

Osher Lifelong Learning Institute, Winter 2022

Contemporary Economic Policy

Oklahoma State University
February-March, 2022

Jon Haveman, Ph.D.
National Economic Education Delegation



1

1

National Economic Education Delegation

- **Vision**

- One day, the public discussion of policy issues will be grounded in an accurate perception of the underlying economic principles and data.

- **Mission**

- NEED unites the skills and knowledge of a vast network of professional economists to promote understanding of the economics of policy issues in the United States.

- **NEED Presentations**

- Are nonpartisan and intended to reflect the consensus of the economics profession.



2

2

Who Are We?

• Honorary Board: 54 members

- 2 Fed Chairs: Janet Yellen, Ben Bernanke
- 6 Chairs Council of Economic Advisers
 - o Furman (D), Rosen (R), Bernanke (R), Yellen (D), Tyson (D), Goolsbee (D)
- 3 Nobel Prize Winners
 - o Akerlof, Smith, Maskin

• Delegates: 649+ members

- At all levels of academia and some in government service
- All have a Ph.D. in economics
- Crowdsource slide decks
- Give presentations

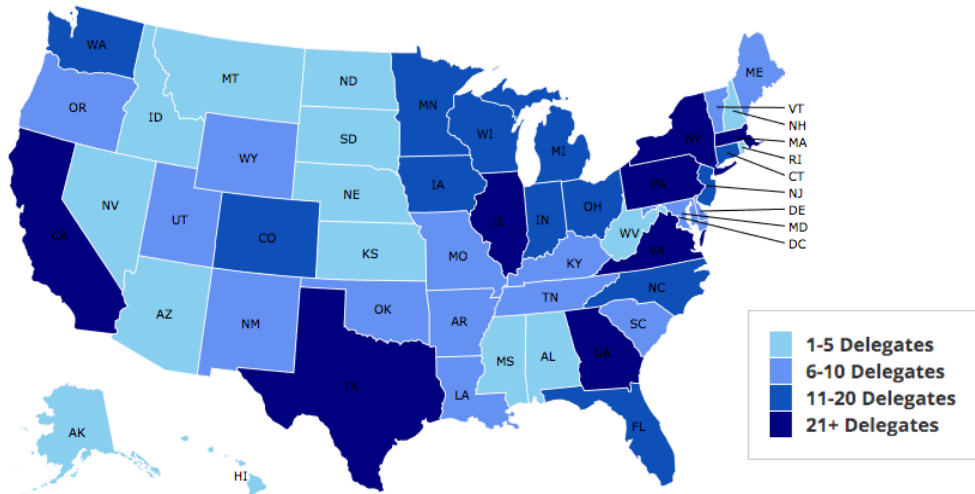
• Global Partners: 48 Ph.D. Economists

- Aid in slide deck development



NATIONAL ECONOMIC EDUCATION DELEGATION

Where Are We?



NATIONAL ECONOMIC EDUCATION DELEGATION

Available NEED Topics Include:

- Coronavirus Economics
- US Economy
- Climate Change
- Economic Inequality
- Economic Mobility
- Trade and Globalization
- Minimum Wages
- Immigration Economics
- Housing Policy
- Federal Budgets
- Federal Debt
- Black-White Wealth Gap
- Autonomous Vehicles
- US Social Policy



5

Course Outline

- **Contemporary Economic Policy**
 - Week 2 (2/15): US Economy & Coronavirus Economics
 - **Week 3 (2/22): Climate Change Economics (Simone Wegge, CUNY)**
 - Week 4 (3/1): Immigration Economics (Roger White, Whittier College)
 - Week 5 (3/8): Infrastructure Economics (Mallika Pung, Univ. of New Mexico)
 - Week 5 (3/15): Trade and Globalization (Alan Deardorff, Univ. of Michigan)
 - Week 6 (3/22): The Black-White Wealth Gap (Me)



6

Submitting Questions

- **Please submit questions in the chat.**
 - I will try to handle them as they come up, but may take them in a bunch as time permits.
- **We will do a verbal Q&A once the material has been presented.**
 - And the questions in the chat have been addressed.
- **OLLI allowing, we can stay beyond the end of class to have further discussion.**

7

Climate Change Economics

Simone Wegge, Ph.D.
CUNY, College of Staten Island & Graduate Center



8

Credits and Disclaimer

- **This slide deck was authored by:**
 - Shana Mcdermott, Trinity University
 - Sarah Jacobson, Williams College
 - Sharon Shewmake, Western Washington University
- **This slide deck was reviewed by:**
 - Jason Shogren, University of Wyoming
 - Walter Thurman, North Carolina State University
- **Disclaimer**
 - NEED presentations are designed to be nonpartisan.
 - It is, however, inevitable that the presenter will be asked for and will provide their own views.
 - Such views are those of the presenter and not necessarily those of the National Economic Education Delegation (NEED).



9

Outline

- **Climate change science**
- **Impacts of climate change**
- **Economics of responding to climate change**
- **Addressing the sources of our emissions**
- **Climate change policy**
- **Policy in action**



10

How Can Economists Contribute to Thinking about Climate Change?

- By assessing behavioral reactions to climate change.
- By measuring the damage and estimating the economic costs of fighting climate change.
- By designing smart policies that minimize costs.
 - Balance economic growth with GHG emission mitigation.



