



Celebrating 25 Summers  
*In Varietate Concordia*  
United in Diversity

*Governor's Scholars Program  
2007 Academic Report*



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# 2007 Academic Report

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# Letter from the Executive Director

Dear Supporters and Friends of the Governor's Scholars Program,

In 2007, the Governor's Scholars Program celebrated its 25th Summer by welcoming a record 1,148 scholars to three college campuses: 386 on the campus of Bellarmine University in Louisville, 382 at Centre College in Danville, and 380 on the campus of Morehead State University in Morehead. However, even more important than the number of scholars involved in this year's Program is the variety of counties that they represented. **For the first time in many years, the 2007 Governor's Scholars Program included scholars from all 120 Kentucky counties.** For a Program that, since its inception in 1983, has earnestly sought to expose its students to the rich diversity of individuals and opportunities that exist throughout our Commonwealth, this represents a significant achievement, indeed.

As I watched scholars representing every Kentucky county interacting on the three GSP campuses this summer, I was repeatedly reminded of the Governor's Scholars Program's incredible power to make fast friends out of even the most seemingly dissimilar students. Visitors to a GSP campus often describe how impressed they are by the overwhelming sense of community that pervades the Program. It is true. In everything that they do— whether they are enthralled by a hands-on focus area class lesson or engaged in a heated lunchtime debate— GSP scholars and staff members exude a feeling of community. They come together from every corner of Kentucky, bringing with them different backgrounds, different interests, different motivations, and different expectations, but the one trait that they all share— the love of learning for its own sake— bonds them into a close-knit community. As a result, our scholars find themselves *In Varietate Concordia: United in Diversity*.

The communities that are built on the campuses of the Governor's Scholars Program do not dissolve on the day of the Alumni Association Induction Ceremony; scholars maintain their GSP friendships for years, despite the distance and differences that threaten to divide them. With this in mind, the Governor's Scholars Program is launching a number of exciting new initiatives to help our 19,000+ alumni stay connected with one another and with GSP. Our Online Alumni Network, which the 2007 scholars fondly referred to as "GSPace," now boasts nearly 5,000 active members (log on to [www.gsp.ky.gov/alumni](http://www.gsp.ky.gov/alumni) for more information).

Furthermore, this fall we proudly invited all past Governor's Scholars to become members of our newly-formed alumni association, ΓΣΠ (that's GSP, of course!) the Society of Scholars Supporting Scholars. Together with other friends of the Governor's Scholars Program, the charter members of ΓΣΠ are furnishing the seed money for the Future Scholars Fund, which will help to ensure that the Governor's Scholars Program will continue building community and celebrating diversity for years to come.

So, as you peruse the pages of this report, pay close attention to the many differences that it describes: the diverse backgrounds of the students who are quoted and the rich variety of ideas that they've encountered thanks to the Governor's Scholars Program. Pay even closer attention to the similarities that unite all these young leaders: their shared loves of learning, of our Commonwealth, and of the Governor's Scholars Program. As you will see, we at the Governor's Scholars Program are proud to be *In Varietate Concordia: United in Diversity*. For, as all good Kentuckians know, **United We Stand**.

Sincerely,



Aris Cedeño  
Executive Director & Academic Dean



# 2007 Scholars by County

## Counties with 1-3 Governor's Scholars in 2007

Ballard	Carter	Fulton	Hickman	Lyon	Mercer	Powell
Bath	Casey	Gallatin	Jackson	Magoffin	Metcalfe	Robertson
Bourbon	Clinton	Garrard	Lawrence	Martin	Monroe	Russell
Bracken	Crittenden	Grayson	Lee	Mason	Montgomery	Simpson
Breckinridge	Cumberland	Green	Letcher	McLean	Nicholas	Spencer
Butler	Elliott	Harlan	Lewis	Meade	Owen	Webster
Carlisle	Estill	Harrison	Livingston	Menifee	Perry	Wolfe

## Counties with 4-6 Governor's Scholars in 2007

Adair	Edmonson	Leslie	Todd
Anderson	Fleming	McCreary	Trigg
Bell	Hancock	Morgan	Trimble
Breathitt	Hart	Ohio	Washington
Caldwell	Henry	Owsley	Wayne
Carroll	Knott	Pendleton	Whitley
Christian	Knox	Rockcastle	
Clay	Laurel	Rowan	

## 7-9 Scholars

Allen	Marion
Barren	Marshall
Boyle	Muhlenberg
Grant	Scott
Graves	Taylor
Henderson	Union
LaRue	Woodford
Logan	

## 10-14

Boyd
Calloway
Clark
Floyd
Greenup
Jessamine
Johnson
Lincoln
Nelson
Shelby

## 15-25

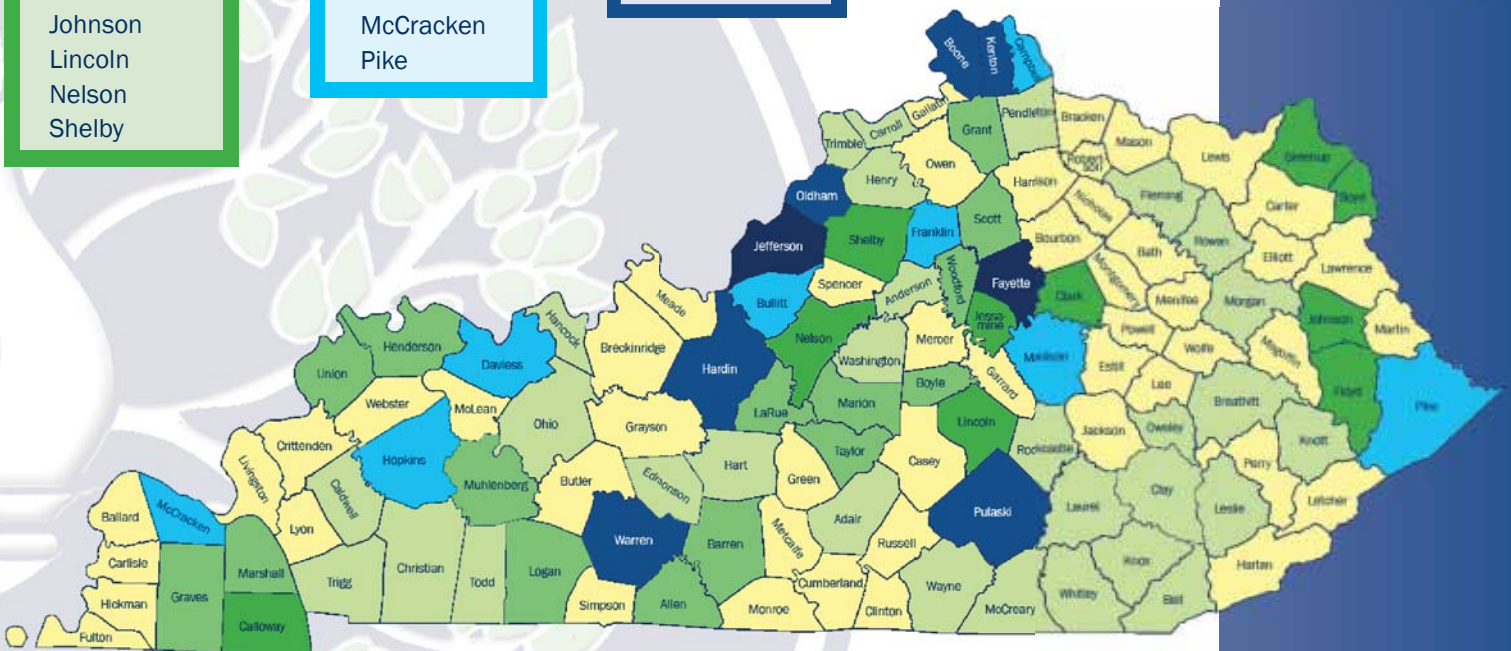
Bullitt
Campbell
Daviess
Franklin
Hopkins
Madison
McCracken
Pike

## 26-50

Boone
Hardin
Kenton
Oldham
Pulaski
Warren

## 51+

Fayette
Jefferson



# Community Life

Although the Governor's Scholars Program includes three structured academic components-- the Focus Area, General Studies, and Seminar classes-- opportunities for learning at GSP have never been confined by class schedules. The scholars' curiosity propels them to seek knowledge in everything that they do, whether they are interacting with a renowned speaker, discussing a classic film, performing an original skit, playing an intense game of Frisbee, or organizing an awareness-raising rally. As a result, the Governor's Scholars Program thrives as a living, learning community.

In 2007, Governor's Scholars on all three campuses enjoyed a vibrant Convocation Series that allowed them to interact with adventurer Tori Murden McClure, author Wendell Berry, poet Tony Crunk, Secretary of State Trey Grayson, journalist and activist Nick Clooney, and dance troupe Flamenco Louisville. These accomplished Kentuckians shared their enthusiasm with the scholars through both formal presentations and the casual one-on-one conversations that followed.

In addition, all three campuses offered the scholars the opportunity to participate in the weekly Showcase talent shows (either as performers or as audience members), to raise their ACT scores through a guided prep course, to explore educational opportunities in Kentucky at the GSP College Fair, and to give life by participating in the annual campus blood drives. However, just like the Governor's Scholars themselves, the three GSP campuses are united in their diversity; for all of their similarities, they are rich in the distinct opportunities that they offer the scholars.

## Bellarmino University



During the Game of Life, some Bellarmine scholars endure a long wait at the "Employment Office."

For the fourth year, scholars on the Bellarmine University campus took full advantage of their proximity to Louisville as they traveled throughout the metropolitan area. As a community, the scholars enjoyed field trips to the Frazier Museum of International History, to the Louisville Slugger Museum, to the Ali Center, to a Music Theatre of Louisville performance in the Iroquois Amphitheatre, to a Louisville Bats baseball game, a Louisville Fire arena football game, and to Six Flags Kentucky Kingdom.

Scholars, R.A.s, faculty, and staff also participated in the campus's second annual Community Service Day, during which nearly every member of the GSP-Bellarmino community volunteered at one of fifteen service sites throughout Jefferson County. GSP scholars and staff did everything from painting transitional housing rooms at The Healing Place to building a storage shed at Wayside Christian Mission to playing dodgeball with orphaned children at Brooklawn. In one day alone, the GSP-Bellarmino community donated nearly 2,200 hours of service to the people of Metro Louisville.

Other exciting activities included the Game of Life, which immersed scholars in a simulated society and allowed them to experience first-hand the ways in which socioeconomic status, literacy, and other factors influence an individual's ability to "succeed;" and Arts Day, which gave scholars the opportunity to dabble in the visual and performing arts, experimenting with everything from tie-dying to salsa dancing. Many of the campus clubs and activities organized by the scholars themselves, including the Night Commute that over one third of the campus community participated in to raise awareness about the plight of children in Uganda after viewing the documentary *The Invisible Children*.

## Centre College

The Centre College campus of the Governor's Scholars Program offered several especially enriching programs during the 2007 session. As it has for several years, the Centre campus incorporated an international theme throughout its activities, highlighted by International Day, which featured performances, presentations, and demonstrations of cultures from around the world. The day ended with an international banquet, featuring recipes--many of them submitted by scholars--from Africa, Southeast Asia, Central America, the Caribbean, and several locations in Europe.

