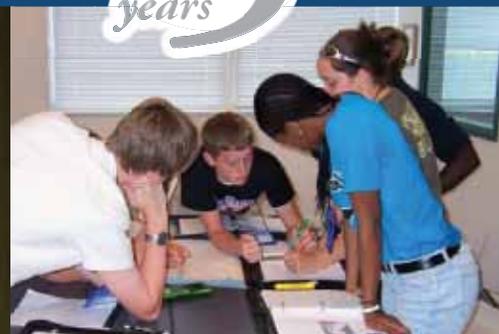




# 2008 Academic Report

*A Quarter Century of Kentucky Leadership*





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GOVERNOR'S SCH





# Governor's Scholars Program 2008 Academic Report

## Contents

Letter from the Executive Director .....	2
2008 Scholars by County .....	3
Community Life .....	4
Focus Area Classes.....	6
Agribusiness & Biotechnology.....	6
Architectural Design .....	6
Astronomy .....	7
Biological & Environmental Issues.....	8
Business & Economic Theory.....	10
Communications & Social Studies .....	11
Creative Writing & Literary Studies .....	13
Cultural Anthropology .....	15
Drama.....	16
Engineering.....	18
Film Studies .....	19
Healthcare Industry.....	20
Historical Analysis.....	21
International Relations .....	22
Japanese Language & Culture .....	23
Journalism & Mass Media .....	24
Modes of Mathematical Thinking.....	24
Music.....	25
Philosophy .....	26
Physical Science.....	27
Political & Legal Issues.....	28
Psychology.....	30
Russian Language & Culture.....	32
Spanish Language & Hispanic Culture.....	32
Visual Arts.....	33
General Studies Classes.....	35

# Letter from the Executive Director

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

**As you know, 2008 marks the 25th Anniversary of the creation of the Governor's Scholars Program.** In April, 1983, Governor John Y. Brown joined together with community leaders David Jones of Humana and John Hall of Ashland to address a phenomenon blighting the Commonwealth: the "brain drain." Kentucky's best and brightest students were leaving home to pursue educational and career opportunities elsewhere without fully understanding their potential to succeed in Kentucky—and Kentucky's potential to succeed through them. Governor Brown's solution, which became a reality thanks to both public and private support, was to create a program to introduce our Commonwealth's emerging leaders to all the opportunities for them to excel here in Kentucky and, more importantly, to introduce them to one another. So began the Governor's Scholars Program.

Lillian Press, the Program's first Executive Director, had just two months to organize GSP's inaugural summer session; by June, 230 students were participating in the Governor's Scholars Program on the campus of Centre College. Nevertheless, to those of us familiar with the Program today, that first GSP would have been entirely recognizable: the scholars had all been nominated and selected to attend; they participated in three classes, the equivalents of today's Focus Area, General Studies, and Seminar; and they all attended the Program entirely free of charge. The essence of the Governor's Scholars Program also remains unchanged. **GSP has always encouraged faculty and scholars to come together as an intellectual community that values learning for its own sake and strives to achieve the greater good.**

Although the fundamental nature of the Governor's Scholars Program has not changed since 1983, the Program's scope has expanded dramatically over the past quarter century. In fact, already in its second summer, GSP expanded to a second campus (Eastern Kentucky University) and more than doubled its student body to include 561 scholars. By 1998, the 10,000th scholar had completed the Program. Convinced of the Program's efficacy and desiring to impact as many students as possible, the 2000 Kentucky General Assembly approved GSP's expansion to a third campus. As a result, the Program's first third campus opened in June, 2001, and total participation increased to 1,000 scholars. **Today, I am proud to report that the Governor's Scholars Program continues to encompass three campuses—Bellarmine University in Louisville, Centre College in Danville, and Morehead State University in Morehead—and touches the lives of over 1,050 scholars each summer.** In fact, even as the Program celebrated its 25th Anniversary, it achieved another milestone: the 20,000th scholar completed GSP in 2008.