11

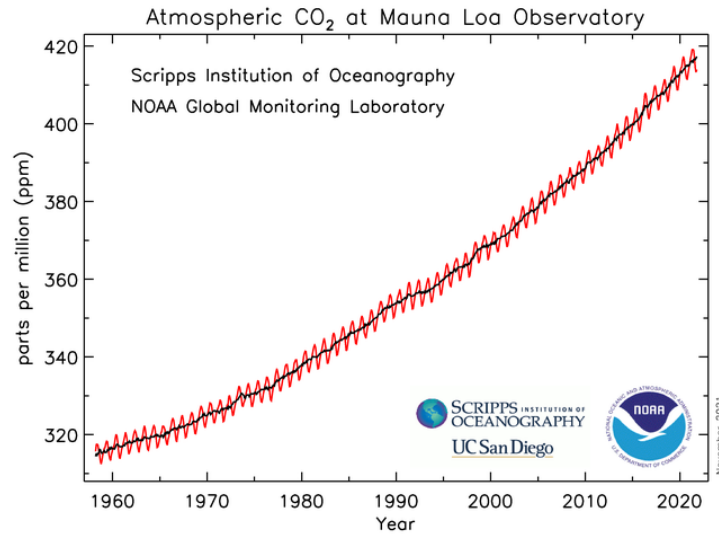


Climate Change Science



12

Atmospheric CO₂ Concentrations

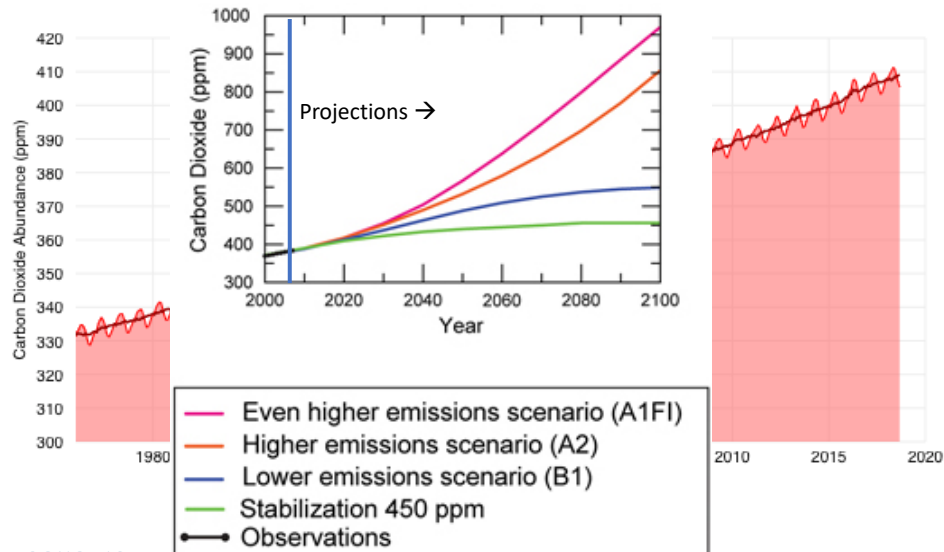


NATIONAL ECOI
EDUCATION DELEGATION

Source: NOAA

13

Atmospheric CO₂ Concentrations

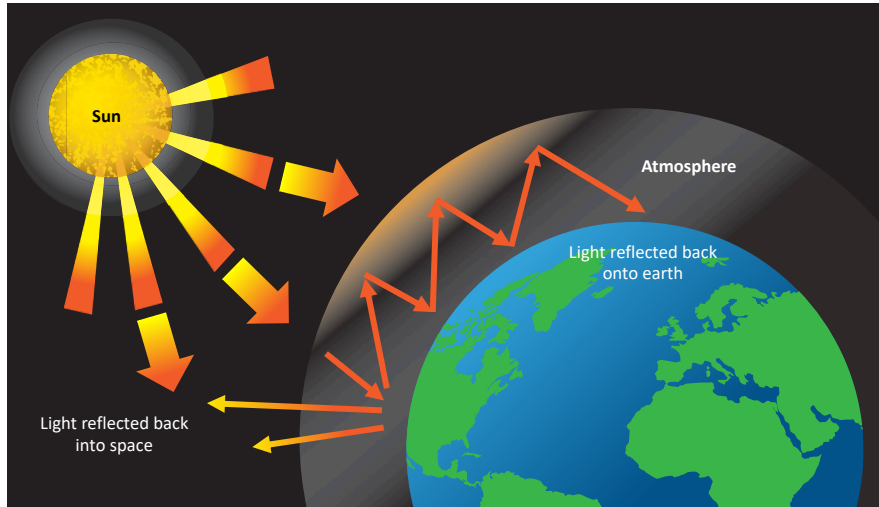


NATIONAL ECONOMIC
EDUCATION DELEGATION

Source: IPCC data distribution center
and climate.gov

14

The Atmospheric Greenhouse Effect



NATIONAL ECONOMIC
EDUCATION DELEGATION

15

What Do Greenhouse Gas Emissions Do to the Planet?

- **Increased temperatures**
 - Sea level rise
 - Storm surges
- **Altered precipitation patterns**
- **More variable weather**
- **More / more powerful storms**
- **Carbon dissolves in ocean**



NATIONAL ECONOMIC
EDUCATION DELEGATION

16

16

Uncertainty

NATIONAL ECONOMIC EDUCATION DELEGATION

17

How Much Pollution Does Society Want?

Analogy: How Many Oranges Does Society Want?

- People grow and sell oranges for a price that at least covers costs (**supply**).
- People will not pay more for them than what they consider to be their value (**demand**).
- Prices let **supply** and **demand** balance out. The price settles where:

of oranges people want to sell = # of oranges people want to buy

- This is the “right” number of oranges for society.
- Prices reflect scarcity and the social value of the resource.

NATIONAL ECONOMIC EDUCATION DELEGATION

18

Markets that Function Poorly

Market Failures: True cost of a good is not reflected in its price

Example: Use of plastic bottles (negative externality)

Example: Your neighbor's enjoyment of your flowers (Positive externality)



NATIONAL ECONOMIC
EDUCATION DELEGATION

19

19

Externalities

- An externality occurs when market activity affects people outside of a market.

- Market activity SPILLS OVER onto others.
- A **negative externality** occurs when a **cost** spills over.
- A **positive externality** occurs when a **benefit** spills over.



NATIONAL ECONOMIC
EDUCATION DELEGATION

20

20

Addressing a Negative Externality

The social cost of $\$.02/\text{kwh}$ has been INTERNALIZED.

NATIONAL ECONOMIC EDUCATION DELEGATION

21

Electricity Is Different From Oranges

- Many sources of electricity generate pollution.
- Pollution is an EXTERNALITY:
 - a side effect (cost or benefit) that affects someone else when something is bought or sold.
 - This is a *market failure*.
- The price of electricity does not reflect all of the costs.
 - Electricity is too cheap.
 - There is too much pollution.

NATIONAL ECONOMIC EDUCATION DELEGATION

22

Reflection:

- **Take a moment to write into the chat box a situation in which some market activity creates either benefits or costs to someone outside of the market**
 - Example 1: in the market for electricity, the cost of carbon emissions is borne by everyone, even people who do not use electricity
 - Example 2: in the market for vaccinations for the measles, the benefit of you being vaccinated against the measles is that you cannot pass the disease on to others, so there is a public health benefit, a benefit to others



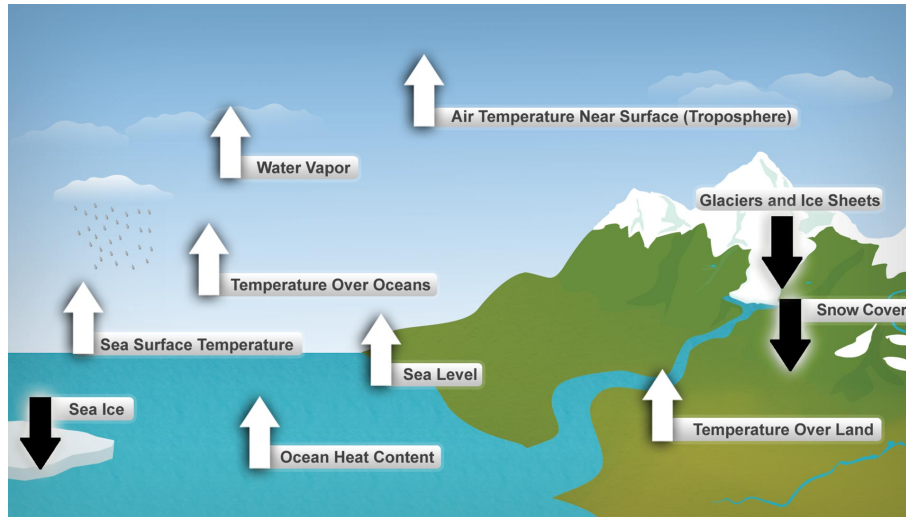
23

Impacts of Climate Change



24

Global Warming Indicators



25

How These Impacts Affect Humans

- Agriculture
- Fisheries
- Coastal damages
- Direct health effects, including sickness and death (temperature & drought; also pollution)
- Indirect health effects (vector-borne disease)
- Reduced fresh water availability
- Wildfires
- Shifting zones for important ecosystems, and desertification
- Reduced worker productivity
- Increased violence
- Some of these may cause human migration and/or conflict

26

Adaptation Reduces Damages

- Human *adaptations* are costly actions that can reduce damages from climate change.
- The **net cost to society** is the **cost of adaptation** plus the **cost of the remaining damages**.
- People will take some actions on their own, up to the point where they find it worthwhile.
- Some responses require government involvement: large-scale actions or actions with shared benefits.
- Adaptation is already underway.

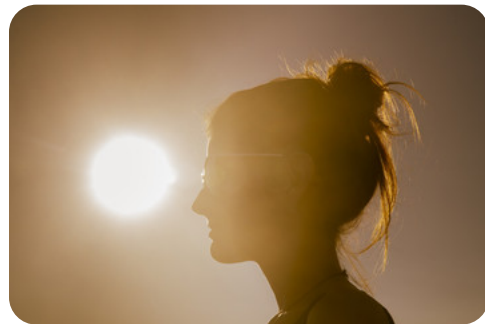


NATIONAL ECONOMIC
EDUCATION DELEGATION

27

Individual-Level Adaptation Examples

- **Do you behave differently on a hot day?**
 - Write what you do differently in the chat
 - Staying inside more.
 - Turn on the air conditioning.
 - Plant at different times.
 - Plant new crops.
 - Think about moving.