The Smorgasbord of the Mind is another long-time feature of GSP at Centre. Faculty, RAs, administrative staff, and even some scholars offered special presentations on topics as varied as massage therapy, pop-

ular music and the Vietnam War, traveling across Europe on the cheap, and the art and science of baking. Sticking with the food theme, the People Buffet is a relatively new activity on the Centre campus. Faculty and staff organize presentations and discussions on the various ways in which we as people tend to categorize and stereotype one another, including issues of race and ethnicity, religion, and gender/sexual orientation.

This year, GSP-Centre held the first of what promises to be a series of Literacy Fairs to promote reading among the scholars and to raise money to purchase books and school supplies for disadvantaged children in the Danville area. This year's fair took place on the evening of the release of the final Harry Potter book and featured activities such as a Quidditch tournament, costume contests, and a variety of food booths. The event was great fun for the entire community and raised over \$2,000 to help children develop the habit of reading for pleasure and to provide them with much needed school supplies.

On Explore Kentucky Day, Centre scholars experienced some of the most enriching aspects of Kentucky history and culture, including the museums and architecture of Louisville; the beauty of Natural Bridge, the Red River Gorge, and Bernheim Forest; the serenity of the Abbey at Gethsemane and the Zen Buddhist monastery at Furnace Mountain; and the living history of Perryville, the site of Kentucky's largest Civil War battle.

## Morehead State University

On the Morehead State University campus, now in its second year, the scholars enjoyed a number of special activities. For the first time this year, the campus organized a Diversity Day, which began with a presentation by the Flamenco Louisville dance troupe and included the performance of a work written and performed by the Drama focus area that highlighting various forms of diversity. After the performance, the scholars participated in various breakout sessions which included a visit to the Appalachian Heritage museum, a traditional folk music performance, a seminar on religious diversity, and a visit from an assistance dog and his handler, who spoke about using animal therapy to help individuals with various special needs. The day ended with a one-woman performance by Jennifer Rose, who used traditional songs to tell the life story of an Appalachian woman.

For their Community Service Day this year, the scholars and staff of the Morehead State University campus worked together to clean and beautify the trail around MSU's Eagle Lake. They cleared and marked the walking path, which is used both by students and by members of the surrounding community, and even constructed a small bridge. Led by scholars from the Engineering Focus Areas, members of the GSP-MSU community built a recreation area that included a sand volleyball court, horseshoe pits, and a bench. In recognition of the scholars' efforts, Morehead State University posted a plaque in the recreation area acknowledging the 2007 Governor's Scholars Program's contributions to the site.

The University also hosted a celebratory luau for the scholars that evening.

Other activities, most often scholar-generated, abounded on the GSP-MSU campus. A knitting club, the Jane Austen fan club, the Chance to Learn Greek club, an urban hiking club, an ecumenical prayer group, and a philosophy club were only a few of the many experiences which the scholars developed and participated in.



*During a Community Field Trip to the Louisville Science Center, scholars work together to build an arch.*



*MSU scholars construct a sand volleyball court during Community Service Day.*

# Agribusiness & Biotechnology

"This has been one of the most informative and interesting classes I've ever taken. The hands-on aspect of the class has made it extremely enjoyable."

Griffin Tucker,  
Taylor County  
High School

## Morehead State University

This class, led by instructor Melissa Travis, explored many different facets of agriculture and the related businesses, as well as the many different aspects and implications of biotechnology.

Scholars visited several unique agricultural businesses, including a mushroom farm, a farm where buffalo, rodeo bulls, and llamas are raised, and Morehead's Derrickson Agricultural Complex, where they observed and assisted in equine, beef cattle, swine, and shrimp pond activities.

Scholars met with representatives from the Sierra Club, the state FFA office, and a veterinary practice. They also had the opportunity to work closely with Morehead's agricultural professors. On one occasion, representatives of the Kentucky Department of Agriculture brought one of their mobile science classrooms to the MSU campus and helped the scholars make a corn plastic, soy lip balm, and ice cream.



*Agribusiness scholars take an active interest in the shrimp pond activities at MSU's Derrickson Agricultural Complex.*

# Architectural Design

## Morehead State University

Scholars in Ben Rademaker's Architectural Design focus area learned to design, develop, and construct related projects. The goals of the course were to not only explore the various aspects of Architecture, but also to empower the scholars to think critically, make decisions in a variety of settings, and assume the leadership roles inherent to group production.

For the first activity, the scholars designed prototypes for community parks based on themes external to their own desires. The parks were required to clearly display the attributes of the theme. This exercise exposed the scholars to some of the tenants of landscape architecture as well as to the dynamic of group work. The next project was the design and construction of a full size, working fountain. The class's final project was the construction of benches and a table in a public picnic area on the campus of Morehead State University using discarded construction stone. This exercise required a high degree of planning and organization as well as creative thinking, strong individual leadership, and teamwork.

In addition, the scholars used architectural software to design a basic home blueprint.

On their field trips, the class visited architecturally significant sites in Kentucky, such as the Vietnam War Memorial.

*Architecture scholars visit the Vietnam Memorial in Frankfort.*





## Bellarmino University

The Astronomy Focus Area introduced scholars both to observational astronomy and to the methods that astronomers use to understand the universe.

Led by faculty members Ashley Murphy and Rico Tyler, scholars in the two Astronomy classes combined the hands-on work of constructing solar motion models, solar filters, and their own 60-mm refracting telescopes with the theoretical work of analyzing astronomical theories, predicting possible outcomes from contact with extraterrestrial life, and studying new models for the future of manned space flight.

In order to practice observational astronomy, the scholars visited several prime sites for dark skies. At Morehead State University, the classes met with their fellow Astronomy scholars from the other GSP campus, and together they learned to operate large (8- and 12-inch) telescopes. At Western Kentucky University, the scholars enjoyed a research presentation from the head of WKU's Department of Physics and Astronomy, visited the planetarium, and saw the rooftop observatory.

The very best of the scholars' observation nights occurred in Louisville, right in the middle of their own GSP campus. There, scholars had the rare opportunity to use the largest traveling observatory in the United States as renowned astronomy educator Bob Summerfield visited Bellarmine, bringing with him telescopes with diameters up to 25 inches.

In the course of five weeks, the Astronomy scholars became familiar with the night sky constellations and the currently visible planets, learned how to use and maintain their own telescopes, and planned ways to share all that they had learned with their home communities.

## Morehead State University

Michael Feeback's Astronomy class studied various topics in space science with an emphasis on observational astronomy. Scholars in this focus area acquired expertise identifying constellations and exploring deep-sky objects. They also built their own refracting telescopes using PVC parts and surplus optics. Scholars were able to get a close-up look at the world-class radio telescope on the Morehead State University campus, as well as enjoy a visit from Bob Summerfield, a self-described "professional amateur astronomer" who hosted a Star Party for the entire GSP-Morehead community.

Scholars in Staci Wilson's astronomy class focused on observational astronomy and theoretical cosmology. The scholars learned to navigate the summer sky, both with and without telescopes, identifying stars, planets and Messier objects. They explored the mythological stories associated with the summer constellations and used their artistic skills to recreate the classical images, a project which culminated in a beautiful summer sky wall art display. The scholars also considered ideas related to the past (the Big Bang), the present (the Milky Way Galaxy), and the future (Dark Energy) of our universe.

In order to learn about the electromagnetic spectrum, the class used spectroscopes to analyze light from the sun and other sources. They continued this study by touring MSU's radio telescope and its facilities.

In addition to introducing scholars to the science of the stars, the Astronomy focus area also opened their eyes to the philosophy of stargazing. As scholar Allison McVey of Harrison County High School reflected, "Being in astronomy this summer at GSP has not only taught me more about the universe, but also that gazing at the stars can be as inspirational as learning about them."

*Astronomy scholars study the daytime sky.*



*Scholars pose with the telescopes that they've built.*

*"Studying Astronomy is like coming to GSP; you never realize how much is out there until somebody shows you."*

Shawn Seymore,  
LaRue County  
High School



# Biological & Environmental Issues

*"This study has opened my eyes to connections of stressors and systems of the body that I never dreamed were affected. There is physiological credence to the old saying 'don't worry, be happy.'"*

Rachel Medlock,  
Barbourville  
High School



## Bellarmino University

This course, led by Greg Smith, introduced scholars to biological issues that are not discussed in a typical high school classroom. The class explored the role of hunting in today's world, including the ethical considerations of hunting, and used this topic to spur a discussion about how humans are connected to the natural world. In conjunction with the class's emphasis on hunting, the Kentucky Department of Fish and Wildlife conducted a hunter safety class for the scholars, highlighting wildlife identification, survival skills, and firearm safety. The scholars also visited the Jefferson County Sportsman Club, where they had the opportunity to work with rifles, skeet, and bows and arrows. On their overnight backpacking trip, the scholars conducted water and soil tests, cooked over a campfire, identified nocturnal animal sounds, and just generally "got back to nature."



*Biology scholars practice using firearms responsibly.*

Scholars also explored the effects of alcohol on the body, particularly focusing on the issue of drinking and driving. The class put together a presentation on this issue complete with statistics, video clips, and an original poem. They even worked with police officer Joe Heitzman, who demonstrated a breath analysis test and other field sobriety tests.

## Centre College

Under the guidance of instructor Jamie Hester, scholars in this focus area examined the biology of stress and the ways in which prolonged stress can cause or intensify a range of physical and mental afflictions, including depression, ulcers, colitis, and heart disease. Using Robert M. Sapolsky's book *Why Zebras Don't Get Ulcers* as a guide, scholars reviewed the effects of stress on each system of the human body.

The class visited with Dr. Paul Salmon of the University of Louisville and analyzed data from his research on meditation and pain management. Scholars also traveled to the Abbey of Gethsemani, where they spoke with Father Seamus about the stress levels in a monastery. To supplement their consideration of dangerous "solutions" to stress management, the class toured Maker's Mark Distillery in Loretto.

Learning healthy ways to manage stress was a major component of the class. To this end, the scholars learned and practiced facial and hand massage techniques. Each scholar also constructed his or her own meditation bench and learned a variety of yoga positions.

At the conclusion of the class, scholar Brian Gullett of Greenup County High School reflected, "The more I learn of the human body, the more I am amazed, and realize how much there is yet to know."

*A scholar examines an impressive antler while learning about how animals respond to stress.*

This class, taught by Greg Jacobelli, focused on the problems that we, as a global community, are facing. A major element of the class was the realization that all of the problems humans face in our environment have been caused by our hand and that every individual claims some responsibility.

In the first week, scholars walked to the Danville Cemetery to look at regional population dynamics. Many of the challenges that the world faces today have been caused either directly or indirectly by a boom in human population. Because it illustrates a sort of century-long census of the Danville area, the cemetery provided the scholars with a good understanding of life-spans and population growth over time. It also helped the scholars to better appreciate the history of Boyle County.

In week two, the scholars explored the land surrounding Lake Cumberland. A large part of environmental and biological studies is rooted in geology, which has a significant hand in determining ecosystems. While at Cumberland, the class had the unique opportunity to see the geology of the basin at reduced water levels and do some fossil and geode collecting. The scholars were also able to see the beginning stages of the Wolf Creek Dam repair, a project that is affecting and will continue to affect the ecosystem both up and down stream.