However, the true triumph of the expansion of the GSP student body arises not simply from the number of scholars served, but from the breadth of our Commonwealth that they represent. The 1983 class included scholars from 94 of Kentucky's 120 counties, noticeably lacking representation from the state's far eastern and western regions. When Sherleen Sisney was appointed to serve as the Program's second Executive Director in 1992, achieving broader geographical representation became one of GSP's priorities. As a result, GSP initiated sustained recruitment and retention efforts and, in 2007, scholars from every county in the Commonwealth participated in the Program. **I am pleased to report that in 2008, the Governor's Scholars Program once again accepted scholars from all 120 Kentucky counties.**

The Governor's Scholars Program has certainly enjoyed significant growth during the past twenty-five years, but has it remained true to its original objectives? I believe it has. Each year, as we seek to nurture Kentucky's next generation of civic and economic leaders, we bring together talented students and faculty from every corner of our Commonwealth. In five short weeks, we introduce them to current Kentucky leaders—many of whom are former scholars, themselves!—and we advocate that they pursue educational and career paths that will afford them the opportunity to succeed both as individuals and as Kentuckians. Most importantly, we encourage them to share their enthusiasm with one another and to form friendships that will last a lifetime. Thanks to the opportunities that they experience and the bonds that they form at GSP, Governor's Scholars develop an increased appreciation of and commitment to our Commonwealth. **As a result, 86% of the 2007 scholars chose to pursue higher education in Kentucky and, on average, they accepted an impressive \$57,946 in four-year scholarships.**

As the Governor's Scholars Program enters its second quarter century, we will undoubtedly encounter new challenges and opportunities for growth. Thanks to the ongoing support of the individuals and organizations, both public and private, who have been such good friends to us over the past twenty-five years, we look forward to embracing these opportunities as we continue to nurture our Commonwealth's future leaders through the next twenty-five years and beyond.

Sincerely,



Aris Cedeño  
Executive Director & Academic Dean



# 2008 Scholars by County

## Counties with 1-3 Governor's Scholars in 2008

Anderson	Clinton	Grayson	Lee	McLean	Morgan	Spencer
Ballard	Crittenden	Green	Leslie	Meade	Nicholas	Trigg
Bath	Cumberland	Harrison	Letcher	Menifee	Ohio	Trimble
Breathitt	Estill	Hickman	Livingston	Mercer	Owen	Union
Breckinridge	Fleming	Jackson	Lyon	Metcalfe	Powell	Washington
Butler	Fulton	Knott	Martin	Monroe	Robertson	Webster
Carlisle	Gallatin	Lawrence	McCreary	Montgomery	Simpson	Wolfe

## Counties with 4-6 Governor's Scholars

Adair	Casey	Harlan	Marion	Rockcastle
Bell	Clark	Hart	Marshall	Russell
Bourbon	Clay	Henderson	Mason	Todd
Bracken	Edmonson	Knox	Muhlenberg	Wayne
Caldwell	Elliott	Laurel	Owsley	Whitley
Carroll	Garrard	Lewis	Pendleton	
Carter	Hancock	Magoffin	Perry	

## 7-9 Scholars

Allen	Lincoln
Barren	Logan
Calloway	Nelson
Grant	Rowan
Henry	Shelby
Hopkins	
LaRue	

## 10-14

Boyd  
Boyle  
Christian  
Floyd  
Franklin  
Graves  
Greenup  
Johnson  
Pike  
Taylor

