

***Osher Lifelong Learning Institute, Summer 2022***  
**Contemporary Economic Policy**

Emory University  
June-July, 2022

Jon Haveman, Ph.D.  
National Economic Education Delegation

 NATIONAL ECONOMIC EDUCATION DELEGATION

---

1

1



**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

 NATIONAL ECONOMIC EDUCATION DELEGATION

---

2

2

# Course Outline

- **Contemporary Economic Policy**

- Week 1 (6/30): US Economic Update
- Week 2 (7/7): The U.S. Federal Debt (Geoffrey Woglom, Amherst College)
- **Week 3 (7/14): Climate Change**
- Week 4 (7/21): Economic Inequality
- Week 5 (8/4): The Black-White Wealth Gap
- Week 6 (8/11): Discriminatory Policies
- Week 7 (8/18): Cryptocurrencies



# Climate Change Economics

Jon Haveman, Ph.D.  
NEED

**Emory University**

July 14, 2022



## 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).



5

## Outline

- **Economic Building Blocks**
- **Climate Change**
- **Impacts of Climate Change**
- **Reducing Emissions**
- **Climate Change Policy**
- **Policy in Action**



6



# Economic Building Blocks



NATIONAL ECONOMIC  
EDUCATION DELEGATION

---

7



## How Can Economists Help Fight Climate Change?

- By assessing behavioral reactions to climate change.
- By measuring climate change damages and estimating the costs of fighting climate change.
- By designing smart policies that minimize costs to society.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

---

8

8

## Econ 101: When Everything Is Simple, No Regulation Is Needed for Efficiency

- Simple transactions: buyer and seller feel all costs and benefits of sales
- They choose based on the costs & benefits they feel
- → Efficient number of transactions! (Maximizes social benefits)

9

## When Our Decisions Affect Others, We Need Regulation

- Pollution causes an **EXTERNALITY**: a side effect (here, a cost) that affects someone else
  - Polluting things have an “unfair cost advantage” because part of the cost is offloaded on others
  - → Too much pollution is generated
  - Regulation limiting pollution has net benefits
- *The “efficient” amount of pollution balances costs & benefits of pollution*

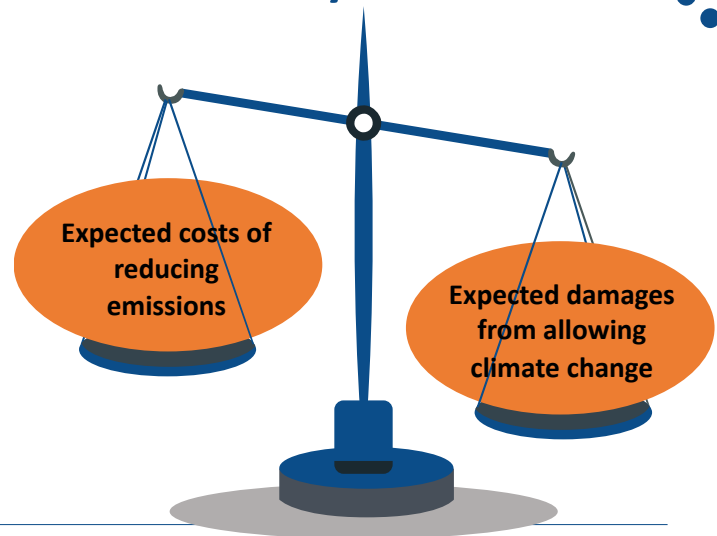


10

## How Economists Decide How Much to Fight Climate Change: Cost Benefit Analysis

Abating greenhouse gas emissions is costly...  
... but without action, climate change damages are even more costly.

Goal is not zero emissions, but efficient level that achieves a balance.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

11

## Cost-Benefit Analysis of Fighting Climate Change

- Most economic models suggest the costs of keeping warming below 2°C are relatively small, amounting to **1-4% of GDP by 2030.**
- Costs of acting to keep warming below 2°C are almost certainly less than future economic damages they would avoid.
  - Damages estimated to be between: **7-20% of worldwide GDP.**



NATIONAL ECONOMIC  
EDUCATION DELEGATION

12

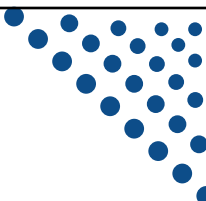


# Climate Change

 NATIONAL ECONOMIC  
EDUCATION DELEGATION


---

13



## A Climate Change Ladder

- Emissions
- Mitigation (a.k.a. Abatement)
- Adaptation
- Damages

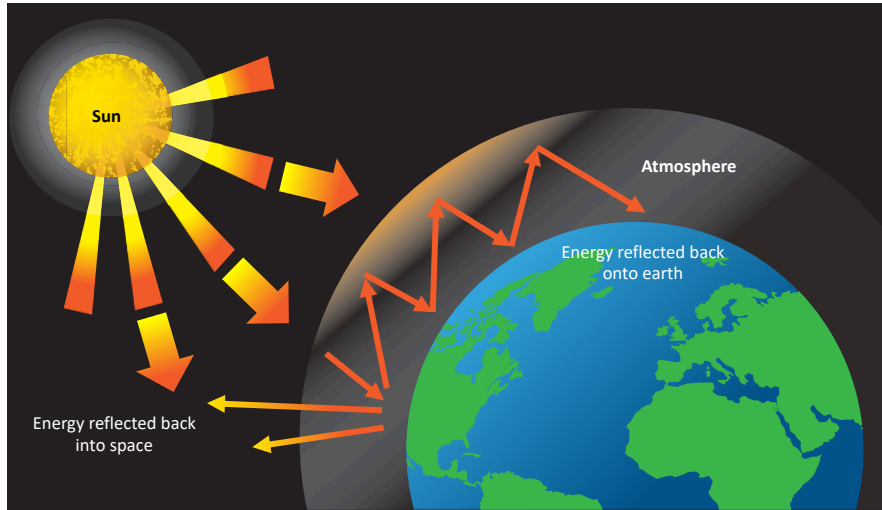
 NATIONAL ECONOMIC  
EDUCATION DELEGATION