Later in the Program, scholars were introduced to many of the problems associated with fossil fuel consumption, exploration, and exploitation. Mr. Jack Spadaro, an expert in this area, talked to the class about political, environmental, and ecological injustices that occur on a regular basis in many fossil fuel industries. The scholars were also exposed to the films *An Inconvenient Truth* and the BBC's rebuttal. After viewing these films and discussing their points about climate change, the scholars analyzed the data and formed their own opinions about this highly controversial topic.

When asked about his focus area, scholar Victor Yang of Paul Laurence Dunbar High School replied, "Biological and Environmental Issues was a flurry of activity: in the classroom, through the forest, on fossil beds... It has been a brutally honest look at current issues facing planet Earth - a truly eye opening experience."



*Scholars put their "noses to the rock" looking for fossils south of Danville.*



*Biology scholars take a close-up look at an aquatic environment as they consider the challenges facing global ecosystems.*

*"(This class) has been a brutally honest look at current issues facing planet Earth - a truly eye-opening experience."*

Victor Yang,  
Paul Laurence  
Dunbar High  
School

# Business & Economic Theory

"Business class was a nice mix between theoretical ideas and real-world experimentation... I would advise any aspiring entrepreneur to take (this) class if he or she has the spirit of a true businessperson."

Scooter Stein,  
Henry Clay  
High School

## Bellarmino University

The scholars in Scott Takacs's Business and Economic Theory focus area first considered entrepreneurship and local business opportunities and then studied trade relationships both locally and in the global economy. The scholars learned about strategy, location, and trade by participating in simulation games, two of which were developed specifically for this class, and by researching and selecting stocks. During the course of the Program, the scholars' stock picks performed better than the Dow 30!

Several guest speakers shared their expertise with the scholars. Ed Manassah, the former editor of the *Courier-Journal*, talked with the class about the future of the newspaper industry and business leader Doug Cobb enhanced the scholars' understanding of entrepreneurship. The scholars also met with Prashant Patel, who was visiting the U.S. from London, to discuss international differences in the sports and leisure industry and to engage in an interactive exercise on international trade. Class field trips focused on the local business economy, including the importance of an effective location in retailing.

During the fifth week of the Program, scholar Scooter Stein of Henry Clay High School reflected, "Scott's Business class was a nice mix between theoretical ideas and real-world experimentation. We balanced ideas from the textbook, *The Ten Day MBA*, with tangible opportunities via field trips. I would advise any aspiring entrepreneur to take Scott's class if he or she has the spirit of a true businessperson because of his fun, easy-to-learn approach to marketing."



Scholars enjoy a hands-on look at marketing (and a few dozen doughnuts) during a field trip to Krispy Kreme.

## Morehead State University

Scholars in Ali Ahmadi's class approached numerous economic concepts and issues from the theoretical point of view. Both before and after discussing different theories, the scholars debated contentious economic issues involving the environment, living wage, international trade, globalization, etc. The objective of these debates was to demonstrate the ways in which acquiring factual and theoretical knowledge can assist in the development, maintenance, and expression of informed and balanced opinions regarding different political and economic issues.

The class also took a close look at the topics of inflation and the cost of living. In order to better understand the Consumer Price Index, the scholars constructed their own. They made weekly trips to a local grocery, during which each scholar was responsible for keeping track of the prices of several consumer items. Using this data, the class created a mock price index for the five weeks of the Program.

Praising her focus area experience, scholar Chasity Doom of Crittenden County High School said, "Prior to this experience, I had little knowledge—almost none!—concerning stocks, bonds, and economics in general... Luckily, I have taken in a massive amount of information and I now feel better prepared for my intended college major, Business Administration."

In order to construct their own price index, Business scholars track the prices of various items during weekly trips to a Morehead grocery.



# Communications & Social Studies

## Bellarmino University

In Bill Bornschein's Communication & Social Studies focus area, scholars teamed with Cultural Anthropology and Psychology classes to explore the theme of personal and community empowerment. The Communications component focused on the media reform movement and encouraged and provided support for scholars as they learned to critically evaluate and even influence news coverage. To this end, the scholars interacted extensively with members of the media reform movement in Louisville.

Another highlight of the class involved the scholars' creating their own marketing pitches for commercial products.

Scholars in Emily Stow's Communications and Social Studies class studied, researched and analyzed advertisements in various media (television, newspaper, magazine, outdoor, sales promotion, etc.) and from different perspectives (e.g. history, criticism, gender roles, etc.). In addition to reading numerous articles in Kleppner's Advertising Procedure, scholars presented the information they read in *The 20 Ads that Shook the World* by James Twitchell.

To get a first-hand look into the advertising and marketing worlds, they visited Doe Anderson Advertising Agency and the worldwide headquarters Yum! Brands. At Doe Anderson, the scholars learned about the company business, toured the facilities, and even actively participated in creating an ad campaign. They were also instrumental in developing marketing techniques for Yum! Brands.



Media activist Mark McKinley speaks with scholars on the Bellarmine University Campus.



Bellarmino Communications scholars brainstorm branding ideas in the boardroom at Yum! Brands.

When the local NPR affiliate broadcast the show "State of Affairs" from Bellarmine's campus, the class participated. The segment's topic was the future of newspapers and several scholars asked questions and made comments to the panelists during the live radio show.

At the end of the program, scholars created their own advertising campaign, using three different media to sell a product or service.

Reflecting on her focus area experience, scholar Charity Weston of Wayne County High School remarked, "This class showed me the pros and cons of advertising and how it affects me and our culture. It made

me realize how important advertisements are to the consumer."

## Centre College

In faculty member Kristen Harris's section of Communications & Social Studies, scholars focused on the concept of censorship, its forms and purposes, and how it may evolve based on a particular media, government, event, or social issue. Scholars used the *Opposing Viewpoints* text to help them balance perspectives on topics as diverse and controversial as the Patriot Act, Internet regulation, and flag burning. In addition to considering censorship in the U.S.A., scholars also researched censorship around the world.

After general discussion of what acts and ideas constituted censorship, the class moved through common themes such as the First Amendment, the role of the press during times of crisis, Internet filtering in libraries, and symbolic speech. Of special importance was the scholar's discussion of the Patriot Act and balancing the country's safety with individual freedom. To begin this dialogue, the scholars viewed the PBS video *America at a Crossroads--Security vs. Liberty: The Other War*, and then listened to an in-class presentation

"I've learned so much about the media and it will make me think twice about the news information I receive."

Chase Johnson,  
Dixie Heights High  
School



Scholars create displays for their Censorship around the World display at the International Fair.

by two FBI agents. Through this expert visit, they were able to see and discuss opposing perspectives on a very timely issue.

Another highlight of the scholars' experience was the preparation and presentation of their Censorship around the World booth on International Day. Working in small groups, scholars researched countries in other regions of the world to find examples of censorship based on diverse cultures and government systems. They used their information to create interesting displays for the International Fair, where they presented their findings to other scholars and GSP faculty.

Other expert guest speakers who visited the class included the staff of the Boyle County Public Library, who discussed the Child Internet Protection Act and Internet filtering, the Patriot Act, and selecting materials—especially challenged or banned materials—for a library collection. This information helped the scholars formulate public policy proposals regarding different aspects of Internet regulation.

At the end of the five weeks, scholar Emily Greenwood of Villa Madonna Academy emphasized the impact of the class speakers. She explained,

“Speaking with the FBI and with the Boyle County librarians were my two favorite focus area moments because they exposed us to real-world instances of censorship from first-hand experience and showed us that what we were learning at GSP was applicable to life at home.”

John Kinkade’s Communication & Social Studies class focused on principles of classical rhetoric, particularly emphasizing the analysis of contemporary rhetoric according to classical principles. To that end, scholars studied speeches and debates from the current primary election campaign as well as the rhetorical strategies of the administration of the Governor’s Scholars Program. In the third week of the Program, the class visited the state capitol and the Vietnam Veterans’ Memorial in Frankfort to study the rhetoric of architecture: the ways in which buildings and memorials represent communication with the audiences that work in and visit them.

The scholars’ primary project for the summer was to plan a debate for the campus community. The original goal was to present a mock presidential debate, but as the students assumed responsibility for planning the event, they decided that a debate on educational issues would draw a larger audience and that preparing for such a debate would provide more interesting research possibilities. The scholars also decided that because the debate would take place during the fifth week of the Program, framing it within the context of entertainment would draw the largest audience. As a result, the class decided to distribute cookies to all those who submitted a vote to select a winner at the end of the debate.

Every day, the scholars worked on researching the issues, writing the candidates’ position papers, and planning and publicizing the debate. On the last Tuesday of the program, over 250 scholars attended this optional event.



*“The opportunity to speak my opinion to an audience that was truly there to listen—that’s what the debate that our class staged meant to me.”*

Whitney Churchman,  
Central Hardin  
High School

After presenting a debate on educational issues for the GSP-Centre Community, Communications scholars count votes to determine which side their fellow scholars found to be the most persuasive.

# Creative Writing & Literary Studies

## Bellarmino University

The primary goal of Frank Ward's Creative Writing & Literary Studies class was to provide the scholars with a writing experience similar to that of actual professional writers. To that end, the writers' group approach became the primary vehicle for the class, with scholars generating individual works and participating in weekly group critiques. This was the first experience with extensive, in-depth peer review for most of the members of the class. The scholars also completed a variety of writing exercises to expand their range of experience with different genres. Their work was published on a special website for the class ([www.geocities.com/gspbu2007](http://www.geocities.com/gspbu2007)) which was updated weekly and will remain active until the summer of 2008.

The secondary goal of the class was to provide the scholars with opportunities to meet with a variety of individuals who have established successful writing careers. To that end, the group met with Ryck Nuebe and Carole Clouse, independent fiction writers, in an open forum about the struggles and successes of working as freelance fiction writers. The class also met with Julie Dubnier and the staff of Actors Theatre of Louisville's Literary Department to discuss writing careers in the theatre, including the emerging field of dramaturgy. The students then participated in a workshop on the basics of dramatic composition with Nancy Gall Clayton. Finally, the class toured the *Courier-Journal* offices in Louisville and met with a variety of editors and reporters to discuss the challenges and rewards of journalism as a profession.



*Scholars pause during a tour of the Courier-Journal facilities to watch the printing presses at work.*

## Centre College

Under the tutelage of faculty member **Bob Foshee**, scholars studied short works of fiction, non-fiction, poetry, journalism, and film by forty different Kentucky writers. They learned how to thoroughly analyze and personally respond to a wide variety of characters, styles, and themes. In a parallel challenge, each scholar created and polished over twenty short pieces of original work, read them aloud to classmates, and even performed some pieces publicly before the entire GSP-Centre community. The scholars also met and interviewed a number of noted guest-authors. Finally, the class created a universally accessible website, [kentuckyauthors@blogspot.com](mailto:kentuckyauthors@blogspot.com), to record and preserve the reflections and creative talents of all of the scholars who participated so fearlessly in this course.

Reflecting on his growth at GSP, scholar C. Taylor Clark of Prestonsburg High School commented, "This class has helped me develop immensely as a writer. I have picked up on new ideas and techniques from stories and pieces we've read, authors we've met, and, most important, from my fellow scholars. I feel that when I go back to school this August, I will be twice the writer I left behind in Prestonsburg."

The goal of **Leigh Koch's** Creative Writing & Literary Studies focus area was to answer the question, "How does one understand the writer's inspirational process and allow it to make one a more prolific writer and reader?" Scholars answered this question by looking at surroundings, humanity, and concepts through observant eyes. Activities that encouraged this process included Sunrise Scrawl, in which scholars chose an idea or concept to explore in writing, and weekly writing assignments that centered around topics that the scholars were exploring in class. In addition, reading their own pieces and published authors' works allowed the scholars to further define the inspirational process.