## 15-25

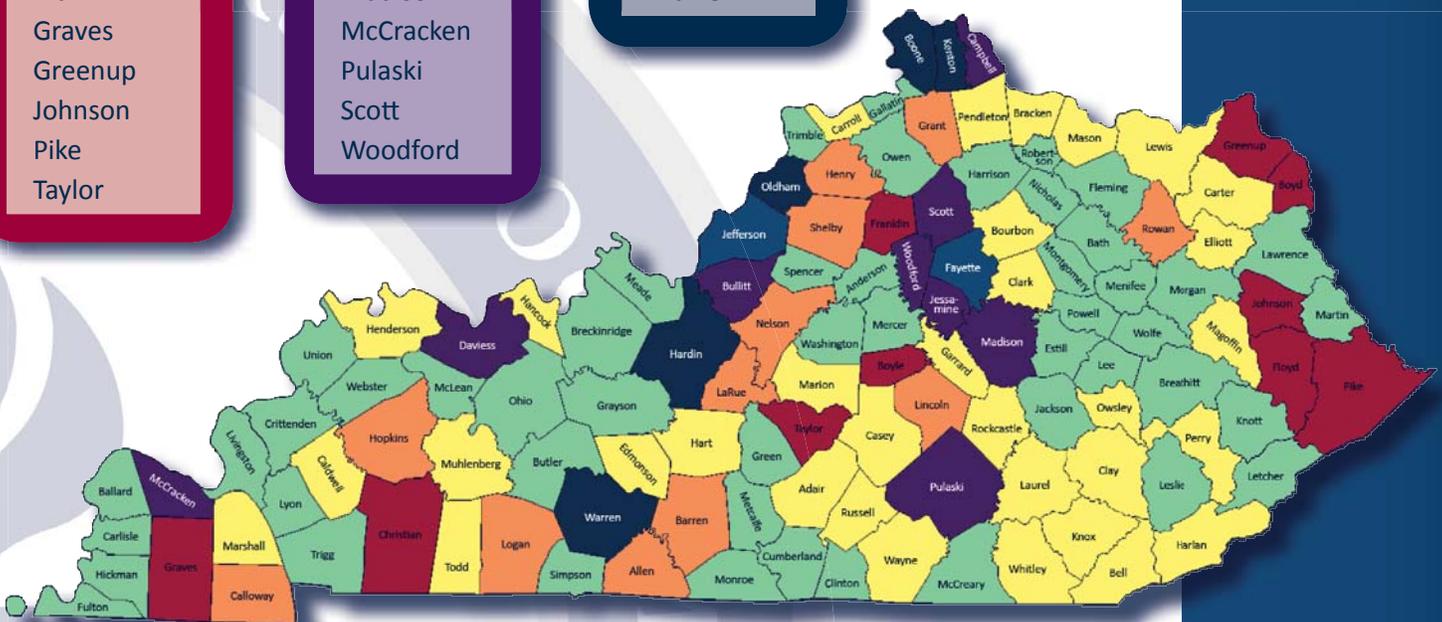
Bullitt  
Campbell  
Daviss  
Jessamine  
Madison  
McCracken  
Pulaski  
Scott  
Woodford

## 26-50

Boone  
Hardin  
Kenton  
Oldham  
Warren

## 51+

Fayette  
Jefferson



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 renowned speakers, discussing classic films, performing original skits, playing intense games of Frisbee, or organizing awareness-raising rallies. As a result, the Governor's Scholars Program has thrived as a living, learning community for twenty-five years.

In 2008, as the Program celebrated its 25th Anniversary, Governor's Scholars on all three campuses enjoyed a vibrant Convocation Series. They took part in interactive presentations featuring adventurer Tori Murden McClure, Secretary of State Trey Grayson, Attorney General Jack Conway, 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, and to explore educational opportunities available in Kentucky at the GSP College Fair.

These activities are just a few of the Governor's Scholars Program's many traditions; as the years have passed and the host campuses have changed, many Program methods have proven to be timeless in both their appeal and their effectiveness. Nevertheless, each summer brings a new community to each campus, a new cadre of emerging leaders brimming with enthusiasm for new ideas and eager to undertake new challenges. Thanks to this unique combination of tradition and innovation, the Governor's Scholars Program community is both familiar and fresh, year after year.

## Bellarmino University

For the fifth 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 the Louisville Science Center, to a Louisville Bats baseball game, to 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 third annual Community Service Day, during which nearly every member of the GSP-Bellarmino community volunteered at one of fifteen service sites throughout Jefferson County. In one day alone, the GSP-Bellarmino community donated over 2,000 hours of service to the people of Metro Louisville. Many of the scholars made another donation to the greater Louisville community when the Red Cross came to campus during the last week of the Program. Thanks to a new law allowing 16-year-olds to give blood with their parents' permission, far more scholars than ever before participated in this year's GSP blood drive, resulting in the donation of a record 181 usable pints.



