

# 6th UConn Early College Experience Globalization Conference: Globalization's Effects on Public Health



April 6, 2016 • UConn Stamford

## Welcome to the Conference!

Dear conference delegates,

The Office of Early College Programs is delighted to welcome you to the UConn Stamford Campus and the 6<sup>th</sup> UConn ECE Globalization Conference. This marks the return of the conference since it was suspended in 2012 and it has come back with a bang with about 160 delegates attending from 10 Connecticut high schools.

This year's program will feature keynote speaker Dr. Adam Silverman from Connecticut Children's Medical Center's Global Healthcare Initiative. Dr. Silverman will be speaking to delegates about his on-the-ground work developing child healthcare of children around the world and most specifically Haiti.

The breakout discussions will feature specialists, faculty and practitioners, discussing topics that affect Global Health. There are plenty of networking opportunities especially during lunch.

During the day, be sure to enjoy the beautiful UConn Stamford Campus. Should you have any questions, feel free to stop any of the office staff.

Best regards,

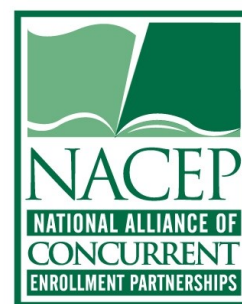
Office of Early College Programs

# UConn

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# About the Conference

UConn Early College Experience and the Stamford Campus is proud to host the *6th UConn ECE Student Conference on Globalization: Globalization's Effects on Public Health*. Health is deeply interconnected with the environment, trade, economic growth, social development, national security, and human rights and dignity. In a globalized and interdependent world, the state of health of citizens has profound impact on all nations, whether they are developed or developing. Ensuring public health on a global scale is of benefit to all countries.

This year's conference, requiring students to view the issue of public health through the lense of foreign policy, deals with how globalization has either positively or negatively affected a country's public health in the areas of trade, migration, environmental practice, and human rights.

1. Trade (e.g. impact on health systems and policies of multilateral trade agreements, those regulations including the flow of medical and illicit drugs)
2. Tourism and migration (e.g. national health security related to the defense of internal and external public health risks and threats)
3. Environmental policies (e.g. poor environmental quality having a great impact on health)
4. Human rights (e.g. health being a fundamental right of every human being and a key element of promoting social development)

UConn ECE classes come to the UConn Stamford Campus prepared to engage in debate and discussion on this year's topic. As part of the day, after groups present their research, students will attend small sessions with other UConn ECE students, University professors, and practitioners from the community. Speakers will share their experiences and conduct lively conversations on the different elements of globalization's effects on developing countries.

Notes about the preparation for and format of the conference presentations:

The goal is a well-balanced fifteen-minute slide-show presentation. Time will be given for a five-minute question and answer period. The class must conclude a final assessment – *How has globalization positively or negatively affected your country?* The entire class attends the conference, but a delegation of three to four students from each class will be presenting the class's work.

Two rounds of presentations will take place. Round One will consist of four groups in breakout rooms. Judges will first hear three presentations and chose a winner. Finalists will proceed to Round Two where they will be presenting to the entire assembly of students, instructors, and guests. Finalists have to also answer the question – *How has the afternoon's discussion influenced your thinking about the theme?* A grand winner, first runner-up, second runner-up, and third runner-up will be selected.

In order to prepare students for a proper academic presentation, they were asked that they dress in business professional attire. This conference is intended to be interdisciplinary; all UConn classes were encouraged to consider participating.

This marks the sixth globalization conference run by the UConn Early College Experience, which first began in 2008.

## Special Thanks to:

UConn Stamford Campus for generously devoting their space and staff, Dan's Awards & Engraving, JennaMarie's Catering and Deli, all of our judges and discussion leaders, and to the UConn ECE instructors who prepared the students.