Numerous experiences outside the classroom walls provided inspiration for the scholars' creative work. These included a cemetery walk during which the scholars wrote and gave voice to characters long forgotten, a visit to an antique mall where historical books sparked their curiosity,

*At an antique store, a scholar contemplates an object's history.*



*"It's great to see that despite outside stereotypes, great works of art have been produced by Kentuckians."*

Tara Duffy,  
Ballard High School



Scholars on the Morehead State campus respond creatively to a writing prompt.

and a photographic journey facilitated by a practiced photographer who helped the scholars see the world from new angles. Each scholar also developed a connection with his or her own inner child by coauthoring a children’s book and learned about others’ personal histories by getting to know the residents at a Danville nursing home.

During the course of the class, each scholar coauthored an international children’s book based on a culture of his or her choice, created a scrapbook which chronicled his or her inspirational process, and composed a final story that served as a compilation of all that he or she had learned about him- or herself during the five weeks of the Program.

### *Morehead State University*

Scholars in Ron Reed’s Creative Writing and Literary Studies focus area formed a writing colony which emphasized individual creativity and enabled them to share their writings with each other. The students used prompts designed to stretch their skills and, on Fridays, each scholar would read his or her works aloud to the class. Class members would

then discuss what they liked about each piece, what elements raised questions, and what they would do differently if the piece were their own. Each scholar in the class had an individual weblog to which he or she could post drafts in progress and publish final pieces. Classmates used these sites to send one another written comments about their works.

Through the course of the summer, the scholars enjoyed visits from Grant Alden, the publisher of *No Depression*, a magazine devoted to music; from Bob Sloan and Chris Holbrook, Appalachian novelists and short story writers; and from Melodie Past, a poet.

Forming a community by sharing personal writings and through communal reading was the goal of Phyllis Schlich’s Creative Writing and Literary Studies. Class began with each scholar writing a creative nonfiction piece about an influence on their literacy. Scholars discovered many common childhood literary experiences, such as books, school reading programs, and writing assignments, and thus began building a community. Daily journal writing continued this spirit of communication. The scholars experienced the power of literature for stimulating a community to discuss an issue by reading Jodi Picoult’s bestselling novel *My Sister’s Keeper*. Because the controversial characters provided varied perspectives about the

novel’s events, lively debate ensued. From these debates, scholars compiled and submitted questions to the author, and Ms. Picoult promptly responded. The issue of organ and tissue donation raised in the novel led the class to work with Ms. Charlotte Wong from Kentucky Organ Donor Affiliates, who assisted the class in organizing an Organ Donation Awareness Day on the GSP-Morehead campus. The scholars also read and interpreted the poetry included in the novel and, after doing so, composed their own poems. From this original poetry, each scholar selected a poem to display as an “ornament” on the class “Poetree” located outside the student center.

This writing and reading community learned from other sources, as well. Scholars discovered how novels originate from visiting Kentucky author Jenny Davis O’Neill. The class was fortunate to travel to Lexington’s Carnegie Center for an all day writing workshop given by writer-in-residence Neil Chetnik and assistant director Sarah Combs. Finally, scholars were treated to a tour and lecture by noted Jesse Stuart expert Dr. Jim Gifford at the Jesse Stuart Foundation in Ashland. Final pieces, dedicated to the class, were shared at the last focus area meeting.

A scholar enjoys the poems on the campus “Poetree.”



*“I have become a better writer, reader, and listener because of this class.”*

Crystal Emerson,  
Central High School



# Cultural Anthropology

## Bellarmino University

This class, instructed by Terence Gaskins, explored a range of issues related to a variety of American cultures. Scholars looked critically at individual and societal patterns of consumption through the lenses of religion, mass media, organic farming, and mountaintop removal, paying particular attention to why Americans have so much and are still so unsatisfied. In-class discussions and readings were supplemented by field trips, guest speakers, and library research. This group also worked with students in Bill Bornschein's Communications & Social Studies class and Cynthia Ganote's Psychology class to gain an even wider exposure to diverse opinions and experiences.

At the end of the summer, scholars who had participated in this focus area repeatedly reported feeling empowered—and challenged—to make positive changes in their communities. As Rachel Hensley of Highlands High School explained, "This class not only taught me about other cultures, it also taught me about the varieties of American cultures and opened my eyes to many other perspectives. Through our study, I have become more passionate about and dedicated to more issues and I have been inspired to take the initiative to change things. Personally, I think these lessons would be very difficult to learn elsewhere." Sarah McClure of Grant County High School agreed, saying, "This class was such a confidence-booster, conviction-strengthener and faith-builder in my generation. I was so convinced that we were ignorant, but this class restored my confidence and gave me renewed strength to change the world, or at least a small portion of it."



*Bellarmino scholars perform a "forum theatre" skit.*

## Centre College

In search of an answer to the question, "Who am I?" students in Fumie Bouvier's class researched and learned about the different cultures worldwide, including the Moken, Ainu, and Aborigine, as well as several European and Japanese cultures. In order to determine the extent to which their immediate environment has influenced their development as individuals, the class examined foreign scholars' perceptions of American culture. Collaborating with one of the philosophy classes provided the students with further insight into American culture.



In order to ponder the utopian society, the scholars visited Shaker Village at Pleasant Hill. After the field trip, the scholars delved into an involved philosophical discussion not only about Utopian societies, but also about how their heritage has influenced them. As GSP drew to an end, the class's final question became, "Where are we going from here?"

The following two text books helped students formulate answers to rather difficult questions they dealt with in class this summer: *Wind, Sand and Stars* by Antoine de Saint-Exupery and *Who Am I?* edited by Ned E. Hoopes.

*While studying Japanese culture, Centre scholars make their own sushi.*

*"Never would I have thought that I could learn so much about who I am by learning about the world around me."*

Ryan Cooper,  
Russell High School

"Through this course I haven't just learned about food; I've learned a lot more about the state as a whole."

Janelle Geddes,  
P. L. Dunbar  
High School

## Morehead State University

As scholars in Larry Grabau's class learned, a thin slice of the broad field of cultural anthropology is learning about how groups of people make decisions about food. These scholars took on a substantial challenge: they put together a high quality survey about food decision-making, administered it to over 700 people in the Morehead and GSP-MSU communities, and drew inferences from the results. They studied food decisions made by Native Americans and settlers, by people in nursing homes and in prisons, and looked into how food decisions change over the lifespan.

In addition, the scholars found time to serve, helping with some grounds work at a women's shelter in nearby Sandy Hook. Members of this class also ate several interesting meals together, including "meals-ready-eat" from the U.S. military and Mexican food served by waiters who were asked to speak only in Spanish (thereby simulating an international exposure).



Cultural Anthropology scholars visit a Morehead bakery for a hands-on look at how people make decisions about food.

## Drama

## Bellarmino University

The goal of Scott Vander Ploeg's focus area was to help the scholars develop a sense of discernment and discrimination and an appreciation for the difficulty of mounting high quality theatrical productions. At the culmination of the class, the scholars demonstrated their skills with scene work and attempted to produce serious acting on stage. They prepared for this achievement by attending and subsequently evaluating local theatre offerings: The Kentucky Shakespeare Festival's *Measure for Measure*, Disney's *The Lion King* at the Kentucky Center (during which they served as ushers), Music Theatre Louisville's *42nd Street*, The Kentucky Shakespeare Festival's youth production of an abridged *The Tempest*, and Globe Players' production of *The Taming of the Shrew*. The scholars read and discussed this last work in some detail.

The class also enjoyed a visit to Actor's Theatre of Louisville, spoke with professional writer Nancy Gall-Clayton about playwriting, and learned stage combat techniques from GSP Faculty member Lee Look.

At the end of the Program, Lauren French of Hopkins County Central High School revealed that participating in the Drama focus area had helped her grow both as a student of theatre and as a person. She explained, "Drama was amazing. I loved it. It helped me gain confidence in my acting abilities and in myself."

Drama scholars encourage and evaluate one another's performances during a class in Bellarmine's Black Box Theatre.



## Centre College

Under the guidance of faculty member Eric Abele, scholars in the Drama focus area applied dramatic technique to three major course components: providing reading materials to underprivileged youth, hosting a campus-wide carnival to celebrate literacy, and learning the essential components of performance.

In order to successfully provide learning materials to local youth, the scholars hosted two fundraisers: Bertie-Bott-Every-Flavor Bean-o-Grams and a Community Raffle. Although the original goal for both fundraisers was \$600.00, the efforts of the Drama Scholars raised over \$2,600.00. With these funds, the scholars were able to take the children of the Centro Latino, a local community agency, to Joseph-Beth Booksellers and Target, where they spent \$100.00 per child on necessary books and school supplies.

To celebrate literacy with the entire GSP-Centre community, the Drama class planned, organized, and hosted a Literacy Fair entitled "Reading is Magic," on Friday, July 20. Activities at the fair included a Literary Character Costume Contest, Shakespearean Fluffy Bunny, Quidditch, Hat and Wand Making, and a Mr. Wizard Science Experiment Show. Each scholar in the class was charged with hosting one activity, completing a cost analysis, preparing supplies, and purchasing materials.

Finally, the scholars studied essentials of dramatic performance and production. Using their bodies, imaginations and voices, the scholars created and performed original monologues, group scenes, and contemporary dance. Local performance artist and educator Jane Dewey visited the class to work on improvisation and viewpoint movement techniques. The scholars also studied basic costume design and technology, learning the essentials of patterning, draping, stitching, and finishing.

## Morehead State University

Scholars in Melanie Kidwell's Drama focus area sought to explore how theatre can be used as a tool for social justice, to create their own work, and to see quality work in Kentucky theatres.

The class began by reading *The Laramie Project* by the Tectonic Theatre Project. Using *The Laramie Project*, which focuses on issues of tolerance and acceptance, as a common text, the scholars worked on interpreting, staging, and acting. As a group, they decided to present selected scenes from *The Laramie Project* to the GSP-Morehead Community and to host a post-show discussion. Approximately two-thirds of the Community turned out for this event. The scholars considered it a great success.

The scholars then began the daunting, but doable, project of creating an original piece of theatre that focused on the issue of diversity. They collectively decided on a format, then individually wrote scenes, staged dances, chose music, created slideshows, and conducted interviews. At GSP-Morehead's community-wide diversity day, the scholars presented their creation, which they called *Project Diversity*.

Throughout the summer, the class attended various theatrical productions across the state. They traveled to Louisville for a production of *Measure for Measure* at the Kentucky Shakespeare Festival and were privileged to have a conversation with artistic director, Curt Tofteland. They also visited Jenny Wiley Theatre in Prestonsburg to enjoy a production of *West Side Story*.