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;" Arts Day, which gave scholars the opportunity to dabble in the visual and performing arts, experimenting with everything from tie-dyeing to salsa dancing; and the Fourth of July celebration, during which the scholars transformed themselves into human parade floats, discussed their personal understanding of freedom, and feasted on picnic fare at a celebratory cookout. Many of the campus clubs and activities were 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*.

*During the Bellarmine campus Fourth of July parade, the scholars transform themselves into human floats.*

## Centre College

This year, the Centre campus enriched its traditional international theme by adding an emphasis on Kentucky cultures. During a surprise field trip, the scholars, faculty, and R.A.s all attended the River of Music Party Bluegrass Festival in Owensboro. The Saturday afternoon line-up was a true multicultural experience; in fact, one of the first groups to perform was a bluegrass band from Italy. Many of the scholars were relatively unfamiliar with bluegrass music. For them, this field trip offered important insights into their Kentucky heritage. Explore Kentucky Day introduced the scholars to many other aspects of Kentucky's rich history and culture, including the museums and architecture of Louisville; the beauty of Natural Bridge, Mammoth Cave, and the Knobs of Berea; the tradition of the Thoroughbred Center; and the living history of Perryville, the site of Kentucky's largest Civil War battle.

In order to raise awareness of the global community, the campus hosted its traditional daylong International Day celebration. The day's Opening Convocation included a Global Fashion Show, performances of Russian songs and a Japanese play, and the dedication of one thousand paper cranes symbolizing peace. Scholars then dispersed to participate in a number of seminar classes on international topics and to visit the International Marketplace, where they could try the Mexican drink horchata, receive a semi-permanent henna tattoo from India and Northern Africa, learn about modern slavery, have their name written in Chinese, and enjoy many other fun and educational booths. The day closed with an international feast incorporating fare from the Caribbean, Africa, China, the USA, and many other countries. Like the other aspects of International Day, the cuisine was unfamiliar to most of the scholars, but was well received by all.

## Morehead State University

On the Morehead State University campus, now in its third 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 highlighted various forms of diversity. After the performance, the scholars participated in various breakout sessions that 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 divided into twenty groups to pursue community service projects at a variety of different locations. While one group worked together to paint and beautify the playground at a local elementary school, others devoted their time to activities like picking up litter scattered around the Morehead State University campus and clearing the trails at a Rowan County park. All in all, nearly 375 members of the GSP-MSU community contributed approximately two hours each, for a total impact of more than 750 hours worked for the good of Rowan County and the city of Morehead.

Other activities, most often scholar-generated, abounded on the GSP-MSU campus. A knitting club, the Jane Austen fan club, a variety of sports clubs, an ecumenical prayer group, and a philosophy club were only a few of the many experiences that the scholars initiated and enjoyed.

*With the members of their Seminar as their teammates, Morehead scholars build camaraderie during the GSP Olympics.*



*Scholars enjoy a meal in Centre's temporary dining facility, Chowan.*



# Agribusiness & Biotechnology

*“Thanks to this class, I have come to appreciate agriculture and I have learned that its uses and importance reach far beyond the traditional realm of food.”*

Mary Ellen Wimberley,  
Model Lab High School

## Morehead State University

The goal of [Melissa Travis’s](#) Agribusiness & Biotechnology focus area was to expose the scholars to as many different aspects of agriculture, agribusiness, and biotechnology as possible.

Activities at MSU’s Derrickson Agricultural Complex included a tour of the vet tech center, an equine day, a beef cattle/swine day, and a morning at the shrimp pond. Scholars in this class also visited Sheltoewe Farm (a gourmet mushroom farm), performed an electrophoresis lab with a genetics professor, and listened to various guest speakers including the chair of MSU’s Department of Agricultural and Human Sciences, a representative from the Sierra Club, a state FFA education specialist, and an MSU professor who discussed remote sensing and GPS. As in the past, the Kentucky Department of Agriculture brought its Mobile Science Center to the MSU campus and led the scholars in an ice cream making activity.