---

14

14

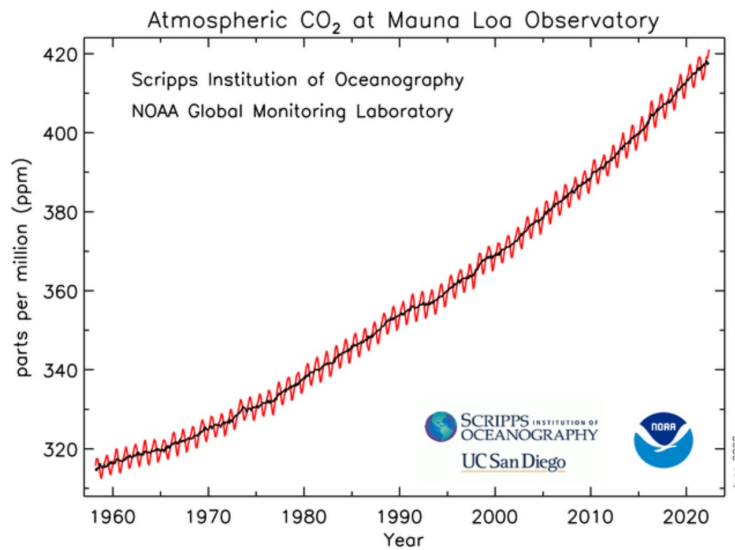
# The Atmospheric Greenhouse Effect



NATIONAL ECONOMIC EDUCATION DELEGATION

15

# Atmospheric CO<sub>2</sub> Concentrations Up To Now

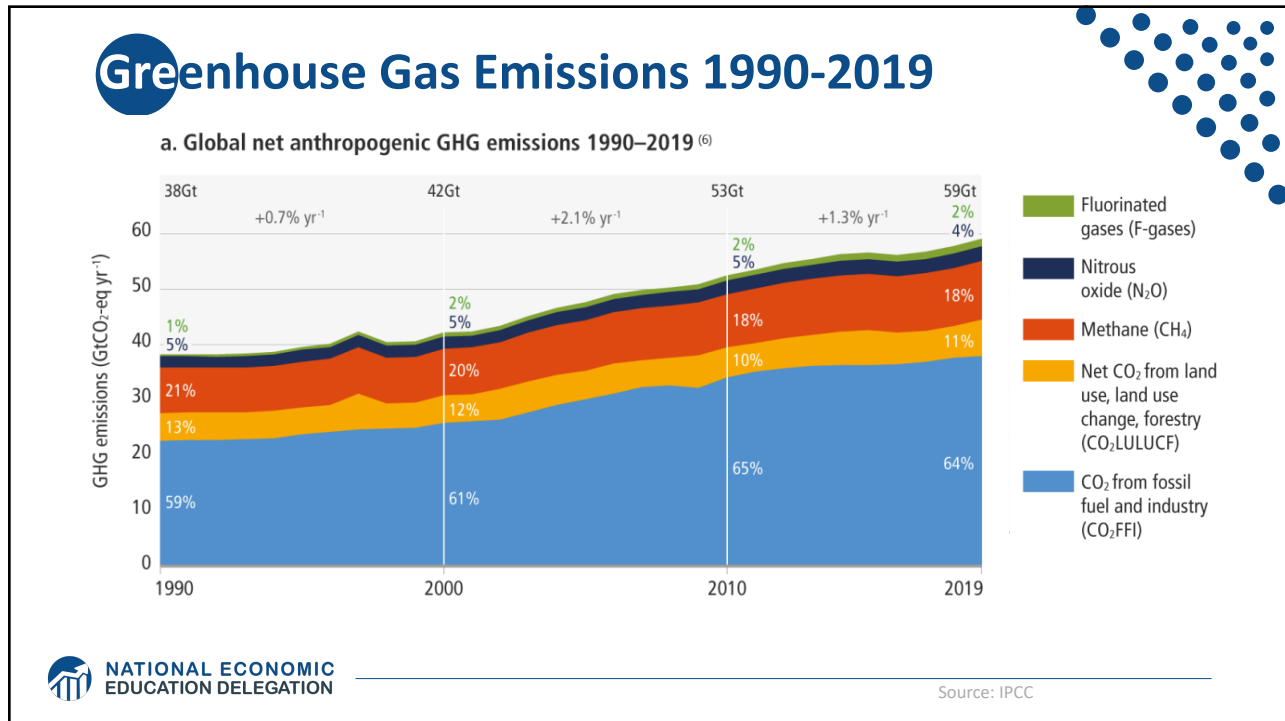


NATIONAL ECONOMIC EDUCATION DELEGATION

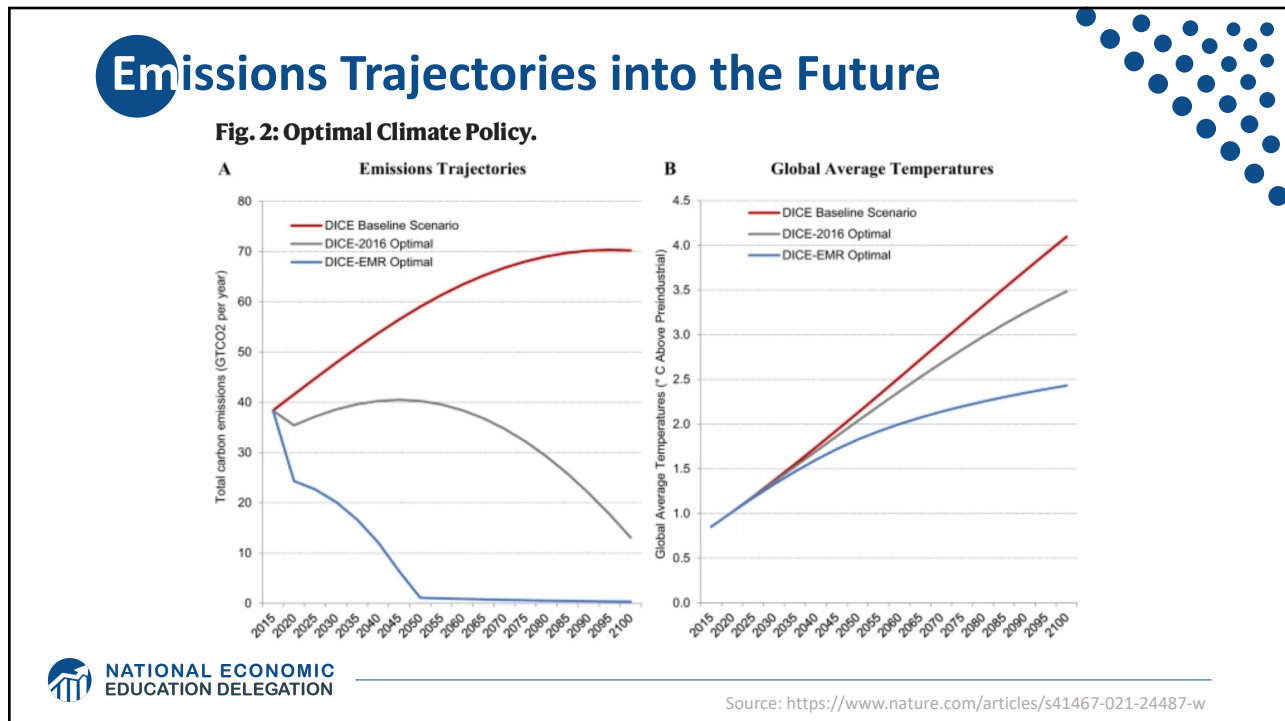
Source: NOAA

16





17



18

## What Do Greenhouse Gas Emissions Do to the Planet?

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



NATIONAL ECONOMIC  
EDUCATION DELEGATION

19

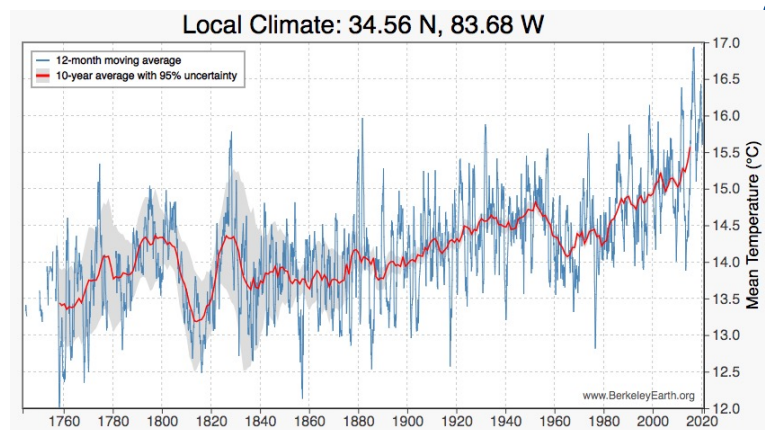
19

## These Changes Are Already Underway

Use

<http://berkeleypath.org/city-list/> to see the temperature history of a city!