*Drama scholars stage scenes from The Laramie Project for the GSP-Morehead Community.*



*Members of the GSP-Centre community crowd around the Wand and Hat Making station, one of the many activities offered at the Drama focus area's Literacy Fair.*

*"I've always been the shy girl, but after one week of Drama I felt comfortable enough to be the outgoing person I've always dreamed of becoming."*

Amy Roberts,  
George Rogers  
Clark High School



# Engineering

*"With most of the work being done as a team, we've had to learn to be dependent on our group in order to be successful. Because of the team concept, we've all formed really close bonds."*

Micah Teagardner,  
Butler High School

## Morehead State University

This class, taught by Stephanie Harmon, Mark Helton and Jaby Mohammed, focused on the many opportunities in the field of engineering. The scholars discussed various types of engineering and the education necessary to work in each field. Other areas of discussion included project design/presentation and the importance of teamwork within the profession. Scholars were given various problem solving situations such as working with the U.S. Corps of Engineers to determine where to locate a new boat ramp and access road and the "Windshield Problem" at Toyota Motor Manufacturing in Georgetown. In both instances, scholars were able to share their solutions with engineers from these organizations and receive feedback on their work. While touring the research facilities at Lexmark, scholars had the opportunity to interact with GSP Alumni who are in the Engineering Co-op program.



*Engineering scholars help the U.S. Corps of Engineers determine where to build a new boat ramp.*

Harmon's Engineering class focused on elements of design with a special emphasis on the physical properties of materials. To emphasize how these characteristics lead to design challenges, each of Harmon's scholars designed an outfit of clothing entirely from duct tape. The outfits had to meet form and function requirements.

Scholars in Helton's focus area used the concepts of Civil Engineering as they studied different structures found throughout Tuscany. Using the Brunelleschi Cathedral as a model, scholars constructed their own domes and tested them to determine which would withstand the most applied force.

Scholars in Mohammed's class learned how to use Autodesk Inventor, a three dimensional parametric tool, to design products. Then, after studying the concept of design, the scholars used this software to

design their own ballistic device, a prototype of which they constructed out of plastic bars, plastic adaptors, rubber bands, screws, and dowels. Finally, after shooting ping pong balls from the launcher that they had designed and prototyped, the scholars collected data to determine how well it worked.

Of his focus area experience, scholar August Jake Wempe of Union County High School remarked, "The Engineering class has shown me there is more to Engineering than math and science; it is also business and marketing. It has made me aware of how engineers make a product useful to the public."



*Scholars take a hands-on approach to Engineering while visiting Lexmark.*

## Bellarmino University

Scholars in Craig Miller's Film Studies focus area explored the craft of filmmaking through workshops in storytelling, writing, directing, production, visual effects, cinematography and editing. With the knowledge that they acquired from this wide range of study, the scholars created their own two- to three-minute short films. Each film centered around a different genre and, as a class, the scholars created a noir, drama, horror, action and kung fu movie. Field trips included a photographic exploration of downtown Louisville, the photos from which the scholars later utilized as individual elements within a storytelling exercise. The class also viewed the movie *Transformers* and then participated in a question and answer session with Allen Hemberger, a Hollywood visual effects professional. By the end of the five week program, the young filmmakers/scholars had mastered individual facets of the production process and garnered a hearty appreciation of the process as a whole.



Film Studies scholars prepare to shoot a kung fu scene in a Bellarmine residence hall.

## Centre College

As amateurs themselves, scholars in Bill Randall's Film Studies class began by watching films by amateurs. From that springboard, the scholars explored the way films sometimes tell stories other than the intended narrative. They looked through five different frameworks for interpreting film: Robert McKee's analysis of the story; the interplay of reportage, abstraction, and fiction; Raul Ruiz's conceit that the image determines the story, not the reverse; Andrei Tarkovsky's notion of "sculpted time;" and the concept of film as a mirror of, rather than window to, the world. Paying special attention to the documentary, including works like *The Dancing Outlaw* and Ross McElwee's *Bright Leaves*, scholars performed a formal analysis of important films from all over the world.

For their final project, the scholars wrote and produced their own five-part documentary on campus life. Each segment included a formal constraint—the first part, for instance, could show no faces. By combining their own production work with a program of formal analysis of films from around the world, scholars developed a thorough appreciation of film, and a sense of how to introduce film production to their own communities.

## Morehead State University

The main goal Jay Langguth's focus area was to introduce the scholars to the art of film through a close study of the silent comedies of Charlie Chaplin and Buster Keaton. In addition to discussing the medium of film and its relationship to other forms of artistic expression, scholars in this class explored the nature of comedy and laughter from the point of view of film studies.

After viewing and critically examining a selection of Keaton and Chaplin films, the class began writing and filming their own silent comedy in the manner of the short film comedies of the 20s. Daniel Moore, an artist from Cincinnati with an extensive background in photography and film, conducted a two day workshop with the class before actual shooting began. The scholars then shot, edited, and scored their short film. The finished piece was presented to the GSP-MSU community at the beginning of the final week.

In the process of making their film, the scholars developed an appreciation for the kinds of aesthetic choices that filmmaking involves. They also learned firsthand the necessity for compromise in the face of creative differences, and that the art of movie-making at its best is a truly collaborative undertaking. Hopefully, they also learned a bit about laughter and comedy.

Centre scholars film one another as they create their documentary about campus life.



"I've really enjoyed this class. Watching older movies with a critical focus isn't something one gets to do everyday."

Derrick Anderson,  
St. Mary  
High School

# Healthcare Industry



For one class activity, scholars learned about the everyday challenges of living with a disability.

## Bellarmino University

Scholars in Anita Bowman's Healthcare Industry class investigated healthcare careers and their interrelationship and considered the concept of "healthcare versus sick-care." The scholars also examined the ethics surrounding research, healthcare practice, and healthcare availability from historical and current perspectives.

The scholars were immersed in the current state, national, and global problem of obesity. By reading Morgan Spurlock's *Don't Eat This Book: Fast Food and the Supersizing of America* and viewing the movie *Super Size Me*, they were able to explore some causes of obesity, to consider the ramifications of obesity on individuals' health and on communities' economies, and to evaluate both American and global strategies for combating this epidemic.

Several guest speakers introduced the scholars to the ethical considerations of the healthcare field, including the controversies surrounding HIV/AIDS prevention and the new HPV vaccine. Scholars also examined a historical research study by reading *Bad Blood: The Tuskegee Syphilis Experiment*. Thanks to this examination, scholars appreciated the impact research can have on the present day perception of healthcare.

In Teresa Hoffmann's focus area, scholars studied many aspects of the Healthcare field, including the prevention of sickness and disease through nutrition, exercise and meditation; techniques and ethics of bioengineering; forensic anatomy and physiology; epidemiology and infectious disease; medical insurance; the influence of the pharmaceutical industry on healthcare; hospital volunteering; and the medical school experience.

# Historical Analysis

## Centre College

Scholars in Karen Esham's Historical Analysis class studied civil and human rights from a first-person view. Esham used Barbara Kingsolver's *The Poisonwood Bible* as the primary text to generate discussions about race and the conflicts that result from differing perceptions of ethnicity since the novel reveals the events that occurred in the Congo as it passed from Belgian hands to those of Lumumba and then to Mobutu.

The examination of multiple narrators continued as scholars studied events of the Civil Rights Era in the United States from the *Brown v. Board of Education*, *Topeka* case to the passage of the Voting Rights Act in 1968, a time period that overlaps with that portrayed in Kingsolver's novel. To develop a better understanding of this time, the scholars viewed the *Eyes on the Prize* documentary series. As a class, they also sang a series of Freedom Songs that they heard in the documentary episodes and learned about the power of songs to unify activists before and after demonstrations.

Using a multi-media/multi-learning-style technique, the scholars compared and contrasted the speeches of Martin Luther King, Jr., Bobby Kennedy, and Malcolm X first while hearing and watching them on video clips, then by reading the content. They paid attention to the body language, tone, imagery, and cadence of each of these speeches in order to discover what makes them so powerful.

Scholars visited the Freedom Center in Cincinnati. The museum tour ended with scholars discussing ways that they can make a difference in the prejudice and bigotry in their own schools and communities.



Together, Historical Analysis scholars sing a Freedom Song.

# International Relations

## Bellarmino University

Scholars in Henry Cunningham's class explored political and citizen diplomacy in order to develop an understanding of how countries and institutions work together to foster international relations. The scholars studied the functions of the United Nations and several other worldwide agencies, comparing and contrasting these organizations' work. After learning the definition of citizen diplomacy, the class considered situations in which this skill could be used to effectively address international conflicts and to foster better relations between countries.

Several guest speakers, including an honorary consul, provided the scholars with further insight into the workings of diplomacy. The scholars were also able to explore the intricacies of international trade through their study and a tour of the Kentucky World Trade Center. During a visit to the Louisville Zoo, the class learned about global warming as an international problem and discovered the ways in which zoos around the world cooperate to address common problems and share resources.

At the end of the Program, scholar Katie Stillwell said that she was thankful for the opportunity to study International Relations at GSP. She explained, "This class really opened my eyes to the rest of the world and how the US fits into the global economy. I appreciate the opportunity to learn more in depth about a subject that is hardly taught in school."

Andrei Maximenko's class focused on International Relations from the perspective of changing ideas on issues of peace and security. Scholars explored traditional as well as new security threats, such as terrorism, poverty, human rights abuse, and environmental degradation. To better understand international security

issues, the scholars divided into groups to research specific conflicts (the Middle East, Darfur, Kosovo, etc.) and to share their findings with the rest of the class. As they became "experts," the scholars were challenged to develop a strategy for resolving the conflict that they had studied.

Because the class was unable to physically travel to foreign countries, the scholars embarked on cinematic adventures in order to find concrete examples of the abstract concepts that they discussed. For example, scholars applied their understanding of the principle of "deterrence" in promoting international security as they critically analyzed the main ideas expressed in *Dr. Strangelove*. Similarly, the class learned about the socioeconomic, cultural, religious, and psychological bases of international terrorism as they viewed, analyzed,



*International Relations scholars from the Bellarmine campus traveled to the Kentucky World Trade center to learn more about International Trade.*

and discussed the 2006 Academy Award nominee *Paradise Now*. Finally, in order to better understand practices of international conflict resolution through multilateral diplomacy, the scholars observed actual United Nations Security Council deliberations on the Middle East and Darfur broadcast live via the internet.

When asked about his focus area experience, scholar Daniel Williams of West Jessamine High School responded, "International Relations opened my eyes to the complex, yet interconnected world outside my comfortable Kentucky home. From the UN to nuclear threats to starving children, we addressed many of the world's pressing issues. I don't believe I will ever look at the world the same way again."



*During a visit to the Louisville Zoo, International Relations scholars learned about global warming as an international problem.*

*"I appreciate the opportunity to learn more in depth about a subject that is hardly taught in school."*

Katie Stillwell,  
Greenwood  
High School



Scholars explore the *Global Shoes* exhibit at the *Underground Railroad Freedom Center*.

## Centre College

This class, led by Salome Nnoromele, introduced scholars to different theories of international relations to help them gain an understanding of the historical, political, and cultural ideologies that inform the subject, as well as to assist them in identifying and evaluating their own views and attitudes towards international issues and questions. The class analyzed key concepts in this area, including diplomacy, cultural hegemony, and globalization. The scholars used interactive activities, such as debates, group work, and role-play to explore and question their own perceptions and attitudes toward global issues. They read essays from scholars in the field and current world leaders to help them appreciate the complexities involved in making foreign policies and maintaining relationships with other countries. The structure and functions of the United Nations formed a significant portion of class explorations. Scholars studied the challenges facing this giant international organization and debated some of the current questions posed by its critics, including whether the UN is still relevant to contemporary global political and economic realities and whether the structure of the Security Council ought to be modified in order to adequately represent third world countries and issues.

