

Teaching Climate Change Economics & Policy - For Distribution

Start of Block: Demographics

Q1 Thank you for taking the time to complete this survey. We are interested in your opinions about the teaching of the economics of climate change, either in a stand-alone course or as part of another course. We are very interested in your input, regardless of whether you are currently teaching such a course.



Q2 In what year did you earn your Ph.D.? (Leave blank if not applicable)

Q3 What is your position? (choose one)

- Student or post-graduate researcher (1)
 - Post-doc (2)
 - Non-tenure track faculty (3)
 - Assistant professor (or equivalent) (4)
 - Untenured associate professor (or equivalent) (5)
 - Tenured associate professor (or equivalent) (6)
 - Professor (or equivalent) (7)
 - Other (8) _____
 - Government (9)
 - Private sector (10)
 - Research institute (11)
 - Other (12) _____
-

Q4 At what type of institution do you teach?

- Liberal arts college (1)
- Primarily undergraduate university (5)
- Research university (2)
- N/A (3)
- Other (4) _____



Q5 In what country do you live/work?

▼ Afghanistan (1) ... Zimbabwe (1357)

Q6 Do you teach, or have you taught, any of the following courses? (We will ask about a stand-alone climate change economics course next)

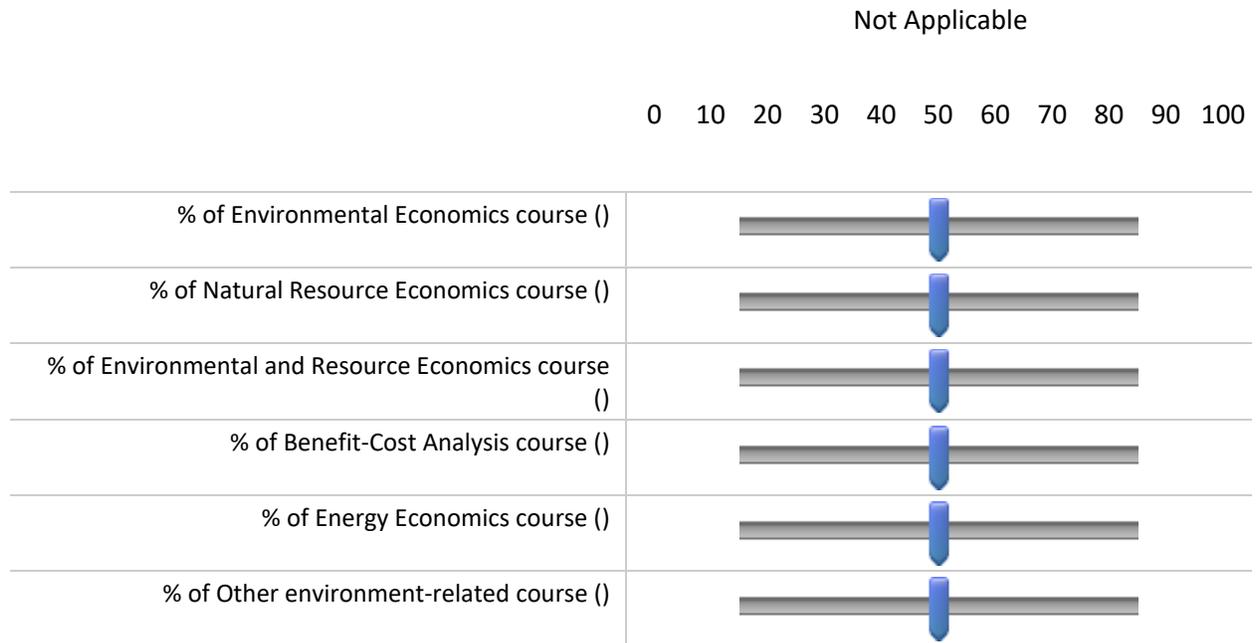
- Environmental economics (1)
 - Natural resource economics (2)
 - Environmental and resource economics (11)
 - Benefit-cost analysis (3)
 - Energy economics (4)
 - Other environment-related course (write-in below) (5)
-

- Environmental economics (6)
 - Natural resource economics (7)
 - Environmental and resource economics (12)
 - Benefit-cost analysis (8)
 - Energy economics (9)
 - Other environment-related course (write-in below) (10)
-

Q7 For how many years have you taught an environmental economics, or related, course?

- 1 year (1)
- 2-3 years (2)
- 4-5 years (3)
- 6-10 years (4)
- More than 10 years (5)
- N/A (6)

Q8 What percentage of time do you spend on climate change in your environmental economics, or related, course?



Q9 How have these percentages changed over time?

- Less course time devoted to climate change (1)
 - About the same amount of course time devoted to climate change (2)
 - More course time devoted to climate change (3)
 - N/A (4)
-

Q10 Do you teach, or have you taught, a course on climate change economics (or climate policy)?