# UConn ECE Globalization Conference Schedule

April  
6, 2016

8:00-	Registration in Reception Area			
8:45	Welcoming remarks by Terry Reilly and Brian Boecherer			
8:45	Keynote Address by Adam Silverman			
9:00	Questions & Answers			
9:20	Round One Presentations			
	<b>Room 132</b>	<b>Auditorium</b>	<b>Room 137</b>	<b>Room 133</b>
	Group A Presentations Judges: Catherine Buerger & Jack Conklin	Group B Presentations Judges: Kevin Dieckhaus & Adam Silverman	Group C Presentations Judges: Jorge Agüero & Morty Ortega	Group D Presentations Judges: Brian Boecherer & Stephen Schensul
	Moderator: Jessica Parker	Moderator: Wendi Richardson	Moderator: Melanie Ochoa	Moderator: Erin Blanchette
9:30	Madagascar	Haiti	Brazil	China
10:00	Thailand	Dominican Republic	Paraguay	Russia
10:30	Saudi Arabia	El Salvador	Italy	India
11:10	Break			
11:15	Breakout Discussions			
	<b>Room 135</b>	<b>Room 129</b>	<b>Room 132</b>	<b>Room 133</b>
	Led by Jorge Agüero	Led by Adam Silverman	Led by Morty Ortega	Led by Stephen Schensul
	Brazil & Paraguay	Haiti	El Salvador	China, Russia, India, Thailand
12:15	Lunch in Reception Area			
12:45	Assembly and announcement of finalists, moderated by Wendi Richardson			
1:00	Group A Finalist Presentation			
1:25	Group B Finalist Presentation			
1:50	Group C Finalist Presentation			
2:15	Group D Finalist Presentation			
2:40	UConn ECE Announcements			
2:50	Winners announced By Terry Reilly			
3:00	Closing remarks by Brian Boecherer			
			<b>Room 239</b>	<b>Room 240</b>
			Led by Catherine Buerger	Led by Kevin Dieckhaus
			Madagascar, Saudi Arabia	Dominican Republic
				<b>Room 245</b>
				Led by Joel Blatt
				Italy

# Delegations

## Brazil

### Woodstock Academy

*HRTS1007: Introduction to Human Rights*

Sara Dziedzic

## Haiti

### Two Rivers Magnet High School

*NRE1000: Environmental Science*

Michelle Serwatowski

## Paraguay

### Oxford High School

*SPAN3179: Spanish Conversation*

Cultural Topics

Matthew Greaves

## China

### Greenwich High School

*POLS1202: Introduction to Comparative Politics*

Aaron Hull

## India

### Stonington High School

*ENGL1010: Seminar in Academic Writing*

Jennifer Norcross

## Russia

### Greenwich High School

*POLS1202: Introduction to Comparative Politics*

Aaron Hull

## Dominican Republic

### Brien McMahon High School

*SPAN3179: Spanish Conversation Cultural Topics*

Hector Mirabal

## Italy

### Brien McMahon High School

*ILCS3240: Italian Composition & Conversation II*

Francesca Dattilo

## Saudi Arabia

### Stamford High School

*BIOL1108: Principles of Biology II*

William Halmeck

## El Salvador

### RHAM High School

*SPAN3179: Spanish Conversation Cultural Topics*

Amy Nocton

## Madagascar

### Terryville High School

*NRE1000: Environmental Science*

Don Jarvie

## Thailand

### Bridgeport Regional Aquaculture Science & Technology Education Center

*MARN1002: Introduction to Marine Science*

Kirk Shadle

# Guest Bios

**Dr. Jorge M. Agüero** is an Assistant Professor of Economics and El Instituto at the University of Connecticut. His primary research interests include Developmental Economics, Public Policy, Health and Education. Dr. Agüero received his Ph.D. in Agricultural and Applied Economics (USA) in 2006 and came to UConn in 2013 from the University of California, Riverside, where he was Assistant Professor of Economics. He is a SALDUR Affiliate, University of Cape Town, South Africa, and an Affiliated Researcher, Group of Development Analysis, Peru. Since 2011 he has been Associate Editor of the

South African Journal of Economics. In 2014-2015 he was a Visiting Scholar in the Research Department of the Inter-American Development Bank in Washington DC.

**Dr. Joel Blatt** received his Ph.D. from the University of Rochester and an undergraduate degree from Cornell University. He has edited a book with an Introduction on The French Defeat of 1940: Reassessments (1998, 2000). He has published a number of articles on France and Italy between the two world wars, and is presently working on a book on The Assassination of Carlo and

Nello Rosselli. He has received a number of grants from the UCONN Research Foundation, has held a Provost's Fellowship and served a year at the University of Connecticut Humanities Institute. He is six times the recipient of the UCONN Stamford Campus Outstanding Teacher Award. Dr. Blatt's research interests focus on 20th Century Europe, France, 1900-1945 and Italy, 1914-1945.

