

Student Research and Creative Inquiry Forum**April 17, 2019****College of Business and Economics****Poster #84****Title:** Conflict Migration and Shocks Decrease Government Trust in DRC**Student:** Kierstin Ekstrom**Faculty mentor:** Seth Gitter (Economics)

Abstract: One million of the almost seven million people displaced in the globe resided and remain within the Democratic Republic of the Congo (IDMC 2017). Displacement has the potential to reduce trust towards the government, and subsequently lessen the effectiveness of policy implementation. Trust may be further harmed when displaced persons experience negative economic shocks if they are not receiving community support. This paper tests the extent to which displaced persons trust different levels of government, and how experiencing a negative shock may affect that trust in their village chief. We use a two-wave panel survey collected in South Kivu with over 1,000 respondents of which almost eighteen percent moved due to conflict. Government trust is measured on a five-point Likert scale for seven local, regional, and national entities which is converted into dichotomous trust variables and analyzed in a linear probability regression. We find that migrants from conflict are seven percentage points less likely to trust the chief of the village than a non-migrant and that shocks further reduce trust in the chief of the village.

Poster #85**Title:** The Impact of Civil Unrest on Baltimore Area Students Pertaining to Educational and Economic Outcomes**Student:** Ryan Hor**Faculty mentor:** Melissa Groves (Economics)

Abstract: When certain events occur in a community that cause civil unrest, the consequences can be linked to a downturn in educational factors such as achievement scores, attendance rate, and eventual labor force participation. Research by Dr. Hayes (2016) on the consequences that students felt in the school districts immediately surrounding Ferguson after the riots, as well as the research by Dr. Sharkey (2016) on how homicides effect achievement scores of students who live in the neighborhood of the crime, serve as guides for how this research will be conducted. Due to the lack of research on the economic consequences, in addition to the educational consequences in the Baltimore City school district following the murder of Freddie Gray and the ensuing riots that overtook the city, the effects of civil unrest will be analyzed in order to determine its impact. Using achievement data, specifically test scores in Math and Reading, this paper will analyze the effect that this specific case of civil unrest had on the education of students in the surrounding areas. In addition, this paper will attempt to discover the affect of proximity to the unrest and how it affects various groups of people.

Poster #86**Title:** Determinants of College Student Consumption**Student:** Kai Johnson**Faculty mentor:** Melissa Groves (Economics)

Abstract: Does social media effect your spending? What about your college major? This paper will also look at the consumption pattern differences between college students and the average adult. I aim to explain how college students choose specific areas of study, make decisions about how to spend their money, pick various majors – impacting human capital and earnings potential, and how social media impacts all of these choices. College students as a population tend to spend more impulsively than the average adult and it is well documented that materialistic values and credit card usage, two of the vehicles behind spending, also differ between the two groups. While there are various reasons for the differences in consumption between each group, this research will look more closely at the economic impact of social media on consumer demand and the relationship between consumer demand and college major choice. My research will address the question of how the consumption patterns of college students differ from the average adult and how the definition and application of materialism, impulse buying, and credit card usage affects the two groups. This was done through an online survey, consisting of 57 questions, given to college students.

Poster #87**Title:** Free Narcan in Schools: Saving Students?**Student:** Alexandra Rakus**Faculty mentor:** Dr. Seth Gitter (Economics)

Abstract: On average, 130 Americans die every day from an opioid overdose. As a solution, Adapt Pharma, producer of the overdose reversal drug Narcan, began offering free Narcan kits and educational programs to high schools and universities across the United States. The program, Free Narcan Nasal Spray for High Schools Program, began in 2015 and currently continues through 2019. Using county-level mortality data from the CDC and program data from Adapt, this study measures the impact of Narcan kits on the respective county death rate. We estimate the relationship between free Narcan and county level deaths of two groups: adolescents, ages 13-23, and all individuals who died of drug-related causes. This study uses a regression with fixed effects of year and county. The results of our study conclude that the Free Narcan Program has no statistically significant effect on the county death rate.