The class also participated in two field trips. At the National Underground Railroad Freedom Center in Cincinnati, the scholars learned about the history of human rights violations and current realities all over the world. The trip to the World Trade Center in Lexington highlighted the need for the scholars to prepare themselves and their Commonwealth for participation in a global economy.

# Journalism & Mass Media

## Morehead State University

Mac McKerral's Journalism and Mass Media focus area concentrated on two areas: considering the impact of the media on culture and society and gathering and reporting news for broadcast and print. In conjunction with the examination of a case study, the scholars discussed the process of making ethical decisions while gathering and reporting the news. The class also read and discussed the book *Being Digital*. The class members kept a journal, which focused on how the media affected them when they were at GSP—or, more correctly, how the lack of media access changed their behavior.

During GSP, the class shot almost 2,000 digital and film images, wrote fifty news stories, and composed twenty-two scripts for broadcast news reports. The scholars also put together a seven-minute TV news magazine show. In order to take a closer look at real-world journalism, the scholars took a field trip to Lexington, where they toured the Herald-Leader facilities. In addition, Journalism scholars worked in conjunction with Drama scholars to create a video and slideshow used in conjunction with the drama class stage production "Project Diversity."

The class service project was to interview U.S. military veterans. The scholars produced two 60-minute interviews for the Veterans History Project that will be part of the project's archive at the American Folklife Center of the Library of Congress.



Journalism scholars shoot a segment for their TV news magazine.



# Modes of Mathematical Thinking

## Centre College

This class, facilitated by Duk Lee, was the study of not-so-easy mathematical problem solving and scientific origami. Scholars were challenged to solve many problems in algebra, trigonometry, geometry, number theory, and word problems, while simultaneously learning about contemporary origami. By linking problem solving and origami, this course challenged scholars to broaden their perception of the field of mathematics. As the scholars learned, math is not just about solving symbolic equations to get right numbers; it is an art of thinking. Through mathematically precise folds of paper, the scholars could actually produce amazingly beautiful art. For the scholars, the study of origami was more mathematical and scientific than childish and relaxing. The class also learned about origami's many applications, from the design of airbags and parachutes for saving lives to the folding and unfolding of proteins that biologists are researching as they seek to understand diseases like Alzheimer's, cancer, and diabetes.

Each time they met, the scholars presented their solutions to the mathematical problems that had been distributed during the previous session. In most cases, the scholars managed to solve these challenging problems with little or no help from the instructor.

During the first four weeks of the Program, the scholars made beautiful origami roses, geometric models (cubes, triangular boxes, hexagonal boxes, octagonal boxes, dodecahedrons, and thirty-piece bucky balls) and various animals, etc. All of these origami models were displayed at the Centre College library during the Program's final week.

## Morehead State University

Using the text *Natural Justice* by Ken Binmore, scholars in Robert Riehemann's class studied the mathematical structure of societal rules using game theory. After first reviewing the ideas of Kant, Plato, Hume and other philosophers, the class considered the ideas from Rawl's *A Theory of Justice*. The scholars then implemented these ideas using John Nash's bargaining theory as they reviewed the idea of a Nash equilibrium. As they viewed Nash's biography and watched footage of his receiving the Nobel Prize, the scholars realized just how important Nash's theory is. (They also watched the film *A Beautiful Mind* and noted the many biographical and mathematical errors that it contains.) In order to learn some of the ways in which Binmore's theory could be used to understand prisoner behavior, the class visited the Little Sandy Correctional Institution.

As an introduction to game theory, the scholars learned the complete theory of NIM, the most important combinatorial game. They also studied techniques that could be used to resolve open problems and incorporated them in their consideration of an unsolved research question. Finally, the class considered the evolution of cooperative behavior and the scholars competed in a computer tournament to see which strategies would evolve in a "take over the world" game. During the final week of the Program, the scholars created a presentation about this material and shared it with the Business & Economic Theory class.

Reflecting on her focus area experience at the end of the Program, scholar Rachel Brashear of Marshall County High School observed, "Game Theory reaches far beyond numbers, stepping on the toes of everyone eventually. It changes how you view the world. Math is in everything."

*Modes of Mathematical Thinking scholars practice thinking outside of the box (and the classroom).*



*A scholar shows off his origami rose bouquet, a perfect example of both the beauty and the mathematical precision of this ancient art form.*

*"To be able to understand psychology, go take a psychology class; but to be able to truly gain insight into human nature, take Modes of Mathematical Thinking."*

Zach Russell,  
Owensboro  
Independent  
High School



# Music



In a "Teach and Learn" activity, scholars share their musical expertise by teaching one another to play different instruments.

## Morehead State University

Scholars in Greg Partain's focus area experienced music in numerous styles from a wide array of analytical, aesthetic, and applied perspectives. Each day, the class rotated through several types of activity. In sessions called "Ear Stretching," the scholars discussed avant-garde compositions that blur the distinction between "music" and "noise." In "Window into the Classics," they gained exposure to forms, genres, composers, and acknowledged masterpieces from the Western art music tradition, including representative pieces by J.S. Bach, Haydn, Mozart, Beethoven, and Copland. In "Teach and Learn," members of the class drew upon their own expertise to teach each other how to play new instruments. In weekly "Works in Progress" segments, every scholar performed for the class. On "Round Table" nights, students shared and discussed selections of their own choosing.

The class participated in discussions about taste, the personal and social functions of music, definitions of artistic beauty and meaning, folk music, concert etiquette, stage deportment, coping with performance anxiety, elitism in the arts, and passive vs. active listening. They also received mini lectures on topics of music history and theory. The high point of the class was the trip to see Verdi's "Aida" at the Cincinnati Opera; this was the majority of the scholars' first experience with live opera and a professional symphony orchestra.

When asked about his focus area experience, scholar Michael Winn of St. Xavier High School raved, "My ears have been 'stretched' beyond all recognition to make way for my now gaping mind. Beethoven touched me, 'The Banshee' slapped me, and Bach made it all better. I've been exposed to new composers and artists, styles, and even new instruments. I can't say enough good things."

# Philosophy

## Bellarmino University

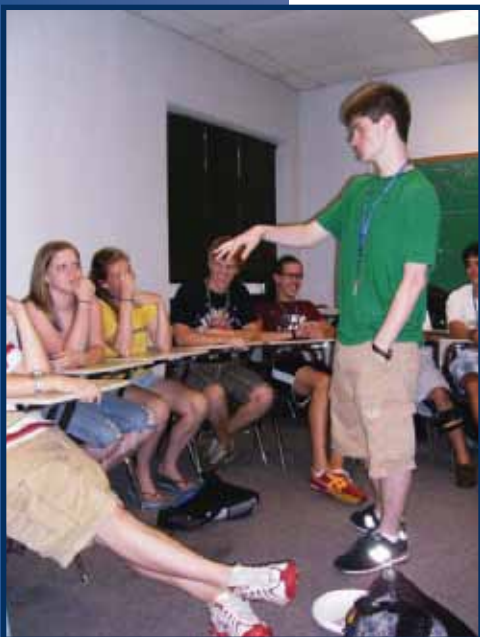
Scholars in Lisa Hicks's class studied several philosophical themes and schools. Early class discussions focused on the different branches of philosophy (such as ethics and epistemology) and the sorts of questions with which each branch is concerned (such as, respectively, "what is the right way to act?" and "how do I know that I can trust my senses to give me accurate information about the world?"). In later discussions, the scholars explored and attempted to find answers to a few of the Big Questions that particularly interested them. Throughout the course, they learned about Socrates and the methods of argument.

Scholars read excerpts from several texts, including Jamie Whyte's *Crimes Against Logic*, a logic and argumentation book aimed at a general audience, Mary Renault's *Last of the Wine*, a novel featuring Socrates as a major character, Plato's *Apology*, a dialogue portraying Socrates's defense speech at his trial, and Christopher Phillips's *Socrates Café*, a book about the author's work leading philosophical discussions with people from a wide variety of backgrounds.

In order to experience specific examples for a discussion of aesthetics and the major questions asked by that branch of philosophy, the class visited the Speed Art Museum and examined some of the major collections there.

The scholars also researched major philosophers and philosophical schools and movements and collected their research into short papers. These papers were then compiled into a booklet for the students to keep as a reference source.

Bellarmino Philosophy scholars take an active approach to thinking.



## Centre College

The primary emphasis of Patrick Nnoromele's Philosophy class was on the origin and development of ideas that influence and determine a people's worldviews. The scholars studied both the process of logic and the role and influence of ethics on individuals and on society as a whole. As a result, the scholars cultivated their awareness of the ethical foundations that influence and/or determine both our aesthetic and our moral judgments.

Class activities were founded upon a Socratic pedagogical method. The instructor served as the facilitator in conveying the central ideas and their applications to real-life situations. The scholars used primary sources and short articles to elucidate and expand upon the underlying principles.

As she reflected upon GSP at the end of the summer, scholar Megan Bales of East Jessamine High School observed, "Philosophy was an experience like none other. I walked in on the defensive, expecting my faith to be questioned; I walked in with a closed mind. For the first time in a long time, I was forced to truly think for myself. I was asked to ponder the existence of time, the perception of reality, and the basis of ethics. Throughout the experience I developed a better understanding of who I am and a better understanding of the world around me. I may still question the existence of time, but I cannot question the difference philosophy made in me."

John Wilcox's Philosophy class was built upon the classical texts of Western and non-Western philosophy. Its goal was to draw the scholars into a greater understanding and appreciation of the power of critical thinking. The class engaged in a thorough examination of the practices of Socrates and sought to appreciate the moral values of Socrates' underlying motivations in the continuation of his philosophical critiquing of his contemporary culture. They then considered ways in which Socratic questioning could contribute to the improvement of our own culture.

The class thoroughly studied the philosophical theories of Plato, including his theories of the soul and of a division between a higher world of unchanging Being and a lower world of ever-changing becoming. Scholars also came to understand the critique of Plato developed by his greatest student, Aristotle, and as a result, they were better able to reflect upon various ideas of what is most real.

The class examined the skeptical challenges to the possibility of gaining any knowledge that could be considered absolutely certain. If it is impossible to be certain, then what rules should govern one's beliefs? Should the strict rules governing scientific belief be applied to other areas of human life, such as morality or religion? Students also considered competing ideas and standards of justice, and wondered about how they should choose which standard to adopt for themselves. They pondered the extent to which our self-interests inevitably prejudice our concepts of what is just.

Scholars also debated the problem of free will versus determinism, the basic ideas of Buddhism, and the competing moral theories of utilitarianism and Kantian deontology. Together with students from the Cultural Anthropology class, the Philosophy scholars considered the value and concept of individualism in a cross-cultural context.

Kendrick Vonderschmitt of Seneca High school praised her Philosophy focus area, saying, "Our class has tactfully educated us not only in how to think, but what to think about, and why to think. It has brought us together and taught us about ourselves through learning about each other. The group used reason in order to one day find common ground in a scattered and fractured world. Philosophy has tested my beliefs and caused many realizations. I have thus grown as a person through this class."

*Centre scholars ponder what is most real.*



*Working in a small group, Philosophy scholars consider the ethics that underlie their moral judgments.*

*"For the first time in a long time, I was forced to truly think for myself."*

Megan Bales,  
East Jessamine  
High School



# Physical Science



Using lightweight balsawood, a scholar constructs a load bearing tower according to the ASCE Tower Competition specifications.