NATIONAL ECONOMIC
EDUCATION DELEGATION

28

Public Adaptation

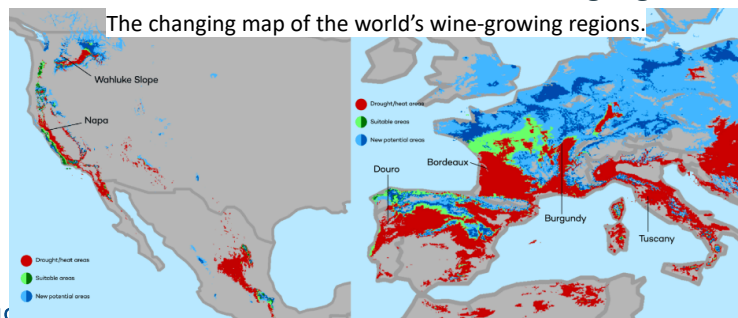
- **Governments can help:**
 - When collective action is less costly than everyone acting alone.
 - When individual action is not possible or likely.
 - When some people can't protect themselves.
- **Sea walls**
- **Ecosystems that provide protection**
- **Supporting low-income and vulnerable populations**
- **Moving residents of a town**



NATIONAL ECONOMIC
EDUCATION DELEGATION

Market Based Adaptation

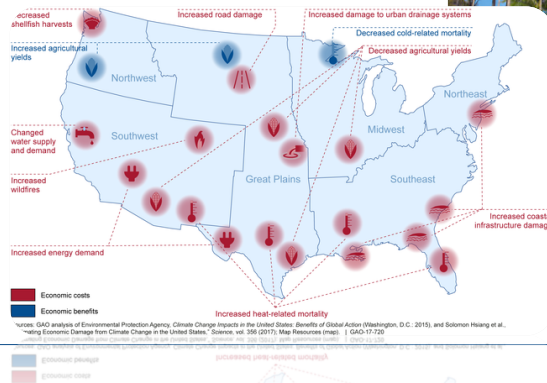
- **Prices and costs influence behavior.**
 - Where to live.
 - Where/when/what to plant.
- **Avoid barriers to market adjustment.**
 - Trade barriers, immigration restrictions, federal flood insurance, agricultural subsidies, and zoning regulations.



NATIONAL ECONOMIC
EDUCATION DELEGATION

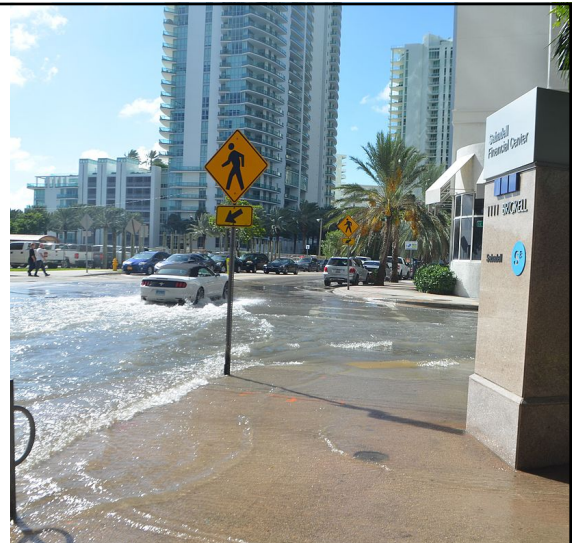
Most Vulnerable People and Places

- Tropical areas
- Low-lying coastal areas
- Low-income people



Real Estate Markets

- Sea level rise
- Wildfire risk
- Extreme weather events
 - Hurricanes
 - Extreme rainfall
 - Drought
- Water supplies, electricity reliability
- Residential markets affected
- Turnover leading indicator



Projected Effects Vary Across the U.S. but Are Estimated at 1.2% of GDP per 1C Increase

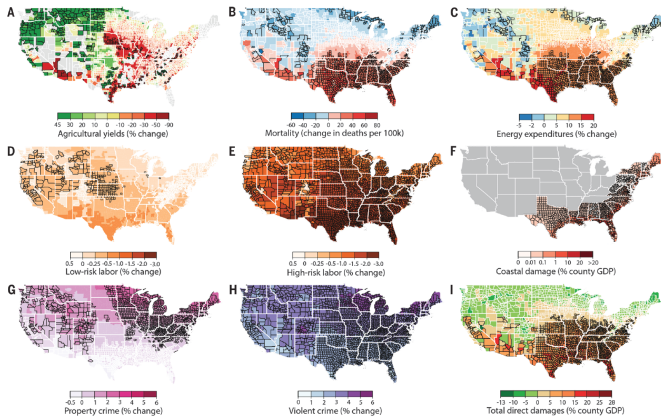
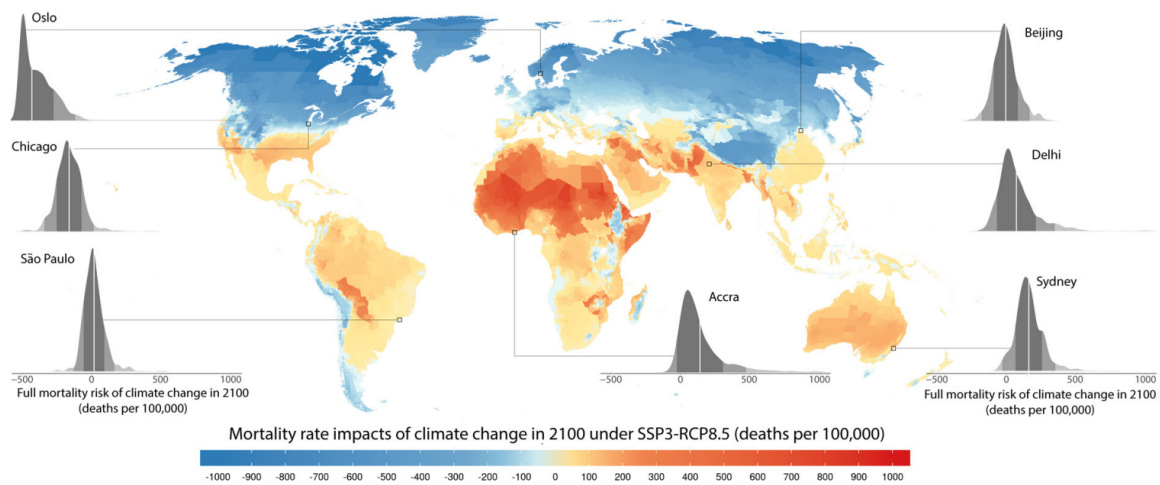


Fig. 2. Spatial distributions of projected damages. County-level median values for average 2080 to 2099 RCP8.5 impacts. Impacts are changes relative to counterfactual "no additional climate change" trajectories. Color indicates magnitude of impact in median projection; outline color indicates level of agreement across projections (thin white outline, inner 66% of projections disagree in sign; no outline, ≥83% of projections agree in sign; black outline, ≥95% agree in sign; thick white outline, state borders; maps without outlines shown in fig. S2). Negative damages indicate economic gains. (A) Percent change in yields, area-weighted average for maize, wheat, soybeans, and cotton. (B) Change in all-cause mortality rates, across all age groups. (C) Change in electricity demand. (D) Change in labor supply of full-time-equivalent workers for low-risk jobs where workers are minimally exposed to outdoor temperature. (E) Same as (D), except for high-risk jobs where workers are heavily exposed to outdoor temperatures. (F) Change in damages from coastal storms. (G) Change in property-crime rates. (H) Change in violent-crime rates. (I) Median total direct economic damage across all sectors [(A) to (H)].

How Damages Will Vary Globally: Mortality as an Example



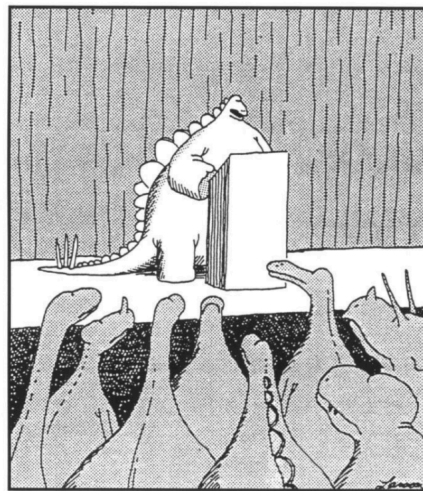
Social Cost of Carbon

- Cost above price paid.
- The expected cost of damages from each unit of greenhouse gas emissions.
- Current EPA estimate: ~\$51 per metric ton of CO₂.
 - About \$32 Billion for all vehicles in the US.
- Social cost of carbon will increase over time.