- Yes (1)
- No, but I plan to teach one in the future (2)
- No, and I do not plan to teach one (3)
- Yes (4)
- No, but I plan to teach one in the future (5)
- No, and I do not plan to teach one (6)

End of Block: Demographics

Start of Block: Block 4

Display This Question:

If Do you teach, or have you taught, a course on climate change economics (or climate policy)? = Yes
Or Do you teach, or have you taught, a course on climate change economics (or climate policy)? = Yes



Q11 For your climate change economics (or climate policy) course, what proportion of your required educational materials come from each of the following categories? (Must sum to 100)

Peer-reviewed literature : _____ (1)

Textbook : _____ (2)

Popular media : _____ (3)

TED Talks or podcasts : _____ (4)

Other : _____ (5)

Other : _____ (6)

Total : _____

Display This Question:

If Do you teach, or have you taught, a course on climate change economics (or climate policy)? = Yes

Or Do you teach, or have you taught, a course on climate change economics (or climate policy)? = Yes

Q12 For how long have you taught a course on climate change economics (or climate policy)?

1 year (1)

2-3 years (2)

4-5 years (3)

6-10 years (4)

More than 10 years (5)

N/A (6)

End of Block: Block 4

Start of Block: Topics to include in a climate section of a broader environmental course

Q13 If you have taught a broader environment-related economics course (e.g., Environmental Econ, BCA, Resource Econ, or Energy Econ), please answer the following questions based on your most recent course. If you have not taught a broader environment-related economics course, please answer the following questions based on how you would design a course in the future.

Q14 In a broader environment-related economics course (e.g., Environmental Econ, BCA, Resource Econ, or Energy Econ), what climate change topics do you, or would you, cover in a quarter- or semester-length course? (We will ask about a course focused solely on climate change economics next).

	Never (1)	Only if time permits (2)	Always include (lightly) (3)	Always include (in depth) (4)
Science behind climate change (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public goods and externalities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated assessment models (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring damages (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonmarket damages (revealed preference) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonmarket damages (stated preference) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discounting (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of a statistical life (VSL) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributional impacts (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intertemporal and social aggregation issues (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social cost of carbon (SCC) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tipping points (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fat tails (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other sub-topic? (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instrument choice (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rebound effect (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political feasibility (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leakage (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributional effects of policies (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abatement costs (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary environmental initiatives (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation vs. mitigation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insurance (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate migration (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flooding (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drought (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wildfire (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agriculture (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equity and environmental justice (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaster risk reduction (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International cooperation (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate and development (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option value and irreversibility (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paradoxes (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation and technological change (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geoengineering (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability / green accounting (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change denial (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating climate change (56)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other topics (if needed) (45)



End of Block: Topics to include in a climate section of a broader environmental course

Start of Block: Topics to include in semester-length course

Q15 If you have taught a climate change economics (or climate change policy) course before, please answer the following questions based on your most recent course. If you **have not** taught a climate change economics (or climate change policy) course, please answer the following questions based on how you would design a course in the future.

Q16 What topics do you, or would you, cover in a quarter- or semester-length course on climate change economics and policy?

	Never (1)	Only if time permits (2)	Always include (lightly) (3)	Always include (in depth) (4)
Science behind climate change (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public goods and externalities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated assessment models (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring damages (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonmarket damages (revealed preference) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonmarket damages (stated preference) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discounting (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of a statistical life (VSL) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributional impacts (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intertemporal and social aggregation issues (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social cost of carbon (SCC) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tipping points (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fat tails (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other sub-topic? (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instrument choice (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rebound effect (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political feasibility (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leakage (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributional effects of policies (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abatement costs (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary environmental initiatives (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation vs. mitigation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insurance (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate migration (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flooding (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drought (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wildfires (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agriculture (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equity and environmental justice (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaster risk reduction (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sub-topic? (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International cooperation (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate and development (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option value and irreversibility (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paradoxes (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation and technological change (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geoengineering (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability / green accounting (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change denial (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating climate change (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics (if needed) (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other topics (if needed) (45)



End of Block: Topics to include in semester-length course

Start of Block: Block 6

Display This Question:

If For how long have you taught a course on climate change economics (or climate policy)? = More than 10 years

Or For how long have you taught a course on climate change economics (or climate policy)? = 6-10 years

Or For how many years have you taught an environmental economics, or related, course? = More than 10 years

Or For how many years have you taught an environmental economics, or related, course? = 6-10 years

Q17 What climate change topics would you include in a climate change economics (or climate policy) OR related environmental economics course now **that you would not have included 10 years ago?**