## Centre College

Led by faculty member Kevin Jackson, scholars in the Physical Science focus area took a hands-on approach to understanding scientific thinking and problem solving. Utilizing class discussion, videos, readings, class presentations, research, and lab time, the scholars tackled four challenging projects.

First, the scholars were given no instructions other than to figure out how a pendulum works. The class formulated three laws describing the movement of pendulums. During this exercise, they learned that it is often difficult to overcome preconceived notions even in the face of experimental evidence.

Second, after discussing the videos *Building Big: Skyscrapers* and *Why the Towers Fell*, the class constructed towers to the modified specifications of the 2005 ASCE Tower Competition. Each tower was rated on its efficiency, which was calculated by dividing the tower's mass in grams by the mass that it could support. The winning tower supported 780 times its weight!

Third, the scholars designed a protective capsule for an egg using very limited materials. This project required careful planning and an understanding of the physics of forces and falling bodies. It also taught the scholars that successful design often involves integrating conflicting requirements. The winning capsule protected the egg from a two-story drop and fell faster than any other surviving egg.

Finally, the class built one-stage solid fuel rockets. This project's goals were (1) a safe launch, (2) surviving more than one launch, and (3) the rocket needed to be vectored so as to land in the specified recovery area.

# Political & Legal Issues

## Bellarmino University

Scholars in Kent Juett's Political and Legal Issues class tried to create their perfect societies. They examined the U.S. Bill of Rights and discussed the freedoms of religion, speech, press, and other issues arising from the document. Using ideas from class discussions, the scholars created twenty five laws for their own society.

A number of special opportunities helped the scholars evaluate different aspects of their perfect societies. For instance, they spoke with the Louisville Coroner about crime. They visited city hall to learn about the importance of local government and they traveled to the Patton Museum at Fort Knox to examine the significance of foreign policy. The scholars also participated in a simulation in which they had to balance a budget by ensuring that the government's expenditures did not exceed its tax revenue.

Utilizing the knowledge that they gained from these experiences, the scholars each began writing the twenty-five laws that would govern their perfect societies. After they had completed their legal codes, each scholar had to select one law from his or her society and defend it before the class.

In praise of her focus area experiences, scholar Dessirae Overstreet of East Jessamine High School said, "This class made me think hard, dig deep, and really question what I believe."

*Political & Legal Issues scholars enthusiastically discuss their visions of a perfect society.*





*During a field trip to the Louisville Metro Government, scholars get a first-hand look at making and enforcing laws.*

Marty Napper's Political & Legal Issues class focused on crime and the criminal justice system. The scholars enjoyed a visit from nationally known forensic expert and Louisville Coroner Dr. Ronald Holmes, who spoke with them about crime and criminal investigation. The scholars found Dr. Holmes's experience with serial killers to be particularly interesting.

In order to learn more about the processes by which laws are made and enforced, the scholars met with Louisville Metro Council President Rick Blackwell, Louisville Mayor Jerry Abramson, and County Attorney Irv Maze. The class's final experience was a tour of the Louisville Metro Corrections system.

In class, the scholars presented famous cases from the twentieth century and discussed the causes of and possible solutions to crime in the United States. Throughout the course, participants benefited both from self discovery and from the expertise of those individuals who have worked in the field of criminal justice.

Summarizing his class's significance, scholar Matthew Fox of Middlesboro High School explained, "If we can understand why criminals commit crimes, maybe we can prevent them in the future. This class allowed us to examine those reasons."

## Centre College

Julie Kuhnhein's Political & Legal Issues class was an exploration of the Supreme Court and constitutional law through a study of the judiciary, the history of the Court, and current cases. Scholars learned the importance of the Court in our system of government and considered how it reaches challenging decisions while balancing the rights of the majority and minority. All of this knowledge was used to prepare for a Supreme Court simulation. Scholars portrayed three historical courts - Hughes, Warren, and Rehnquist - writing opinions from the point of view of their assigned justice. They were also responsible for writing briefs and arguing a case before the Court.

The class was able to participate in many unique opportunities, several which involved the other Political & Legal Issues class. The scholars spoke with 6th Circuit Federal Judge Eugene Siler and his clerks about the structure of the federal court system, the challenges of the job, and Judge Siler's experience on the bench. FBI agents visited the class and spoke about the enforcement side of the law and the Patriot Act, in particular, which prompted discussion about the effects that the Patriot Act has had on civil liberties. Finally, the class met with Federal attorney and former GSP faculty member Madison Sewell, who helped the scholars prepare to attend a re-sentencing hearing at the 6th Circuit Court of Appeals in Cincinnati.

The class's culminating activity was the simulation which took place at the Kentucky State Supreme Court. There, each of the historical "Courts" comprised of scholar justices heard oral arguments on eminent domain, free speech, and search and seizure cases. The young justices then read their opinions from the bench. They also "reported" on the experience by writing headlines about what happened in the courtroom.

*The "Warren Court," sitting at the bench of the Kentucky Supreme Court, listens intently to oral arguments before sharing their opinion on a case.*



*"Being pushed out of my comfort zone and challenged to open my mind to play the role of a justice who is my opposite was a truly incredible experience."*

Dustin Robinson,  
Nicholas County  
High School



Working together, scholars and Congolese refugee children make friendship bracelets.

The Political & Legal Issues Focus Area led by John Powell was especially interested in the immigration issue, both in terms of substance and process. After an initial survey of the provisions of the House bill that was on the verge of coming to the floor for debate, each scholar followed the actions and public pronouncements of one U.S. Senator or Representative and one think tank or activist group. After the bill was defeated, the scholars examined the causes and began to explore possible alternatives.

Throughout the summer, the class interacted with a number of speakers who had expertise in different aspects of the immigration issues. Visitors included the Honorable Eugene J. Siler, Jr., of the U.S. Court of Appeals, 6th Circuit; FBI agents Clay Mason and Max Wise; Barbara Klein, the Director of Kentucky Refugee Ministries; a local Mexican immigrant family; Aris Cedeño, a Panamanian immigrant and legal aid volunteer; Marilyn Daniels of the Maxwell Street Legal Clinic; and Tina Savelyev, a humanitarian worker among the deaf in Kyrgyzstan and wife of a Russian Uzbek immigrant.

By reading Hector Tobar's *Translation Nation* and a wide variety of articles relating to daily news developments, the class developed an intimate acquaintance with the variety of arguments for various immigration policies. In order to anchor these ideas in real-world experience, the scholars led day camps for Congolese refugees in Lexington, many of whom had been in the United States only a few weeks.

A secondary class theme was the exploration of the burgeoning sex crimes legislation, including the contemporary Beach case in Kentucky. The scholars even traveled to Cincinnati to hear the government's appeal of the Beach case sentencing before the U.S. Court of Appeals, 6th Circuit.

## Morehead State University

The goal of this focus area, led by Frank Russell, was to explore contemporary American political and legal issues. The scholars' attention was centered on the Constitution, as seen from the vantage of the legal system and again through the interface of domestic and foreign policy.

The course began and ended with analysis of constitutional types and the nature of the American republic. Since these constitutional forms are ancient, a study of historical precedents was valuable. Since they are inextricably bound to philosophy, the scholars referred to Plato, Mencius, and Hobbes for insight into their role vis-à-vis human nature. The class also looked to Martin Luther King ("Letter from Birmingham Jail") and Socrates (Plato Crito) for arguments as to the role of law and the authority of a legal system with some unjust laws. The class discussed the role of the penal system and took a field trip to Little Sandy Correctional Complex, where they toured the facility and spoke with inmates. On another trip to the State Capitol, Chief Justice Lambert was kind enough to host a lengthy question-and-answer session on the nature of the judicial branch with a special focus on appellate courts. While they were in Frankfort, the scholars also enjoyed the privilege of meeting Governor Fletcher and touring his office with aide Austin McCubbin.

The scholars also discussed the interrelationship between foreign and domestic policy, drawing from ideas in *American Empire: A Debate* by Thayer and Lane. In particular, the class discussed the War on Terror and the consequent effects on our political culture, making analogies to the Roman Republic and its transition to Empire. MSU ROTC Major Sundys recounted his experiences in Iraq and fielded questions on U.S. operations there. The class's exploration of grand strategy and foreign policy led to discussion on the tension between domestic liberties and safeguards for the constitution in the face of external and internal threats.

During their trip to Frankfort to meet with Governor Fletcher and Chief Justice Lambert, scholars pass the Executive Mansion.



"I have come to greatly appreciate what others feel and how to look at every side of an issue before making a final decision on what I believe."

Emily Mills,  
Knox Central  
High School

## Bellarmino University

This class, instructed by Cynthia Ganote, studied the psychology of empowerment. The scholars examined reasons why some people believe that they can take empowered action to address obstacles and shape their own lives in desirable ways, while others feel helpless or hopeless. More specifically, scholars examined various ways in which fellow Kentuckians are taking an empowered approach to citizenship by speaking out on local, national, and global problems. In collaboration with Bill Bornschein's Communications class and Terence Gaskins' Cultural Anthropology class, the students spoke with Jess Myers of the Squallis Puppeteers, Stephen George of the *Louisville Eccentric Observer* newspaper, Congressman John Yarmuth's staff members Ben Basil and Antonia Lindauer, mine safety expert Jack Spadaro, organic farmer Susie Quick, media reform activist Mark McKinley, socially conscious musician John Gage, and UofL professor Cate Fosl, who has written a biography of Louisville Civil Rights activist Anne Braden.



Working on Susie Quick's organic farm, scholars learn about the psychology of empowerment.

Further, students practiced a method called Theatre of the Oppressed, which is designed to stimulate problem solving within a community format. Utilizing a part of this method called Forum Theatre, scholars developed skits on peer pressure, college choice, stereotyping, racism, and apathy, and brainstormed on ways to solve these problems. The course ended with the study of different processes through which change is created and reflection upon the issues that the scholars personally cared about as citizens of Kentucky, the U.S., and the global community.

At the end of the Program, scholar Megan Williamson of Grayson County High School described her own sense of empowerment, saying, "I have learned so much about ... the ways that I can use my talents to better the world. I now know that my voice counts and I should speak out about issues I feel strongly about."



During a field trip to the Louisville Zoo, psychology scholars observe both animal and human communication.

The primary goal of Margie Wright's Psychology focus area was to create awareness and understanding of the psychology of communication. Scholars participated in a variety of activities that led them to further investigate, analyze, and discuss social interaction, perception, listening, the self, and the impact upon the community of virtual displacement through the use of technology.

Scholars explored the concept of animal communication which culminated with a trip to the Louisville Zoo in order to observe different forms of communication. Their discussion of war as the ultimate breakdown in communication was enhanced by a tour of the Patton Museum, where they received an educational presentation on the psychology of war and on propaganda as communication.

To analyze the validity of concepts presented in the book *Interpersonal Divide: In Search for Community in a Technological Age*, scholars reported on their own use of technology and observed, recorded, and reported on the use of technology in a public setting.

When asked about her Psychology focus area, scholar Ashley Grimes of Warren East High School replied, "This has been an eye-opening experience. I've heard for so long that the communication skills of our generation are growing increasingly worse, but this class made that hit home. I've learned so much about myself and my own communication skills and I feel that I have changed because of this class, for the better."

"I have learned so much about... the ways that I can use my talents to better the world. I now know that my voice counts and I should speak out about issues that I feel strongly about."

