student Life and Learning, and not return to class in-person until cleared to do so. During this time, every effort will be made to provide remote learning opportunities. If a student's name does not appear in the COVID-19 portal, faculty are not required to record their lectures or make any other accommodation to make up missed classes or labs. It is recommended that unvaccinated students wear a mask while attending class. These policies may be modified depending on the pandemic's severity.