**Brian A. Boecherer** is the Executive Director for the Office of Early College Programs. In addition to this role, Mr. Boecherer is a PhD candidate in the Department of Political Science at the University of Connecticut and is expected to defend his dissertation Summer 2016. His specialty is law and society and political trust in new democracies, with a particular interest on Estonia and the Former Soviet Union. He has taught and been a guest lecturer on the issues of democratization, the fall of the Soviet Union, and topics related to law and society and law and emotions. His dissertation examines the role that law plays in the cultivation of political trust for the Russian-speakers in Estonia.

**Catherine Buerger** is a PhD Candidate in the Department of Anthropology at the University of Connecticut. Her dissertation examines the relationship between human rights participation and political identity in Ghana. She is currently the Managing Editor of the Journal of Human Rights and the Editor of the Teaching Human Rights Database.

**Jack Condlin** is President & CEO of the Stamford Chamber of Commerce.

**Dr. Kevin Dieckhaus** is an infectious disease specialist, Associate Professor at the University of Connecticut School of Medicine, and Chief at the Division of Infectious Diseases at UConn Health. He teaches and coordinates several courses at UConn School of Medicine and at the UConn Dental Schools, MPH program, and Pharmacy Schools and participates in the ongoing clinical education of students, residents, and fellows. In particular, he teaches curricula for global health including experiential/medical immersion in rural Ugandan health systems. His teaching honors include receiving the Committee Award for Meritorious Educational Leadership, Excellence in Teaching Award, and Dean's Award for Student Mentorship at the UConn School of Medicine. In his practice, Dr. Dieckhaus sees patients for general infectious diseases consultations, HIV/AIDS management, and international and immunization consultations. He also oversees several grants that

support HIV/AIDS care and treatment at the UConn Health Center's HIV clinic.

**Dr. Isaac (Morty) Ortega** is an Associate Professor in the UConn Department of Natural Resources and the Environment. Raised in Sewell, Chile, a former copper-mining town in the mountains, Morty Ortega was the first member of his family to attain a college-level education, earning his bachelor's degree in ecology from the Universidad Austral de Chile in Valdivia in 1976. He completed his graduate studies in the U.S., receiving his master's in wildlife biology in 1985 from Iowa State University and a doctorate in wildlife science at Texas Tech University in 1991. He joined the UConn faculty in 1997. His general area of research is foraging ecology. He is interested in the predator-prey relationship processes not only at the animal-animal level, but also at the animal-plant level. His concerns at the local and regional levels are related to wild carnivores (coyotes and raccoons) ecology and their behavior around people. At the international level, he is interested in the general ecology in Patagonia. Currently, Dr. Ortega's research is concentrated at Torres del Paine National Park in Chile, where he conducts research on huemules (an endangered deer), guanacos (a llama relative), their food, and their predator (mountain lions).

**Dr. Stephen Schensul** is a Professor of Community Medicine and Health Care, and Director of the Center for International Community Health Studies, Department of Community Medicine and Health Care, at University of Connecticut School of Medicine. His research interests include alternative medical systems, Indian systems of medicine and culturally-based concepts of health and illness. He is the principal investigator of a five-year (2007-2012) NIMH grant addressing the prevention of HIV/STI transmission within marriage in India. The project deals with culturally-based concepts of women's health that show a significant association with a difficult life situation and HIV/STI risk. This project follows a six-year (2001-2007) NIMH funded project focused on married men in Mumbai. As a part of this project, non-allopathic providers (ayurvedic, unani and homeopaths) were trained in HIV/STI counseling and education and syndromic management to address men's culturally defined symptoms related to sexual health that showed a significant association with sexual risk behavior. Prior research on cultural concepts of sexual risk and health have been conducted in Mauritius (1991-1994) and in Sri Lanka (1995-1999).

**Dr. Adam Silverman** is an emergency medicine and critical care specialist at the Connecticut Children's

Medical Center. Dr. Silverman divides his time between the Pediatric Intensive Care Unit and the Emergency Department and focuses on improving the quality and coordination of care between these two units. He has also recently been named the director of the Center for Global Health, which he developed with colleagues. The Center aims to increase the opportunities and quality of activities undertaken by the staff to improve the health of children around the world. Dr. Silverman is involved in a number of programs in Haiti to increase local capacity for pediatric care through innovative collaborative educational activities. While in Haiti he collaborates with a number of nonprofits and healthcare facility to assist with the training of future Haitian pediatricians. Next week Dr. Silverman will be back in Haiti with his colleagues continuing their work.