Here's Atlanta, GA.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

Source: IPCC Assessment Report 5

20

# Impacts of Climate Change



NATIONAL ECONOMIC  
EDUCATION DELEGATION

21

## How Climate Change Affects 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



NATIONAL ECONOMIC  
EDUCATION DELEGATION

22

## Social Cost of Carbon

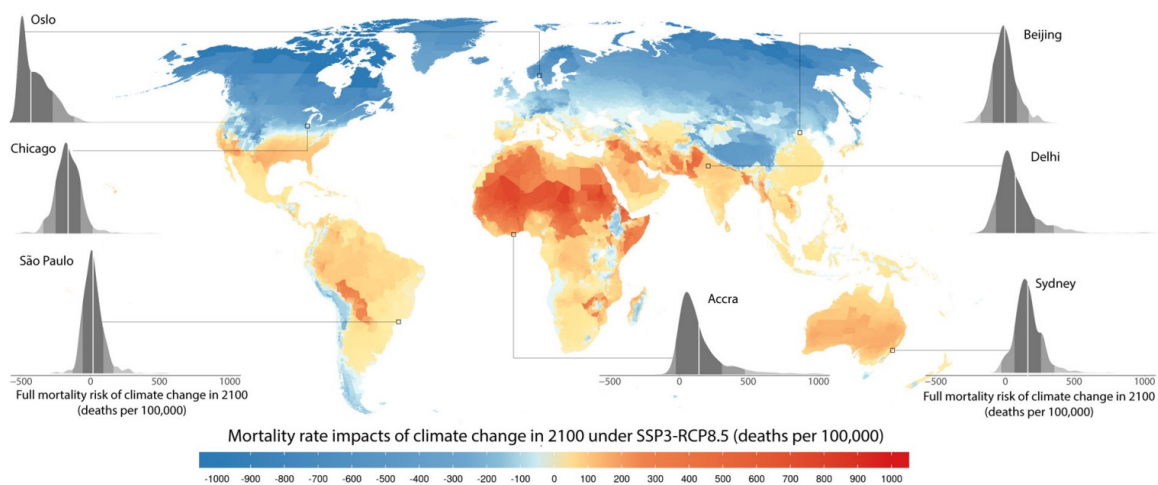
- The expected cost of damages from each unit of greenhouse gas emissions.
- Current EPA estimate: ~\$51 per metric ton of CO<sub>2</sub> (but estimates vary a lot!)
  - About \$157/car per year.
  - \$32 Billion for all vehicles in the US.
- Social cost of carbon will increase over time.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