NATIONAL ECONOMIC
EDUCATION DELEGATION

35



"The picture's pretty bleak, gentlemen. ...
The world's climates are changing, the mammals
are taking over, and we all have a brain
about the size of a walnut."



NATIONAL ECONOMIC
EDUCATION DELEGATION

36

Economics of Responding to Climate Change



NATIONAL ECONOMIC
EDUCATION DELEGATION

37

International Climate Policy Goals

- **Intergovernmental Panel on Climate Change (IPCC)**

- Global effort to fight climate change
- Reports on consensus of climate science, including economics

- **IPCC report in 2007, 4th report:**

- Recommended goal: < 2 degrees C (3.6 degrees F)
- Industrialized countries should reduce GHG emissions between 25% and 40% below 1990 levels by 2020.

- **2016 Paris Agreement:**

- Basic goal of 2 degrees C: requires 40-70% GHG reduction 2010 → 2050
- Reach goal of 1.5 degrees C: requires 70-95% GHG reduction 2010 → 2050

- **IPCC report in 2021, Part 1 of 6th Report:**

- “Unless there are immediate, rapid, and large-scale reductions in greenhouse gas emissions, limiting warming to 1.5°C will be beyond reach.” Ko Barrett, NOAA & IPCC Vice-Chair

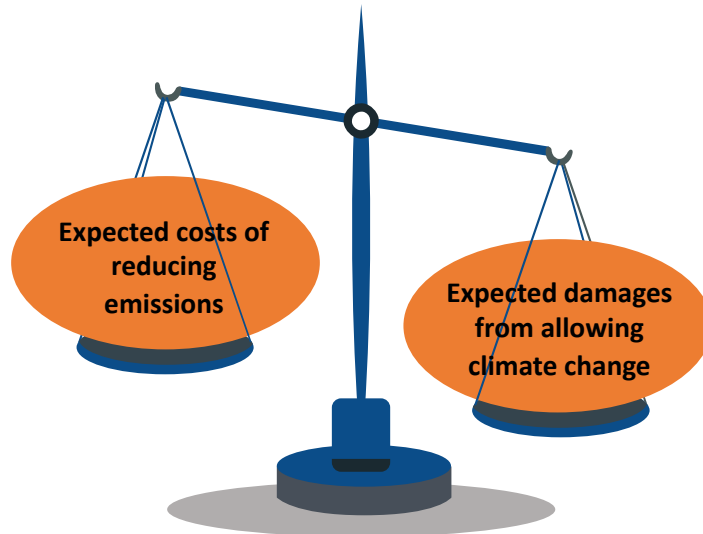


NATIONAL ECONOMIC
EDUCATION DELEGATION

38

How Economists Decide How Much to Fight Climate Change

- Cost Benefit Analysis
- Weigh:



Economic Growth and Climate Change Action Are Compatible

- Abating greenhouse gas emissions is costly...
... but climate change damages are even more costly.
- Economic growth comes with consequences that we have to deal with, including climate consequences.
- Economies with environmental regulations can still be dynamic.
- Goal: design policies that reach climate goals at the least possible cost.

Addressing the Sources of Our Emissions



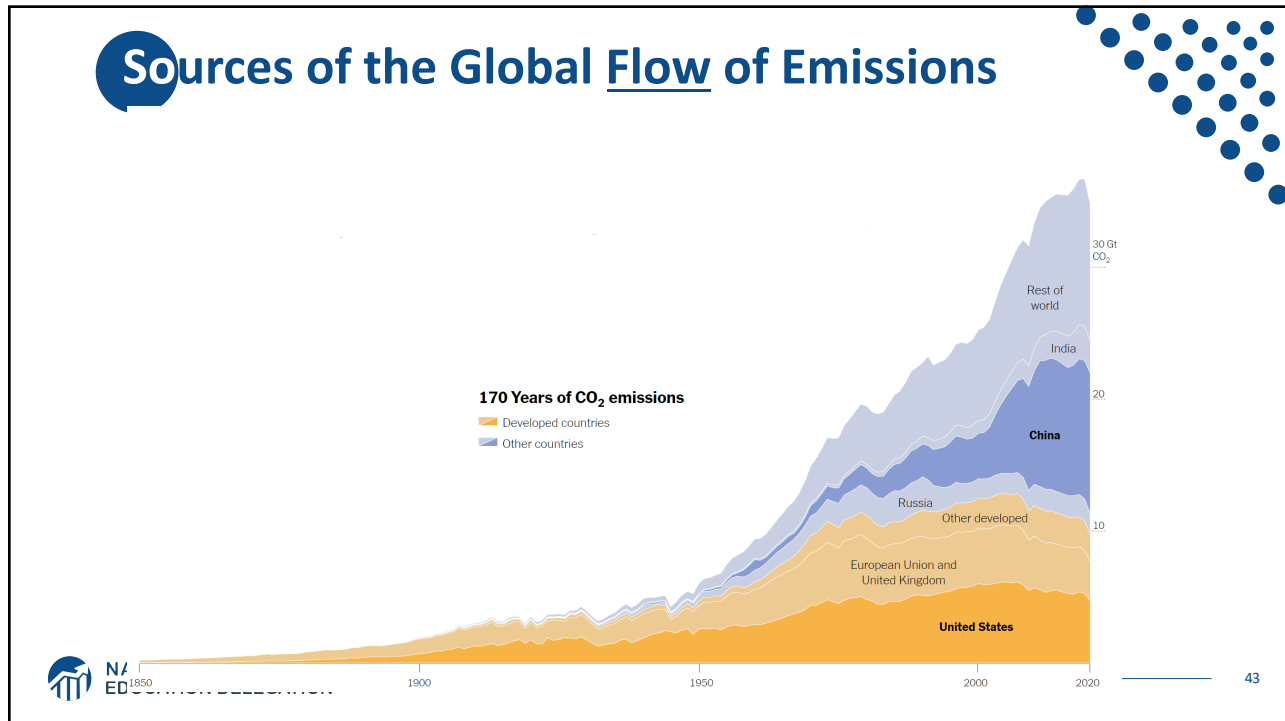
41

Global Net Emissions Are What We Care About

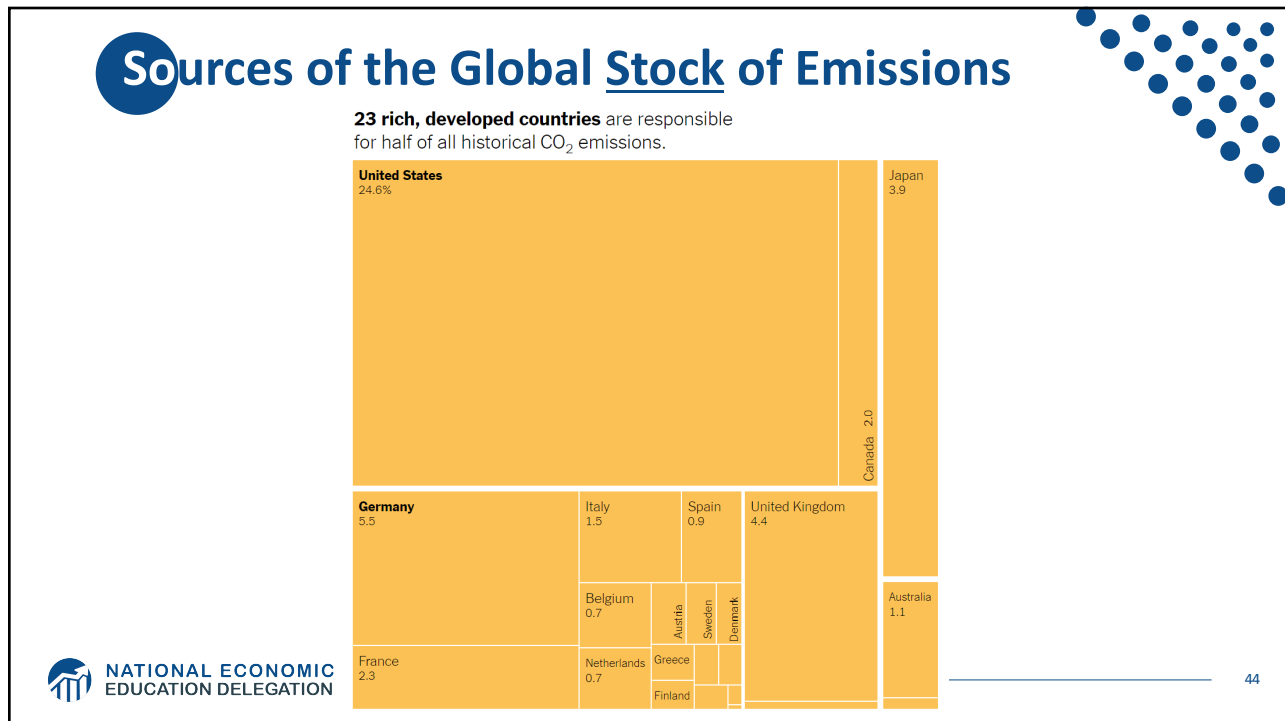
- **For climate impacts, we don't care where they are emitted, only how much**
 - There may be other local impacts
- **Gross emissions (greenhouse gas sources): how much greenhouse gases (including CO₂) we put out**
- **Greenhouse gas sinks: ways to pull CO₂ out of the air**
 - Existing: oceans, forests
 - Increase sinkage by planting trees, or other measures