## Presentation Scoring

Presentations will be scored in three areas: requirements, content, and style. There is a strong emphasis on the *requirements* that were asked of the presenter and the *content* they will deliver. Sometimes these areas overlap. However, *style* is also very important in a presentation and will be factored into the overall score. A high score will include having a thesis that took a clear stand and outlined the rest of the presentation, and a slide show containing useful statistics, addressing all four topics, concluded within the timeframe and including clear conclusion statement. Scores are averaged.

## Student Code of Conduct

- These rules are deemed necessary to assure the orderly flow of civic demeanor of the work of the conference and to assure an exceptional educational opportunity for all students and guests. The Globalization Conference is designed to provide a professional setting for all students to pursue their goal of becoming informed of and active in the realm of global affairs. In order to pursue this goal, all students must adhere to the Code of Conduct. Childish, reckless, irresponsible, or obnoxious behavior in the extreme is unprofessional and will not be tolerated. Students who demonstrate this behavior will risk ejection of the entire team from the conference. This written policy serves as a warning – no verbal warning is required.
1. Students will use proper civil language at all times (including the writing of notes), avoid outbursts and engage in no name-calling or in directing any derogatory comments toward fellow students or guests.
  2. Students will dress appropriately for all sessions; dress shirt and tie are deemed appropriate for men as is the equivalent for women.
  3. Cell phone use is strongly discouraged throughout the entire day. To encourage a collegial, professional atmosphere students, are discouraged from fact checking during presentations.
  4. Delegates must wear their badges at all times with their name and school clearly written.
  5. Delegates must obey all school rules which would apply during a normal school day.
  6. Any form of plagiarism or cheating is strictly prohibited.
  7. Instructors and guests may make additional rules for students, but may not exempt their students from any of the above rules. Any instructor or guest has the right to ask that these rules be properly enforced or require any additional rules.

### Wi-Fi Connection at Conference

Guests can use the open "UCONN-GUEST" network. Those with a NetID can use it to connect to "UCONN-SECURE".



# About UConn ECE

**“Providing access to, and Preparation for higher education”**

UConn Early College Experience (UConn ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a setting that is both familiar and conducive to learning. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn courses. In AY 2015-2016, 10,764 students in 174 Connecticut high schools participated in the program. Established in 1955, UConn Early College Experience is the nation's longest running concurrent enrollment program and is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

## Other Opportunities

**Take a UConn course on any campus through the Office of Early College Programs Dual Enrollment Program.**

At the University of Connecticut, dual enrollment is defined as a high school student who is taking an on-campus college course and is receiving both high school and college credit for the course. Each high school has its own policy on dual enrollment. It is important to discuss plans to take an on-campus class with a school counselor to determine if dual credit will be given. If a student is a junior or senior in high school and have exhausted the early college options offered at the high school, he or she may be eligible to take a UConn course at one of UConn's six campuses. It may be possible to also receive high school credits for these courses depending on the high school's dual enrollment policy. More information at <http://oecp.uconn.edu/home/on-campus-courses/>.

**Interested in a serious academic challenge during the summer? Consider Pre-College Summer at UConn.**

The Pre-College Summer at UConn program is a serious academic opportunity offering rising high school juniors and seniors (class of

2017 or 2018) the chance to study and live on a top-ranked public university campus. This is a non-credit program that allows participants to experience college level learning delivered by UConn faculty without the pressure of exams and grades. Pre-College Summer offers four challenging and intensive one-week sessions to choose from. Each session runs from Monday through Friday for Commuters and Sunday through Saturday for Residents. Participants may stay with us for up to four weeks at the beautiful Storrs, Connecticut campus! Session 1 runs July 10-16, Session 2 runs July 17-23, Session 3 runs July 24-30, and Session 4 runs July 31-Aug 6. More information at <http://precollege-summer.uconn.edu>.

### Contact Information

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## First Floor

- Welcome Desk: (203) 251-8400
- Events: (203) 251-8537
- Wireless (WIFI) Access for UConn guests: <http://wireless.uconn.edu>