23

## How Damages Will Vary Globally: Mortality as an Example

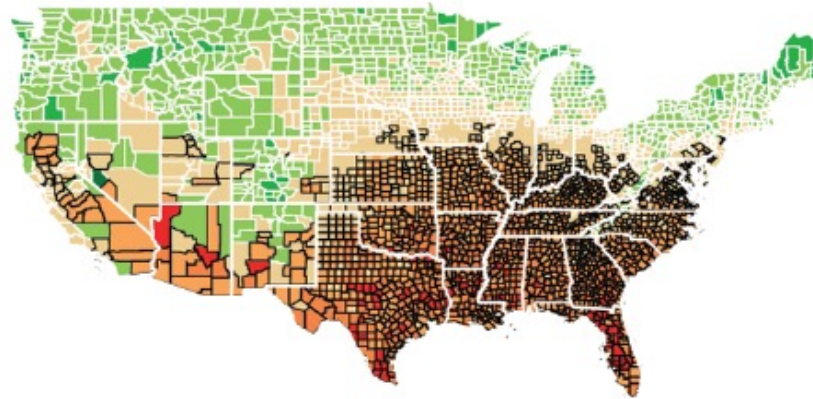


NATIONAL ECONOMIC  
EDUCATION DELEGATION

24

24

## How Damages Will Vary in the US



Total direct damages (% county GDP)



NATIONAL ECONOMIC  
EDUCATION DELEGATION

25

25

## Adaptation Reduces Damages

- **Adaptation:** costly action that reduce damages from climate change.
- The **net damage cost to society** is the **cost of adaptation** plus the **cost of remaining damages**.
  - Net damage = cost of adaptation + cost of remaining damages.
- People and firms will take some actions on their own, up to the point where they find it worthwhile.
- Some adaptation requires government involvement.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

26

## Individual-Level Adaptation

- **Perhaps you...**
  - Stay inside more.
  - Turn on the air conditioning.
- **Farmers may:**
  - Plant at different times.
  - Plant new crops.
- **Businesses may:**
  - Give outdoor workers water / shade breaks.
- **Everyone might:**
  - Think about moving to a more hospitable place.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

27

## 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**
- **Policies that protect workers or low-income and vulnerable populations**
- **Planned retreat (moving a community)**