*Agribusiness scholars saddle up for equine day activities.*

# Architectural Design

## Morehead State University

Scholars in [Ben Rademaker’s](#) Architectural Design focus area worked in the areas of design, development, and construction of related projects. The goals of the course were not only to explore the various aspects of architecture, but also to allow the scholars to think critically, to make decisions in a variety of settings, and to assume leadership roles inherent to group production.

For their first activity, the scholars worked in groups to design prototypes for community parks based on suggested themes. The parks were required to clearly display the attributes of the chosen theme. This exercise introduced the scholars to some of the tenets of landscape architecture. As they worked with classmates to design their parks, the scholars also experienced some of the different dynamics of group interaction.

The second activity involved the construction of a bird house based on a famous architectural structure. In order to complete this project, the students built models based on their own designs and then implemented their ideas in the construction phase. The well-known structures that the scholars chose to recreate included the Big Ben clock tower, the Morehead State University President’s house, other MSU buildings, and the Kentucky Governor’s mansion. This activity allowed scholars the opportunity to build scale models, to work with professional architectural tools, and to explore creative design techniques.

*“This class taught me a number of valuable real-world skills – and it was truly enjoyable, too!”*

Kaitlyn Fouts, Greenwood High School

## Bellarmino University

Scholars in Ashley Murphy's Astronomy focus area combined hands-on work constructing solar motion models, star clocks, and 60-mm refracting telescopes with theoretical work analyzing astronomical theories and debating new models for the future of manned space flight.

In order to practice observational astronomy, the scholars spent several nights outside on Bellarmine's campus. Despite the haze from summer weather and city lights, the scholars observed constellations as well as Mars, Jupiter, and Saturn and became proficient in the use of digital photography to capture their views. During a trip to Western Kentucky University, scholars enjoyed a visit to the Department of Physics and Astronomy, the planetarium, and the remote observatory for WKU's robotic telescope. When renowned astronomy educator Bob Summerfield visited Bellarmine's campus, bringing with him telescopes of diameters up to 25 inches, the scholars enjoyed the rare opportunity to use the largest traveling observatory in the United States. The very best night for observation took place in LaGrange, Kentucky, at the home of Dale and Leslyn Rushing. There, the class enjoyed an uncharacteristically clear night of star- and satellite-watching.



*Scholars pose in front of the portable planetarium.*



*Scholars tour the WKU Bell Robotic Observatory.*

Kari Ward, a Western Kentucky University Astronomy Teaching Fellow, assisted both Astronomy focus areas on the Bellarmine University campus. An Action Agenda Grant from Western Kentucky University provided partial funding for Kari's attendance at GSP and for several Astronomy class activities.

## Morehead State University

Michael Feeback's Astronomy focus area studied various topics in space science with an emphasis on observational astronomy. Class activities included identifying constellations and exploring deep-sky objects. In addition to using their own refracting telescopes, which they constructed from PVC parts and surplus optics, the scholars were also able to get a close-up look at the world-class radio telescope on the Morehead State University campus. When self-described "professional amateur astronomer" Bob Summerfield visited the Morehead campus, he helped the scholars explore the day and night skies using telescopes of all sizes.

*Paying careful attention to detail, scholars work through the process of building their own telescopes.*



Through the course of the five week Program, the scholars became familiar with the night-sky constellations and currently-visible planets, learned how to use and maintain their own telescopes, and built the foundations for potential careers in science.

Rico Tyler's Astronomy focus area offered scholars a broad introduction to observational astronomy and the methods that astronomers use to understand the universe. Each Astronomy scholar began the summer by constructing his or her own telescope and learning how to use it. Other class highlights included evening observing sessions, astrophotography, the community star party, and the field trip to the WKU observatory.