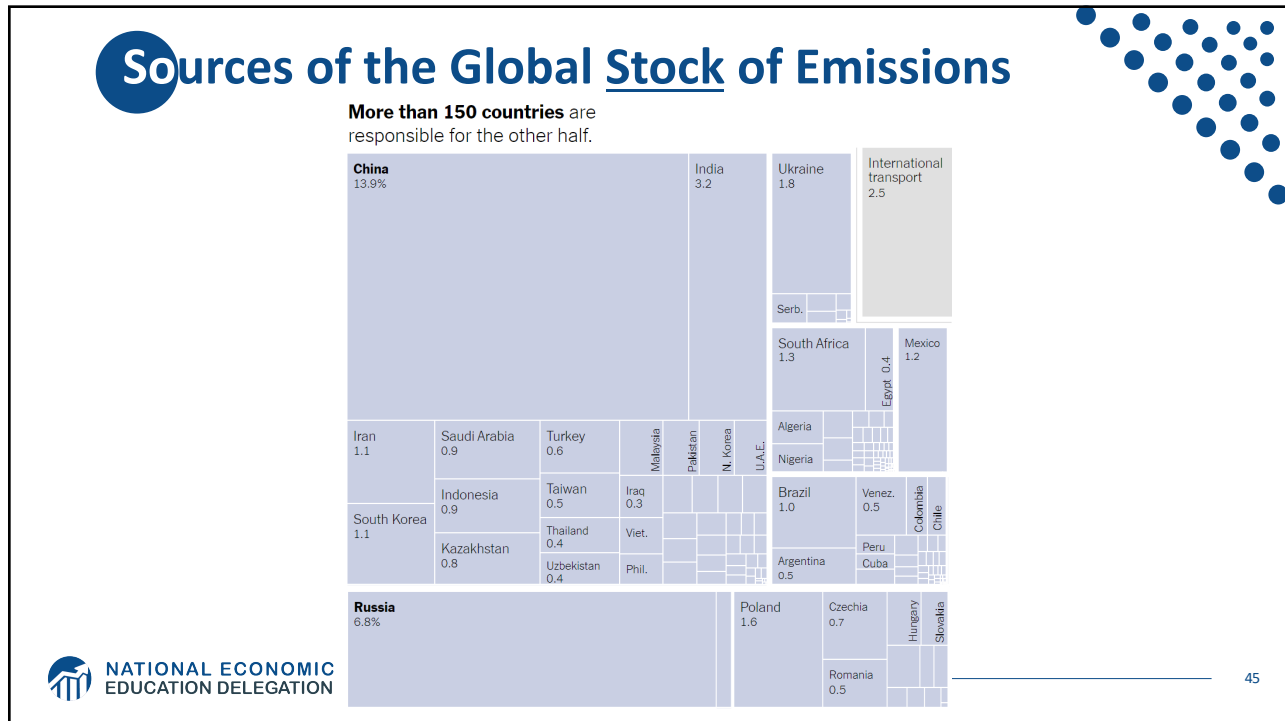
42



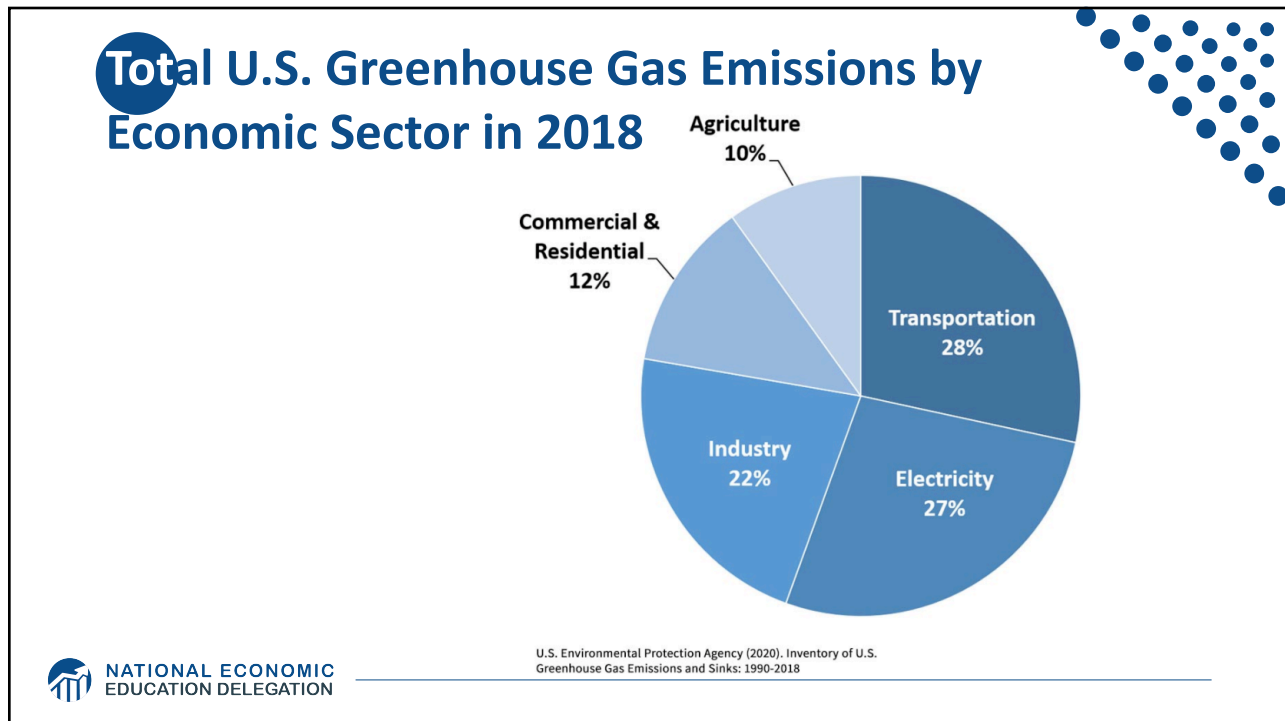
43



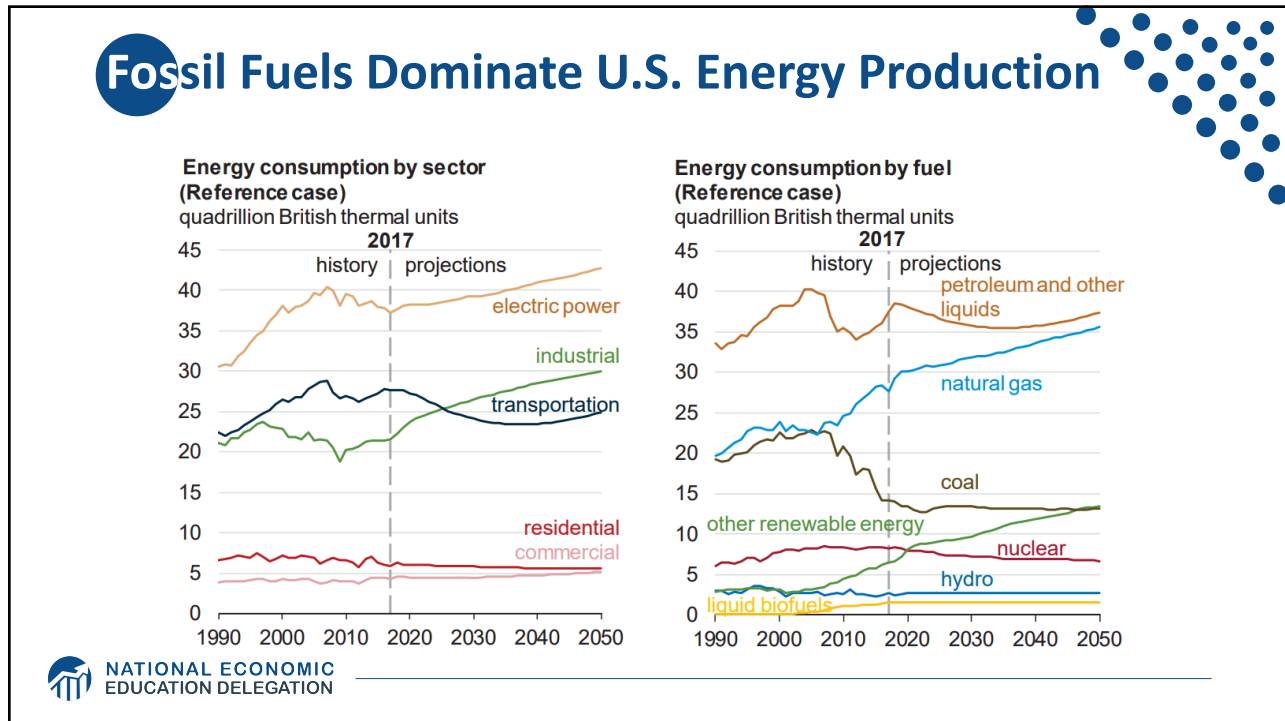
44



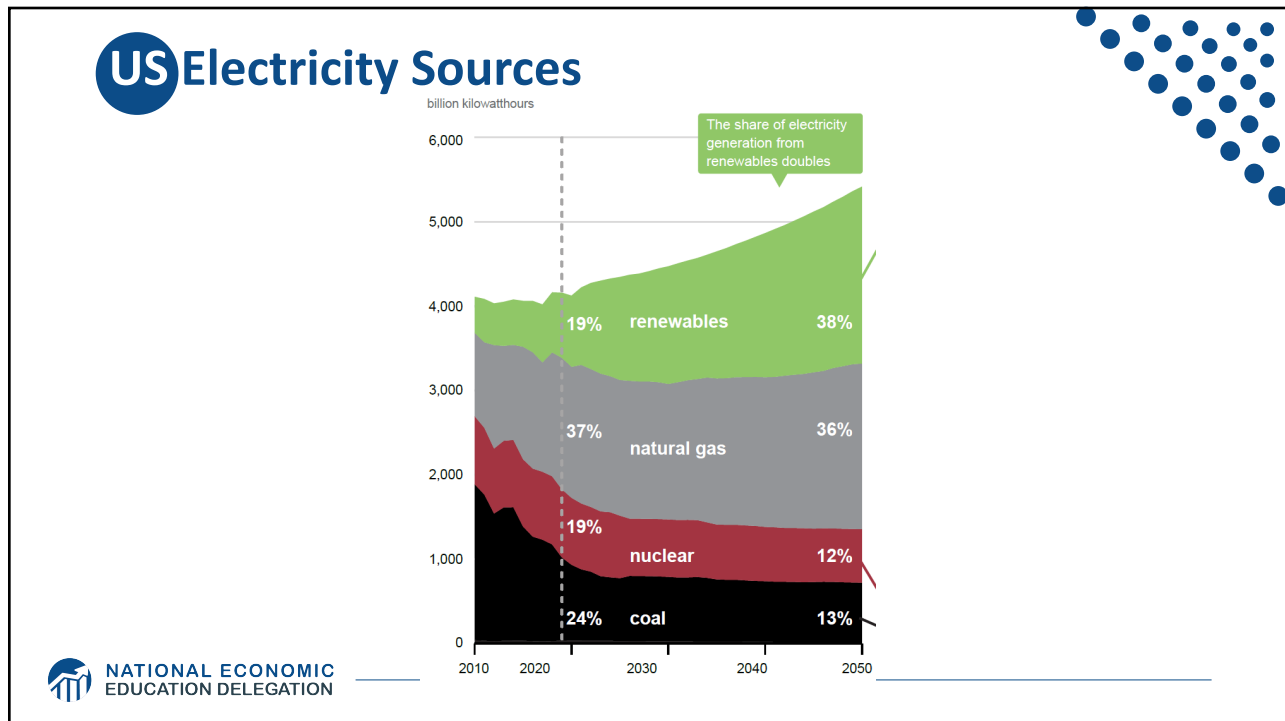
45



46



47

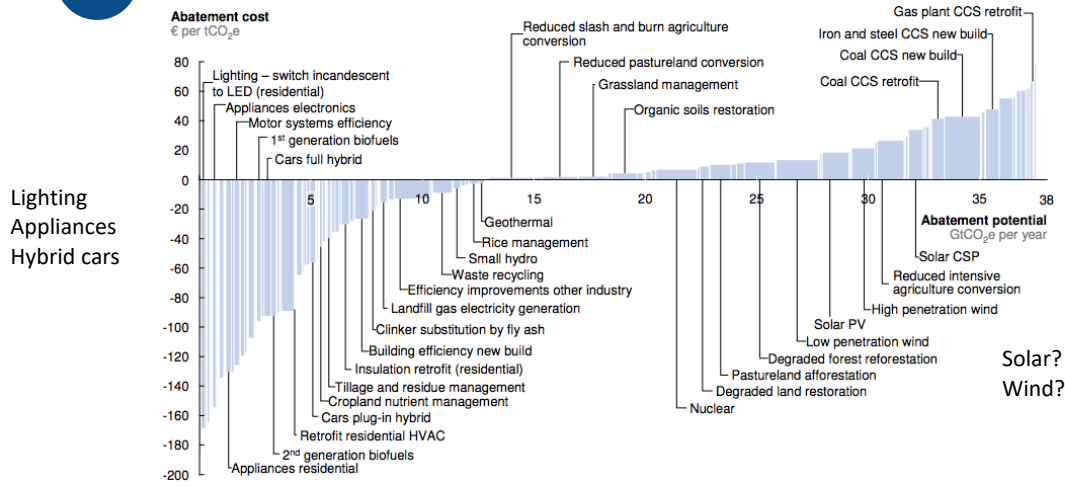


48

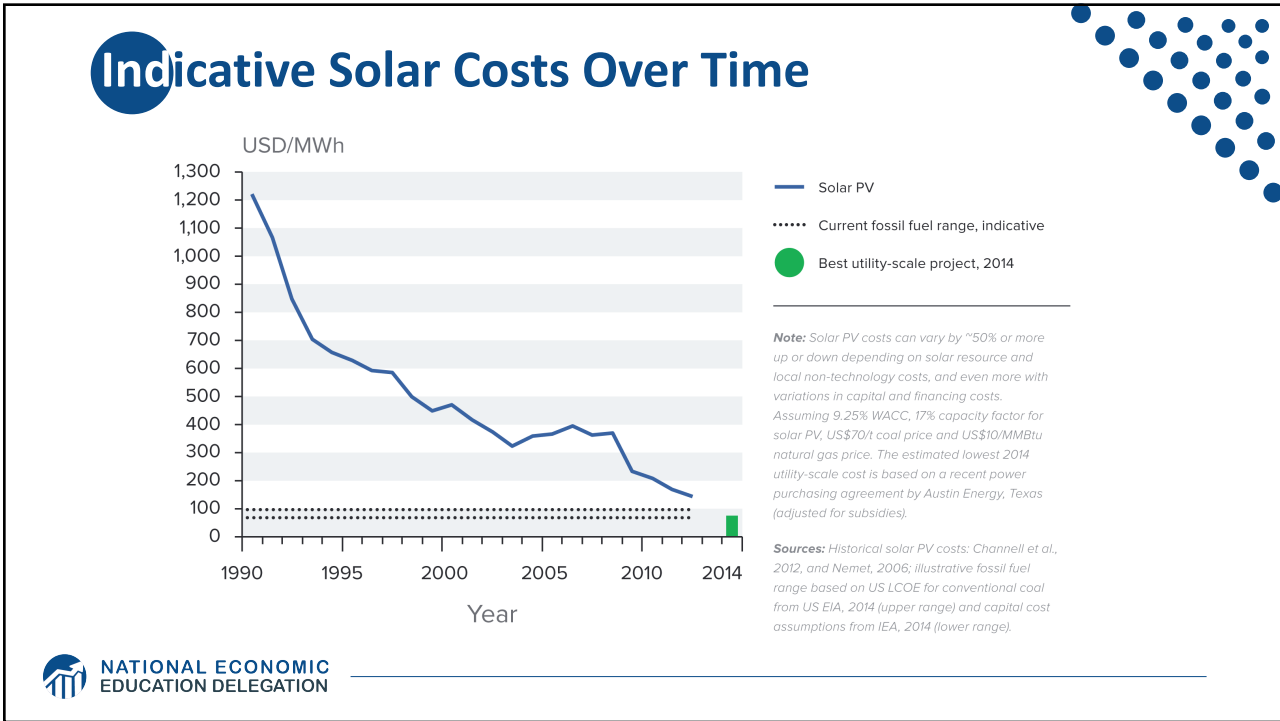
Which Emissions Should We Cut?

- List all possible ways to reduce emissions
- Figure out how much each can reduce in total
- Figure out how much each costs per unit of emissions reduced
- Line them up in order: cheapest to costliest (“marginal abatement cost curve”)
 - → Tackle first the cheapest ones!

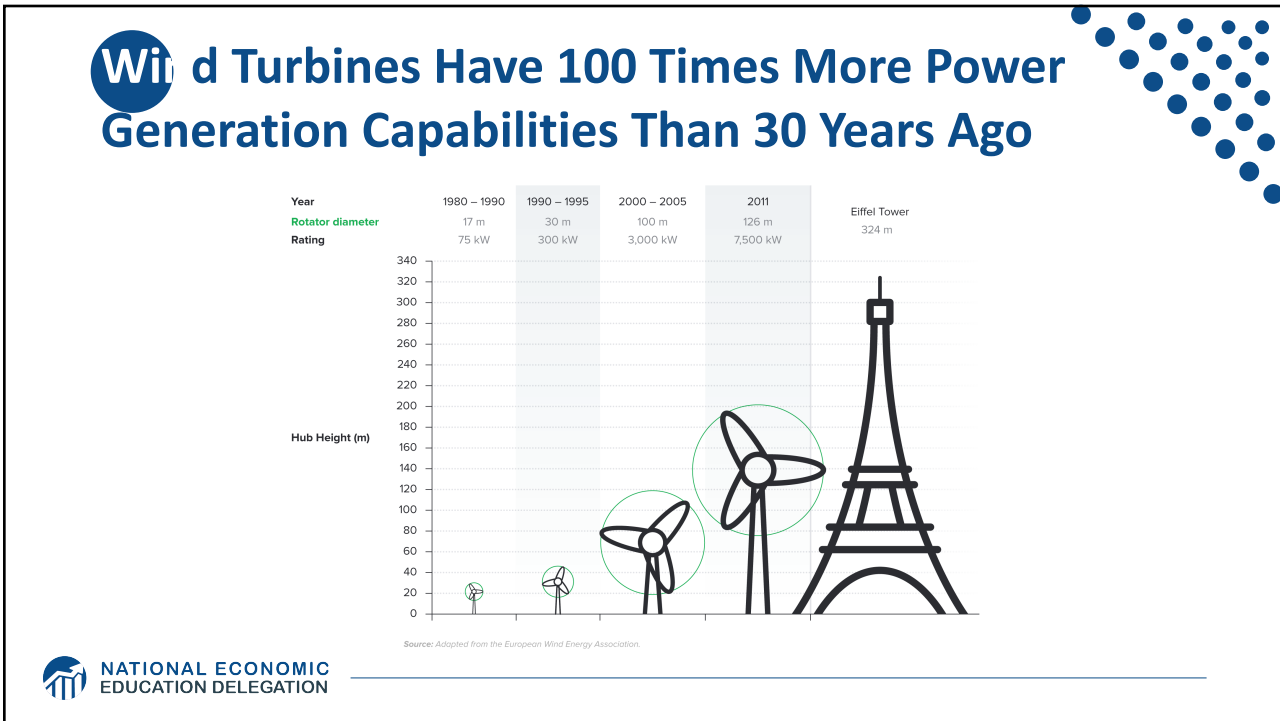
Global GHG Abatement Cost Curve



Note: The curve presents an estimate of the maximum potential of all technical GHG abatement measures below €80 per tCO₂e if each lever was pursued aggressively. It is not a forecast of what role different abatement measures and technologies will play.
 Source: Global GHG Abatement Cost Curve v2.1



51



52

Challenges with Renewable Energy

- It's intermittent - only produced if there is sun or wind.
- Energy is needed all day and night, with peak times.
- Limited w/o storage.
 - Creative storage options are under development.



NATIONAL ECONOMIC
EDUCATION DELEGATION

53

Climate Change Policy



NATIONAL ECONOMIC
EDUCATION DELEGATION

54

Policies That Reduce Emissions: Directly