NATIONAL ECONOMIC  
EDUCATION DELEGATION

28

# Reducing Emissions



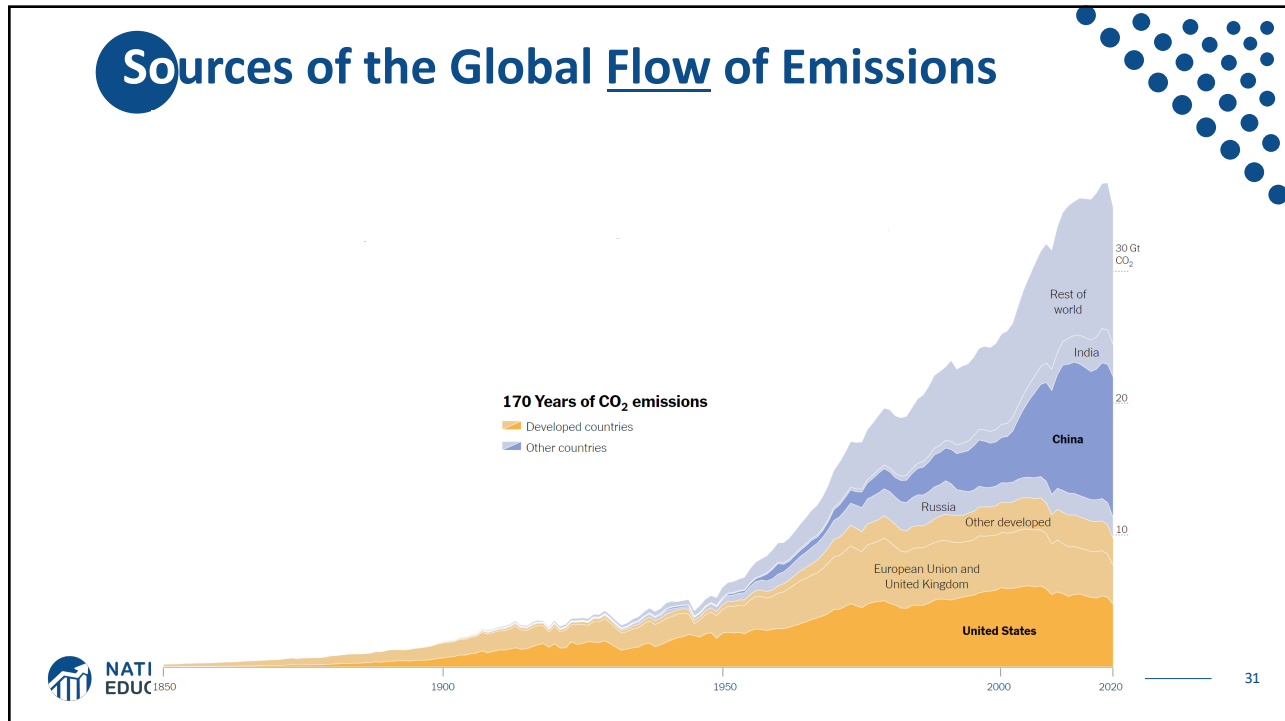
29

## **Global Net Emissions** Are What We Care About

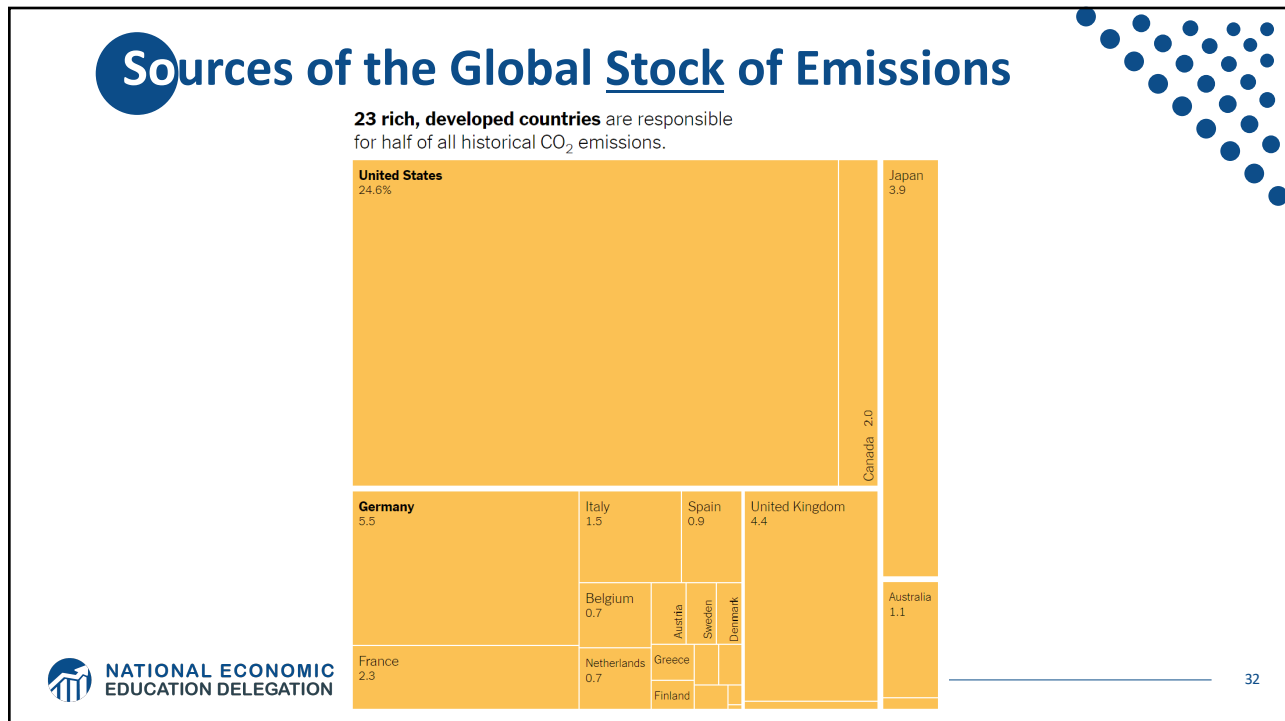
- **For climate impacts, we don't care where they are emitted, only how much.**
  - There may be other local impacts.
- **Gross emissions (greenhouse gas sources): how much greenhouse gases (including CO<sub>2</sub>) we put out.**
- **Greenhouse gas sinks: ways to pull CO<sub>2</sub> out of the air.**
  - Existing: oceans, forests.
  - Increase sinkage by planting trees, or other measures.



30



31

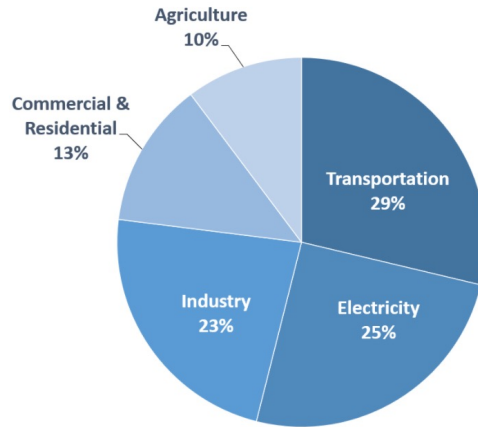


32





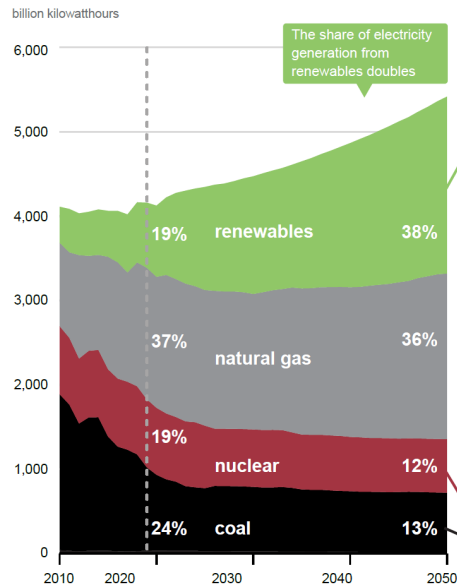
## Total US Greenhouse Gas Emissions by Economic Sector in 2020



Total Emissions in 2019 = 6,558 Million Metric Tons of CO2 equivalent. Percentages may not add up to 100% due to independent rounding.

35

## US Electricity Sources



36

# Which Emissions Should We Cut?

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

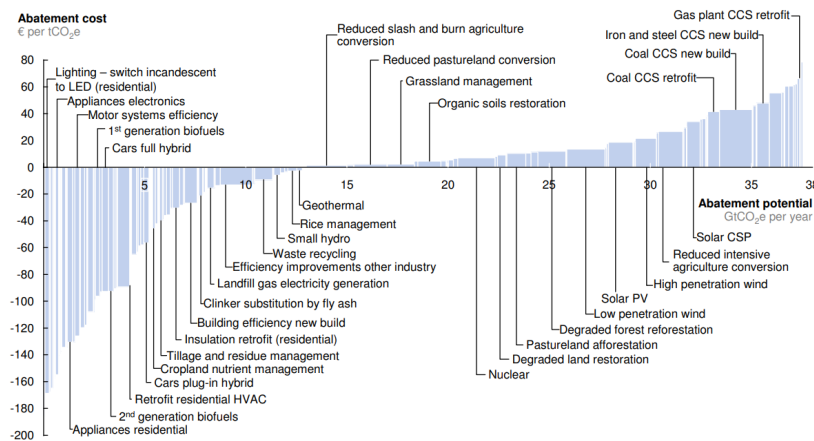


37

# Example Abatement Cost Curve

(Don't trust these numbers, this is just to show the idea)

V2.1 Global GHG abatement cost curve beyond BAU – 2030



Note: The curve presents an estimate of the maximum potential of all technical GHG abatement measures below €80 per tCO<sub>2</sub>e 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

38

## Costs and Barriers Can Be Difficult to Assess

- **Difficult to project future costs for new technology.**
  - Costs of renewables have been dropping fast.
- **Investments in research and development and infrastructure (e.g., EV charging) can lower future costs.**
- **Barrier to expanding renewable energy: intermittency.**
  - Battery technology under development.