Megan Williamson  
Grayson County  
High School

*"Exploring the human mind is fascinating, especially when the curriculum is structured to satisfy our curiosities."*

Matt Neal,  
Tates Creek  
High School

## Morehead State University

Mark Jackson introduced the scholars in his class to a variety of issues studied by psychologists and to the methods that psychologists use to answer scientific questions. Through various demonstrations, in-class activities, video and audio clips, and discussions, the scholars explored the mental and social lives of human beings.

This exploration involved a variety of activities. In the context of studying emotions, the scholars visited the Kentucky State Police's polygraph lab to explore the physiological components of fear and anxiety. Before this visit, the class discussed the controversy surrounding the use of polygraph techniques to accurately detect lying.

In order to acquire a deeper understanding of the learning process, scholars focused on types of conditioning. A fun demonstration of classical conditioning involved using a water pistol to condition a scholar to flinch in response to hearing the word "can." Additionally, two members of the Kentucky State Police's K-9 unit brought drug-locating and attack dogs to demonstrate the power of operant conditioning in animal training.

The scholars also explored methods of psychological inquiry by designing and conducting observational studies of various primate species at the Louisville Zoo. They also investigated the concept of intrahemispheric competition with a lab experiment that required scholars to balance a dowel on the end of a finger while simultaneously spelling words. Scholars then helped to analyze the data that was collected from this experiment.

Scholars in Catherine Troop's Psychology focus area explored many areas of the field including intelligence, emotion, personality, learning, and pathology. Scholars investigated the theory of multiple intelligences and devised their own intelligence tests. They also looked at the many facets of personality and created "alternative" personality tests. When the class learned about resolution styles, the scholars also discussed divergence in everyday life. Throughout the Program, each scholar kept an ongoing journal that allowed him or her to reflect on class readings, discussions, findings, and opinions.



*With the help of a snake, a scholar experiences first-hand the psychological and physiological effects of fear.*



*One scholar shows off a polygraph after learning about lie detection at the Kentucky State Police polygraph lab.*

Numerous field trips and guest speakers supplemented the group discussions. For example, the class visited the Kentucky State Police polygraph lab, where the scholars learned about lie detection. Scholars also participated in primate observation at the Louisville Zoo. Guest speakers included a biologist who conducted a program on snakes in order to demonstrate fear and emotions, and Kentucky State Police dog handlers, who spoke to the class about conditioning.



# Russian Language & Culture

## Centre College

With the help of instructor Vikentiy Shymansky, scholars in this class focused on developing basic speaking, reading, and writing skills in Russian. The goal was to prepare scholars to function and communicate relatively easily and naturally in all sorts of everyday situations in a Russian-speaking environment. The scholars were also introduced to the richness of Russian culture and history.

To achieve these goals, the scholars immersed themselves in a purposefully created Russian environment with a lot of singing, dancing and acting. The class learned the Russian songs "Moscow Nights," "Ochi Cherniye," "Kalinka," and the soundtrack from the movie *Moscow Does Not Believe in Tears*. This movie, which realistically portrays life in Moscow in the 1950's and 70's, helped the scholars better understand the Soviet period. The students also prepared a number of skits and acted them out, portraying Russia as realistically as possible. As a result of these activities, the scholars were exposed to the Russian linguistic and cultural environment to a maximum degree both inside the classroom and outside the academic setting. Because the use of English was minimized, the scholars were challenged to communicate by constructing phrases based on the Russian vocabulary and grammar that they had learned.

In order to become acquainted with Russian culture and history, the class watched a series of films, both documentary and feature movies. All of the films were viewed in Russian. Finally, to get a real taste of Russian culture, the class prepared the Siberian dish Pelmeni.



*With the help of their textbook, Russian for Dummies, the smart scholars learn all the Russian they need to converse.*

# Spanish Language & Hispanic Culture

## Centre College

Led by Genny Ballard, the Spanish Focus Area placed special emphasis on immigration. The class was fortunate to have several speakers and to participate in in-depth discussions on immigration policy today. The first speaker was Kerri Howard, a Centre student who is writing her senior thesis on Latino immigrants in the middle class. On this same day, the Valencia family from Michoacan spoke about coming to Kentucky and working here. During the third week of the Program, the class enjoyed a visit from Andres Cruz, the editor of *La Voz*, the bilingual newspaper of Lexington, and from Freddy Peralta, the head of the Kentucky Coalition for Immigrants and Refugees. The final speaker on immigration was the head of the Maxwell Street Legal Clinic, who gave the scholars a very detailed explanation of different immigrant and non-immigrant entries into the US. The discussion became heated and sparked several future class conversations.

On two Wednesdays, the class took twenty students of the Centro Latino swimming. The scholars divided the groups into ability/age levels and then taught the children to blow bubbles, bob, and jump in off of the side of the pool. They showed older students how to swim strokes.

On one Wednesday night, the class traveled to the apartment complex where several of the Centro students live and hosted a police picnic. The class and the Centro Latino Students broke 20 piñatas that they had made together. The Danville police department came and played games and ate with the scholars and the kids. The event was a huge success.



*Scholars enjoy swimming with children from the Centro Latino.*

# Visual Arts

*"I liked the Visual Arts class because we weren't confined to the classroom. Since we weren't stressed out by grades or restricted by curriculum, we could try new things and move beyond our comfort zones!"*

Katharine Sagan,  
Paul Laurence  
Dunbar  
High School

## Bellarmino University

The Visual Arts class led by Matt Curless explored ways of developing and maintaining the eyes and brain of an artist. The class went beyond simply teaching scholars how to draw or paint; instead, it created an environment that accepted students of all artistic levels and backgrounds and enabled them to create wonderful works of art using both the left brain (the logical, analytical side) and the right brain (the intuitive, creative side).

To understand the process of "drawing with the left brain," the scholars worked from a structured grid to create realistically proportional self-portraits. Then, to allow their right brains freedom, the students painted these portraits using non-realistic colors, often working with a color group or scheme.

To enhance their life drawing skills, the scholars studied the process and purpose of gesture drawing. They then visited the Louisville Zoo, where they used these techniques to study the forms and structures of real animals. This exercise involved a little zoology, a little art, and a lot of fun!

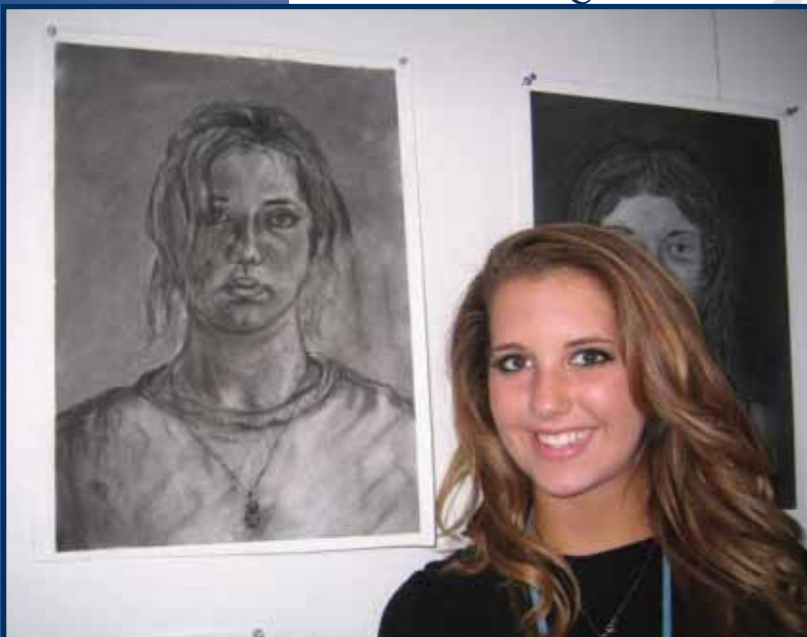
The scratchboard etching project presented the class with a great opportunity to do field studies. For this assignment, each scholar selected a building on campus and etched it onto a black-coated scratchboard. This activity helped the class appreciate the mathematical, analytical side of architecture through the unstructured medium of scratchboard.

Finally, during the last week of the Program, each scholar created an Independent Study that served as a culmination of everything that he or she had learned at GSP. The students enjoyed the flexibility to use the medium(s) of their own choice, while conveying self-reflection and an understanding of the growth that they had experienced during the Program.



*Having drawn her self-portrait using her left brain, a scholar uses her right brain as she applies non-realistic paint colors.*

## Centre College



"A man paints with his brains and not with his hands," observed Michelangelo. This focus area, taught by Siobhan Byrns, was committed to the idea that drawing is a way of thinking. Scholars were guided to cultivate a visual perception of the world through drawing and the study of color. They were submersed in the study of art history techniques—from the masters to contemporary approaches. As the curriculum unfolded over the five weeks, each scholar gained the technical expertise and critical thinking skills to find his or her own unique vision as an artist.

The class was broken into five sections. In the first section, the scholars used charcoal drawings to hone their skills with linear perspective, structural representation, the illusion of depth, the use of high key and low key values, the representation of gestures and contours, and the creation of portraits.

*On the Centre campus, a Visual Arts scholar poses with her self-portrait.*

When they began experimenting with watercolor, the scholars learned about transparent watercolor techniques including color mixing, glazing, and brushwork. They also considered the general art principles of composition and perspective.

The class then turned its attention to another medium: site specific installation. During this part of the course, the scholars practiced outdoor ephemeral art as they created sculptures using natural materials. In conjunction with this project, they considered environmental issues and the juxtaposition of man and nature.

Throughout the summer, the students had the opportunity to exhibit their work and take pride in their artistic growth. They curated their own exhibition, accepting and declining submissions. Finally, near the end of the Program, the scholars even advertised and hosted a GSP community-wide Evening with the Arts.

When asked about his focus area experience, scholar Anthony Pence of Pulaski County High School expressed wonder. He explained, "I was amazed that I could actually create a piece of art. I have never taken an art class at school simply because I didn't think I could do it. However, this class has taught me that I am fully capable of taking an art class. The skills I have learned in this class will stay with me for the rest of my life."



*One scholar's still life, as displayed in the Visual Arts class exhibit.*

## Morehead State University

Scholars in Deeno Golding's Visual Arts focus area were asked to use the computer to make art. Eschewing traditional art making methods—painting, long term drawing, ceramics, and so on—the scholars created their work using a popular illustration application and the computer mouse.



*Using Adobe Illustrator, scholars create their own digital self-portraits.*

Scholars began the class by discussing their individual definitions of "art," "visual art," and "computer art." From that jumping-off point, they immersed themselves in internet-based research about art-related topics. In order to share their findings with the rest of the class, each scholar prepared a PowerPoint presentation about the topic that he or she had researched.

For one of the computer art projects, every member of the class created a non-linear "creative letter," which was then printed.

For their final project, the scholars each created a self-portrait using primarily the Adobe Illustrator software application. In

preparation for this project, the class traveled to the Cincinnati Art Museum, where the scholars viewed art and researched portrait artists.

Reflecting on how her experience with graphic art at GSP helped her grow as an artist, scholar Leslye Davis of Green County High School said, "It's amazing how using the computer for the 3-D self portrait helped me to realize the actual shapes and shading of the face, which is something that will hopefully help me to greatly improve my sketch portraits."

*"I was amazed that I could actually create a piece of art. I have never taken an art class at school simply because I didn't think I could do it."*

Anthony Pence,  
Pulaski County  
High School



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