	Would include now, but not 10 years ago (1)
Science behind climate change (1)	<input type="checkbox"/>
Public goods and externalities (2)	<input type="checkbox"/>
Integrated assessment models (3)	<input type="checkbox"/>
Decision making (4)	<input type="checkbox"/>
Measuring damages (5)	<input type="checkbox"/>
Nonmarket damages (revealed preference) (6)	<input type="checkbox"/>
Nonmarket damages (stated preference) (7)	<input type="checkbox"/>
Discounting (8)	<input type="checkbox"/>
Value of a statistical life (VSL) (9)	<input type="checkbox"/>
Distributional impacts (10)	<input type="checkbox"/>
Intertemporal and social aggregation issues (11)	<input type="checkbox"/>
Social cost of carbon (SCC) (12)	<input type="checkbox"/>
Other sub-topic? (13)	<input type="checkbox"/>
Tipping points (14)	<input type="checkbox"/>

- Fat tails (15)
- Other sub-topic? (16)
- Instrument choice (17)
- Rebound effect (18)
- Political feasibility (19)
- Leakage (20)
- Distributional effects of policies (22)
- Abatement costs (23)
- Voluntary environmental initiatives (47)
- Other sub-topic? (24)
- Adaptation vs. mitigation (25)
- Insurance (26)
- Climate migration (27)
- Flooding (28)
- Drought (29)

- Wildfire (30)
- Agriculture (31)
- Equity and environmental justice (32)
- Disaster risk reduction (33)
- Other sub-topic? (34)
- International cooperation (35)
- Climate and development (36)
- Option value and irreversibility (46)
- Energy (37)
- Paradoxes (38)
- Innovation and technological change (39)
- Geoengineering (40)
- Sustainability / green accounting (41)
- Climate change denial (48)
- Communicating climate change (50)

Other topics (if needed) (42)

Other topics (if needed) (43)

Other topics (if needed) (44)

Other topics (if needed) (45)

End of Block: Block 6

Start of Block: Block 3

Q18 In your opinion, what is the most important learning goal or goals for students taking an undergraduate course in climate change economics. (Please list up to 3)

Q19 Is there anything we forgot to ask or would you like to share additional information about your course?

End of Block: Block 3

Online Appendix B – Additional Figures

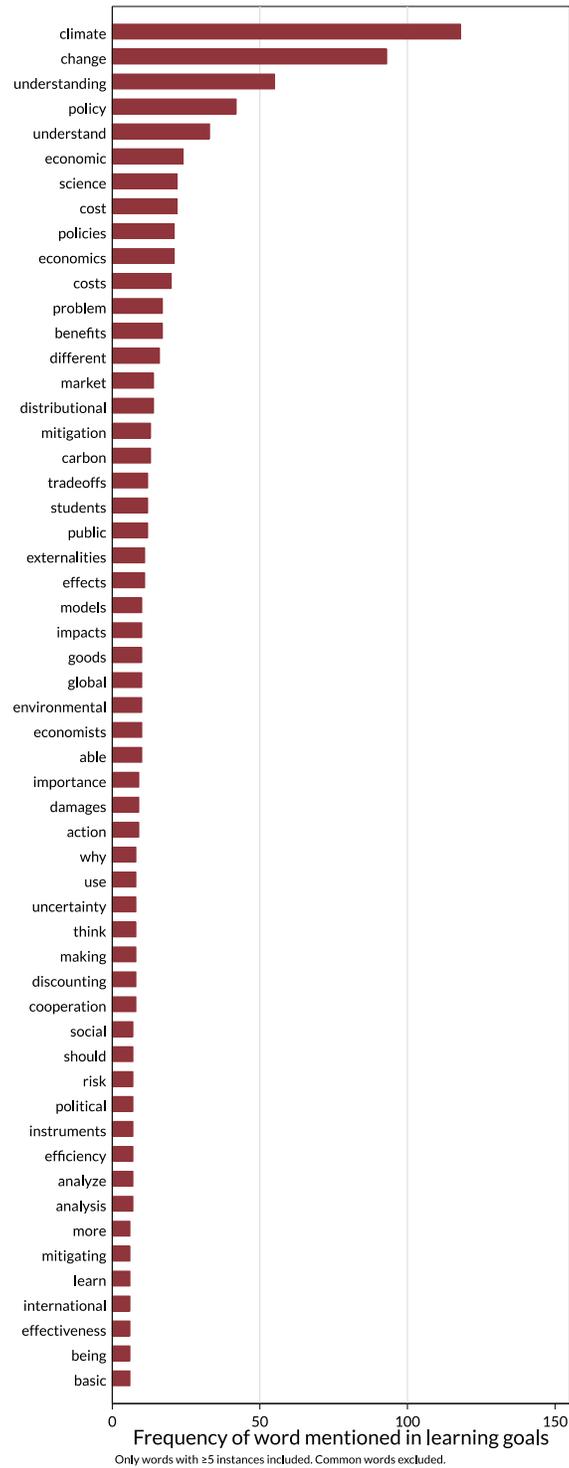


Figure B.1 – Frequency chart of words most commonly found in reported learning goals.