NATIONAL ECONOMIC  
EDUCATION DELEGATION

39

## Geoengineering and Carbon Capture

- **Technical pathways to reduce climate change without reducing emissions.**
- **Carbon capture: captures CO<sub>2</sub> emissions and stores them or “utilizes” them (for energy, pressure, etc.).**
  - Not yet proven at scale.
- **Solar geoengineering: make the atmosphere reflect more light to regain earlier thermal balance.**
  - Totally theoretical
  - Potentially risky



NATIONAL ECONOMIC  
EDUCATION DELEGATION

40

# Climate Change Policy



NATIONAL ECONOMIC  
EDUCATION DELEGATION

41

## Policies That Reduce Emissions Directly

- **Command and control regulation**
  - Emissions standards or limits (e.g., Clean Water Act discharge limits)
  - Tech standards (e.g., require scrubbers on power plants)
- **Incentive-based policies**
  - Putting a price on emissions – leveling the playing field!
    - Tax or cap & trade
    - Subsidizing green energy (e.g., feed-in tariffs)



NATIONAL ECONOMIC  
EDUCATION DELEGATION

42

42

## Command and Control 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.

- **Equity**

- Both may have 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.
  - E.g.: “carbon dividend”
- Command and control regulations do not.

43

## 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**

44

## 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**

45

## Putting a Price on Carbon

Suppose a Social Cost Of Carbon of \$50



46

## Efficiency: CAFÉ vs Carbon Tax

- **CAFÉ = Corporate Average Fuel Efficiency**

- A fuel economy standard mandating that an auto-maker's vehicle fleet must meet minimum fuel economy standards.

- **Horse Race**

- Tax on fuel applies to ALL vehicles, not just new.
- Rebound Effect:
  - o Driving a more efficient vehicle lowers the cost per mile driven,
    - leading to more miles driven.
- Slower turnover of inefficient vehicles: higher cost of new.

- **Summary**

- A given level of emission reductions **costs 3-14 times more with CAFÉ standards** than under a comparable carbon tax.