*"It was amazing to see real weather systems on Jupiter and, of course, the satellites were spectacular."*

Jonathan Grabau,  
Tates Creek High School

# Biological & Environmental Issues

## Bellarmino University

In Greg Smith's focus area, scholars studied issues that are impacting individuals' health and safety both locally and globally. The scholars also explored nature and considered the ways in which they could each positively and negatively affect the environment.

On one field trip, the class visited the Louisville Zoo. There, the scholars learned about population dynamics and the effects of habitat destruction on endangered and threatened species. In order to experience nature first-hand, the class went on a primitive overnight backpacking trip. During this adventure, the scholars learned to start a fire without matches, to cook over a campfire, to test a stream's water quality, and to identify wildlife.

The class also considered the significance of hunting for population control and discussed what it means to be an ethical hunter. The scholars learned firearm safety, first aid, and survival skills. For a hands-on application of these ideas, the scholars went to a local Sportsman's Club, where they were introduced to skeet shooting, rifles, and archery.



*After learning about population control and ethical hunting, the scholars try their hand at archery.*

*"This class was full of opportunities to try something novel and to learn more about myself."*

Desta Lissanu,  
Somerset High School

## Centre College

Led by faculty member Jamie Hester, scholars in this course explored the biology of stress and learned about coping techniques related to stressors. Class discussion centered around Robert Spalovsky's book *Why Zebras Don't Get Ulcers*. A number of guest speakers augmented the scholars' conversations. They included Dr. Castenada, a psychology professor from Georgetown College who spoke to the group about post-traumatic stress disorder; Cathy Oswald, a local massage therapist who taught the art and technique of hand and shoulder massage; and Dr. White, a retired Centre College Psychobiology professor who talked about his twenty years of work with the Louisville Zoo studying captivity stress in woolly monkeys.

The scholars were able to practice their hand and shoulder massage techniques when they visited a local long-term care facility. There, they spent over two hours giving residents massages. Of this experience, scholar Abby Fieldhouse of Assumption High School remarked, "Taking time to visit with and massage the elderly has really opened my eyes to a whole different group of people and allowed me to appreciate how their needs are similar to my own."

When class discussion turned to culturally-related stressors, scholars began to ponder whether "stress" would exist within contrived communities such as the Abbey of Gethsemani, a central Kentucky monastery. After experiencing prayers and participating in a question and answer session with Gethsemani's Father Seamus, the scholars concluded that some stress may be innate.

*Before offering their masseuse services at a long-term care facility, scholars practice their massage techniques on one another.*



Scholars in Greg Jacobelli's focus area investigated the environmental problems we, as a global community, are facing. One of the class's defining elements was the realization that most of the problems that we humans face in our environment were created by our hands and that, as a result, we all must claim some responsibility. Extinction became the class's other major focus as the scholars examined humans' possible role in the next major extinction event. Class members also explored alternatives to their traditional ways of interacting with the environment and generating energy.

During the first week of the Program, scholars walked to the Danville Cemetery to consider regional population dynamics. As they discussed the ways in which booms in the human population can directly or indirectly create difficulties, they used the cemetery as an illustration of life-spans and population growth in the Danville area.

The scholars then turned their attention to considering methods for creating a sustainable society. They traveled to Berea, Kentucky, where they visited Berea College's Ecovillage and spoke with Dr. Richard Olson about the sustainability program. This trip allowed the scholars to appreciate how easy it can be to implement some responsible and sustainable practices.



*During a trip to a Danville cemetery, scholars study local population growth.*

*"Biological and Environmental Issues really opened my eyes to the problems facing our environment. Now I can do my part to help fix them."*

Andrea Hiller, Scott High School



During the second half of the Program, the class spent time hiking and exploring in areas including Cave Run Dam, the Red River Gorge, and Natural Bridge. These excursions exposed the scholars to forest, lake, and river ecosystems and enabled them to witness first-hand some of the damage that such areas are suffering. As a result, the scholars developed a real-world understanding of the importance of the conservation that they had discussed in the classroom.