- **Regulation (Command and Control)**
 - Emissions standards or limits
 - E.g., CAFE standards (CAFE: Corporate Average Fuel Economy)
 - Tech standards (e.g., require scrubbers on power plants)
- **Market-oriented policies (Incentive-based)**
 - Putting a price on emissions
 - Subsidizing green energy (e.g., feed-in tariffs)
 - Tax OR Cap & Trade



55

Command and Control Regulation vs. Incentive-Based Regulation

- **Efficiency**
 - Both can achieve the same amount of emissions reduction.
 - Incentive-based policies can achieve emissions reduction at much lower cost.
 - Example: CAFÉ Standards vs Carbon Tax: Tax is significantly more efficient.
- **Equity**
 - Both have may regressive impacts (low-income families bear costs that are a larger percent of their incomes vs hi-income families)
 - However, new evidence increasingly questions this.
 - Cap and trade and carbon tax can generate revenues that can be used to offset the regressivity. Command and control regulations do not.
 - E.g.: “carbon dividend”



56

How Does a Carbon Tax Work?

- **Choose activities to be covered (e.g., electricity sector, all emitters, etc.).**
- **Set tax level.**
 - Optimally, it represents the social cost of polluting.
- **Polluters must pay a tax for every unit emitted.**
 - Polluters with **low** abatement costs will **abate** to avoid the tax
 - Polluters with **high** abatement costs will pollute and **pay the tax**