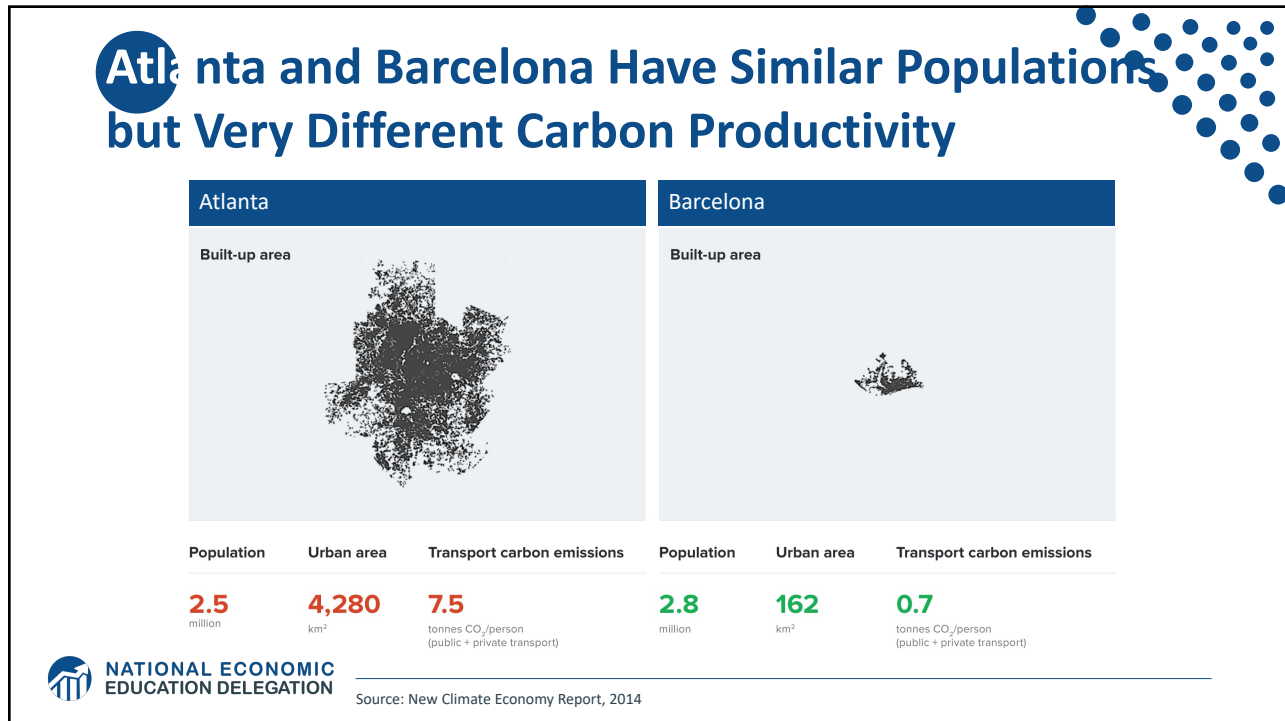


## Examples of Other Policies that Reduce Emissions

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



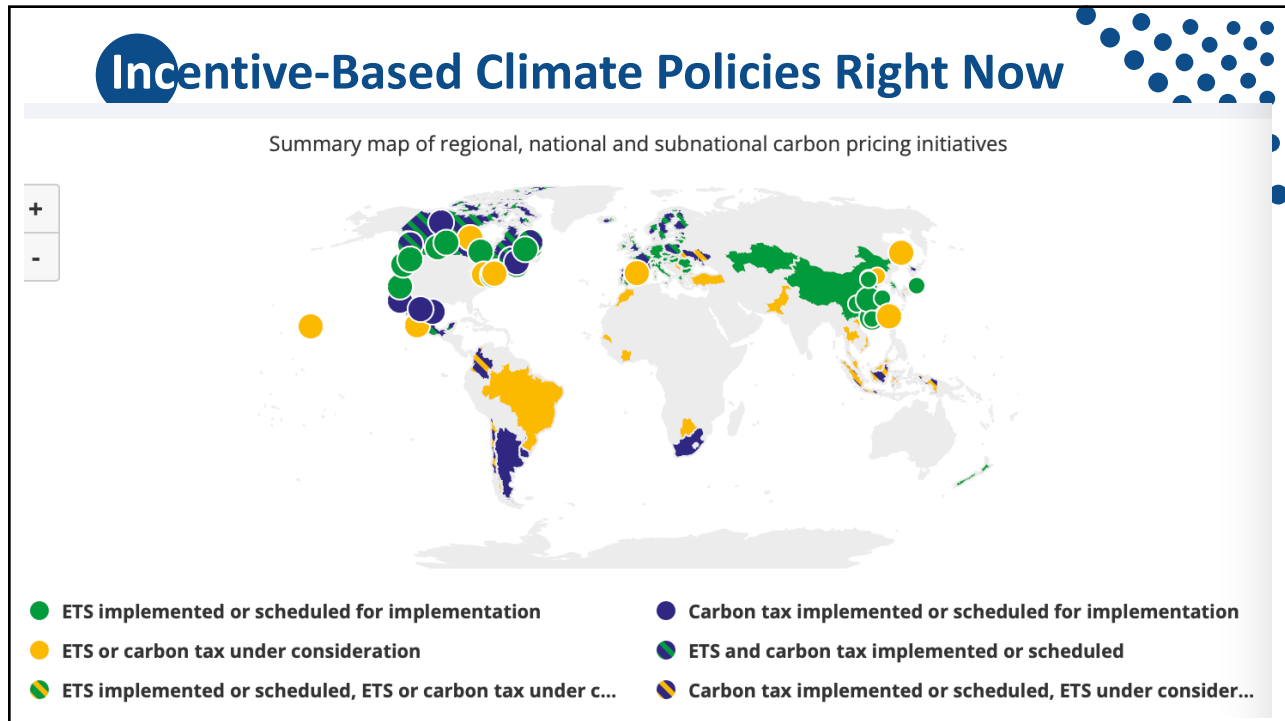




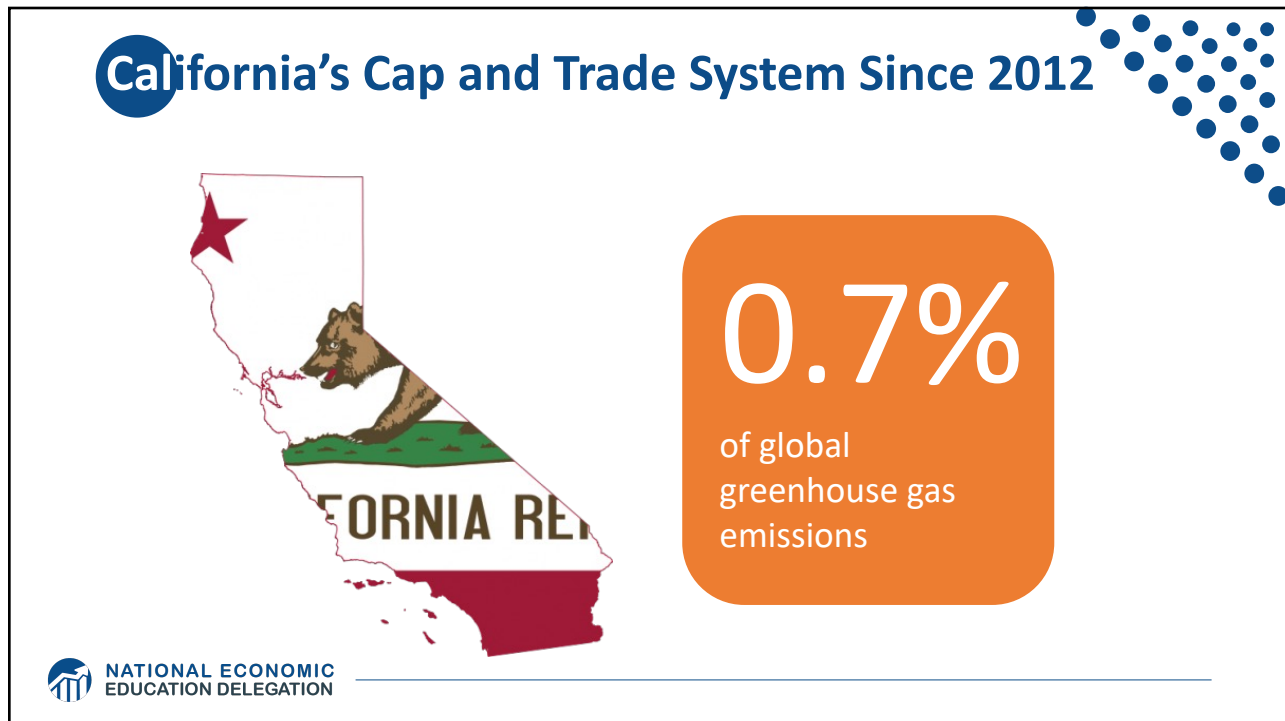
49



50



51



52

## California's AB32: Global Warming Solutions

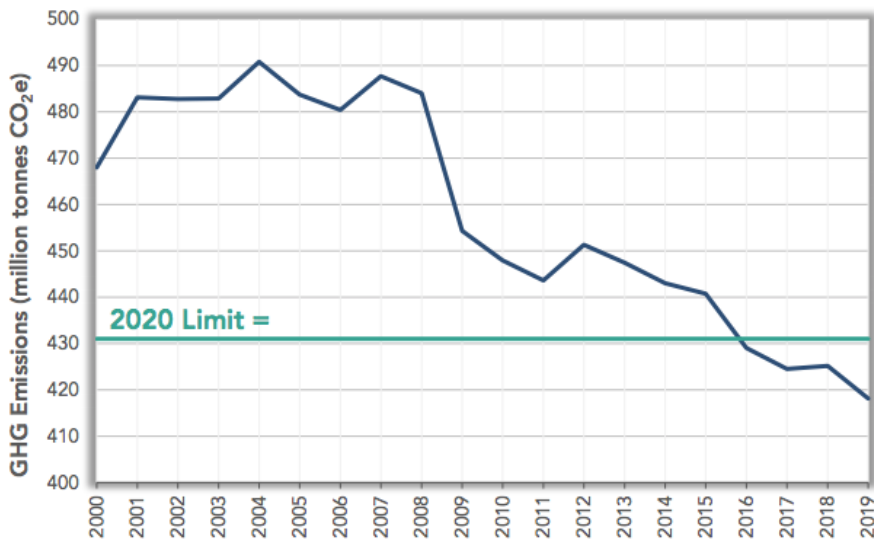


- California's goals:**
  - Reduce emissions to 1990 levels by 2020
  - An 80% reduction in emissions from 1990 levels by 2030
- California's Tools:**
  - Cap and Trade
  - Renewable Portfolio Standard
  - Clean Cars Program
  - Low Carbon Fuel Standard