How Does Cap and Trade Work?

- **Choose activities to be covered (e.g., electricity sector, all emitters, etc.).**
- **Set maximum emissions level (“cap”).**
- **That many pollution permits are issued.**
 - Can be auctioned off or given to polluters
- **Every polluter in a covered sector must have a permit for every unit of pollution.**
- **Polluters buy and sell (“trade”) permits on a market as they wish.**
 - Polluters with **low** abatement costs will make / save money by **abating** and selling / not buying permits
 - Polluters with **high** abatement costs will buy permits and **pollute**



Examples of Other Policies that Reduce Emissions

- Research and development subsidies
- Renewable energy mandates (e.g., renewable portfolio standards)
- Energy efficiency mandates and subsidies (e.g. CAFE fuel economy standards)
- Grid / infrastructure improvements
- Public transportation
- Land use / zoning policies



NATIONAL ECONOMIC
EDUCATION DELEGATION

59

Climate Change Policy in Action



NATIONAL ECONOMIC
EDUCATION DELEGATION

60

California's Cap and Trade System: 2012+



0.7%

of global
greenhouse gas
emissions



NATIONAL ECONOMIC
EDUCATION DELEGATION

61

California's System Is Flexible



- **California's goals:**

- Reduce emissions to 1990 levels by 2020
- An 80% reduction in emissions from 1990 levels by 2030

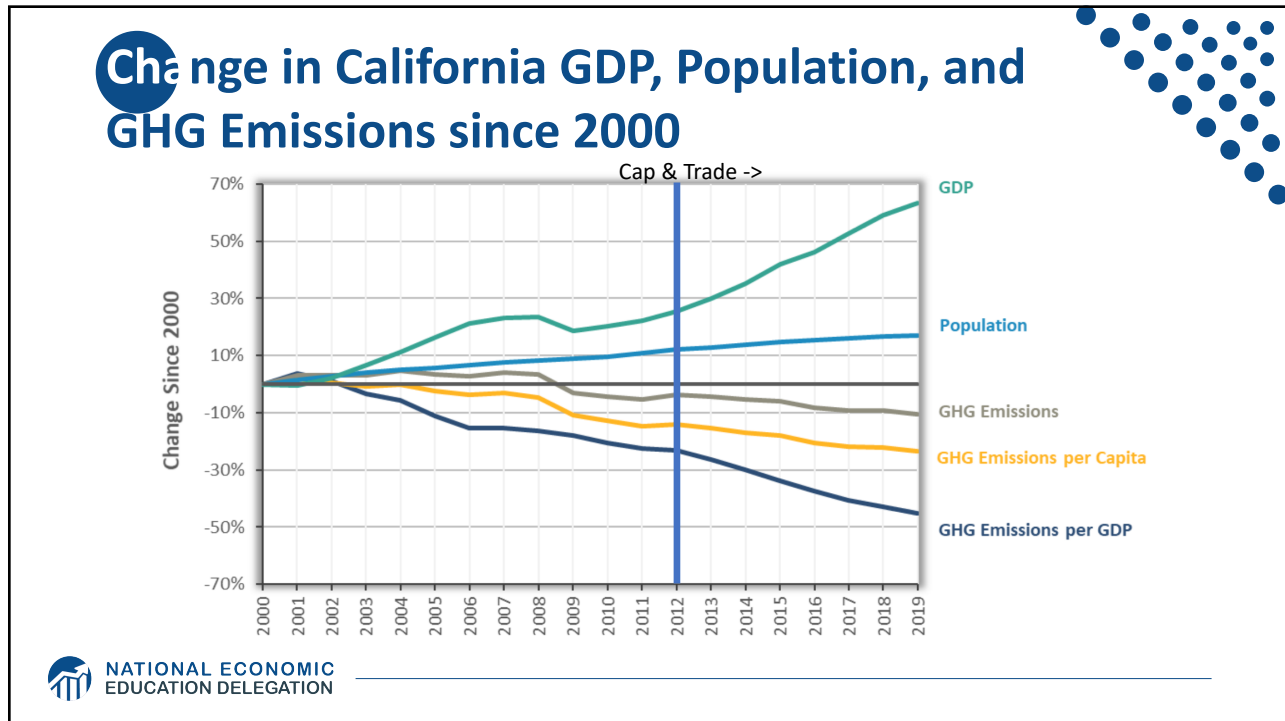
- **California's Tools:**

- Cap and Trade
- Renewable Portfolio Standard
- Clean Cars Program
- Low Carbon Fuel Standard

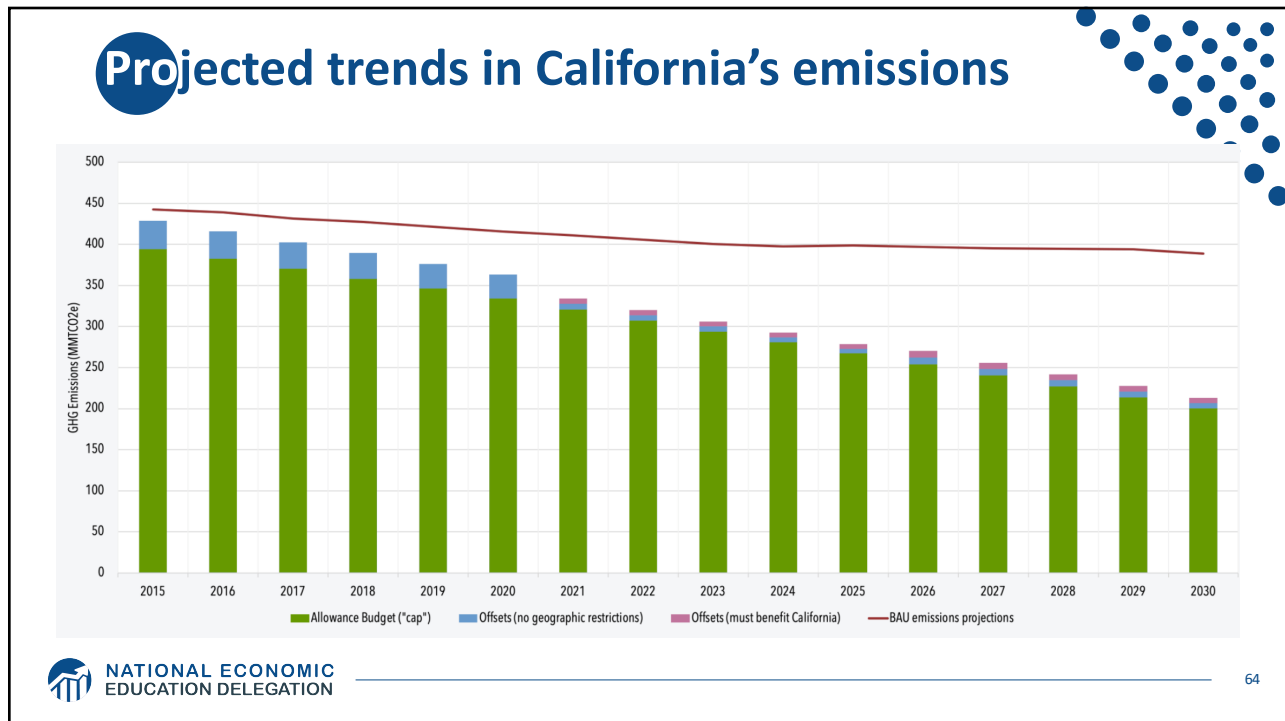


NATIONAL ECONOMIC
EDUCATION DELEGATION

62



63



64

Summary

- Climate change is real, is caused by human actions, and has impacts we're already feeling.
- We need to reduce emissions to balance the costs of action against the costs of inaction.
- Scientists and the IPCC recommend that we work to keep warming below 1.5 degrees celsius.
 - *Economists believe that this goal is well worth the costs!*



NATIONAL ECONOMIC
EDUCATION DELEGATION

65

Summary – *continued*

- There are many ways to reduce emissions.
- Economics-inspired policies can help us do this at the lowest cost.
- Taxes and cap and trade are proven effective tools to fight climate change!
- Other tools may also be necessary.



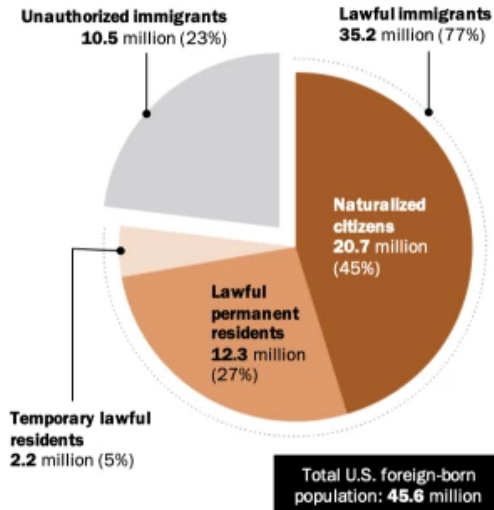
NATIONAL ECONOMIC
EDUCATION DELEGATION

66

Immigration - w/ Roger White

Foreign-born population estimates, 2017

Categories of the total number of immigrants in the United States.



Thank you!

Any Questions?

www.NEEDelegation.org

Simone Wegge, Ph.D.

Simone.Wegge@csi.cuny.edu

Contact NEED: info@NEEDelegation.org

Submit a testimonial: www.NEEDelegation.org/testimonials.php

Become a Friend of NEED: www.NEEDelegation.org/friend.php