 NATIONAL ECONOMIC EDUCATION DELEGATION

53

## CA Relative to Goals: How Are We Doing?



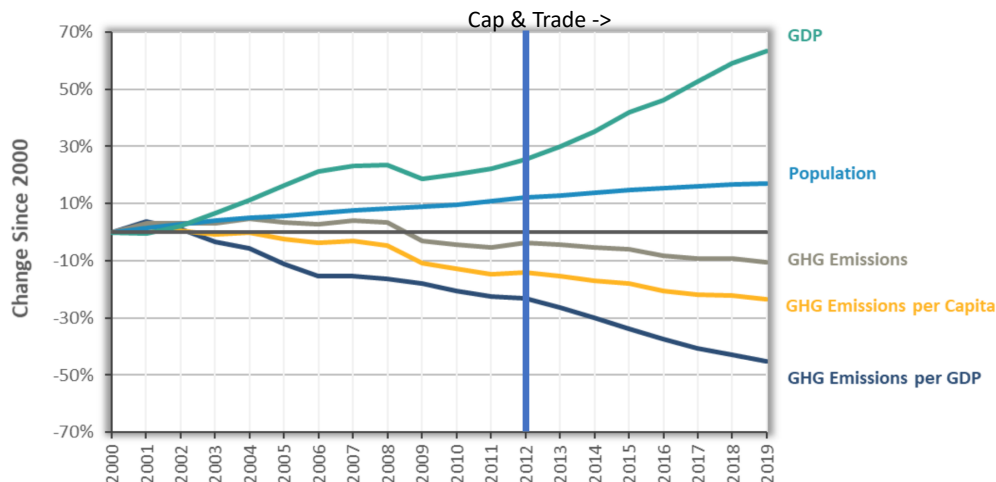
Year	GHG Emissions (million tonnes CO <sub>2</sub> e)
2000	468
2001	483
2002	483
2003	483
2004	490
2005	483
2006	480
2007	488
2008	483
2009	455
2010	448
2011	443
2012	451
2013	448
2014	443
2015	440
2016	430
2017	425
2018	425
2019	418

 NATIONAL ECONOMIC EDUCATION DELEGATION

54

54

## Change in California GDP, Population, and GHG Emissions since 2000



NATIONAL ECONOMIC  
EDUCATION DELEGATION

55

## Summary

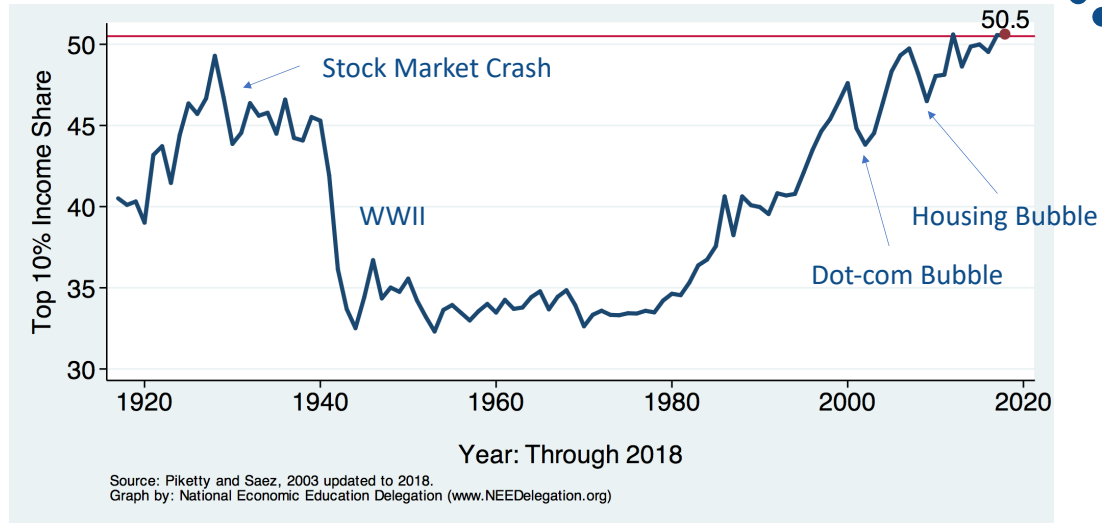
- **Climate change is real, is caused by human actions, and has impacts we're already feeling.**
- **This problem won't solve itself; we need policy intervention, and fast.**
- **Smart policy can reduce greenhouse gas emissions by the right amount and at the lowest possible cost.**
  - For example, cap and trade and emissions taxes!
- **We also need policies to help with adaptation and support those bearing the greatest damages.**



NATIONAL ECONOMIC  
EDUCATION DELEGATION

56

## Income Inequality: Share of Top 10%



NATIONAL ECONOMIC  
EDUCATION DELEGATION

57

57

## Thank you!

## Any Questions?

[www.NEEDelegation.org](http://www.NEEDelegation.org)

Jon Haveman, Ph.D.

Jon@NEEDelegation.org

Contact NEED: [info@NEEDelegation.org](mailto:info@NEEDelegation.org)

Submit a testimonial: [www.NEEDelegation.org/testimonials.php](http://www.NEEDelegation.org/testimonials.php)

Become a Friend of NEED: [www.NEEDelegation.org/friend.php](http://www.NEEDelegation.org/friend.php)



NATIONAL ECONOMIC  
EDUCATION DELEGATION

58

58