*Biology scholars search for fossils.*

# Business & Economic Theory

## Bellarmino University

Scott Takacs's Business & Economic Theory class looked at entrepreneurship and small business in several interactive settings. The scholars formed an on-campus sandwich business to raise money (over \$140) for the Neighborhood House, a local charity. In addition to allowing the scholars to address a community need, this project provided them with valuable lessons in pricing, market responsiveness, and inventory control. The scholars also assisted a Louisville musician with her marketing efforts, spoke with Kurt Rutowski of the Louisville Independent Business Association (LIBA), and participated in interactive trading simulations.

Reflecting on the impact of the class's speakers and field trips, scholar Olivia Ryan of Highlands Latin School said, "The representative from LIBA and the Keep Louisville Weird Campaign provided a lot of insight on the importance of supporting local and independent businesses. We discussed the economic and social advantages of keeping money in the local area. After these discussions we took field trips to local businesses to enhance and supplement what we had just learned."

## Centre College



*Bellarmino scholars showcase a marketing poster and a menu for their on-campus sandwich business.*



*The Centre Business & Economic Theory class smiles outside of Zappos in Shepherdsville, where scholars got an up-close look at a cutting edge e-commerce facility.*

When transferred from a controlled learning environment to a practical application, theories often fail to produce the expected results. With this in mind, faculty member David Donathan designed a focus area class in which scholars used discussion to develop a better understanding of basic economic and business theories and then examined the consequences of blindly expecting theories to work in practice. Through this process, the scholars were able to appreciate the ways in which adding people to the mix can change the relationship between theory, practice, and results. In each of the scenarios that they considered, the scholars used critical thinking to analyze what should have happened (according to theory), what actually happened in the real world, and why the results were what they were.

The scholars enjoyed a visit from Dr. Ann Moore, Chair of Management at St. Catharine College, with whom they spoke about how advertising and marketing affect the consumer.

The class visited a local Danville business to observe the real-world business applications of market economics and other business theories. Finally, they traveled to the Zappos.com Shoe Outlet in Shepherdsville, where the scholars received a briefing on the corporate culture and then toured the customer fulfillment center, one of the most technologically advanced e-commerce facilities in the US.

According to scholar Jordan Tackett of Betsy Layne High School, the best thing about the Business & Economic Theory focus area was that "it put the real world into perspective by demonstrating that theory is not always as absolute as it seems."

## Morehead State University

Scholars in Ali Ahmadi's Business & Economic Theory class considered numerous economic concepts and issues from the point of view of theory. They covered topics including supply and demand, elasticity, production cost, inflation, unemployment, fiscal and monetary policy, international trade, and international finance. In addition, the scholars debated current controversies related to the economic theories that they were learning. The topics of these class debates ranged from the environment to the living wage to international trade and globalization. As they prepared for and participated in the class debates, the scholars used factual and theoretical knowledge to help form, maintain, and express their opinions. Through the course of the debates, the scholars learned how valuable informed, balanced thinking can be in the consideration and expression of opinions regarding different political and economic issues.

Also, in order to better understand the Consumer Price Index, the scholars created their own index. Each week, the class traveled to a local store, where each scholar was responsible for keeping track of the prices of several consumer items. Using this information, the class was able to construct its own Mock Index for the five weeks of GSP.

During the last week of the Program, scholar Kimberly Ferguson of Henry Clay High School laughed as she remembered her initial concerns about her Business & Economic Theory focus area. She recalled, "Before the first class started, I was extremely worried that it would be dull and would drag on for five long weeks. It was exactly the opposite. I loved going to class to learn about new concepts that I had never known existed. As I look back now, I realize that I learned a great deal about economics without sitting through a single boring class."

*"I learned a great deal about economics without sitting through a single boring class."*

Kimberly Ferguson,  
Henry Clay High School

# Communications & Social Studies

## Bellarmino University

In Jason Meenach's Communications & Social Studies focus area class, scholars gained a new awareness of the forces that subtly shape consumer culture and developed skills to help them make informed decisions based on accurate and reliable information. The scholars analyzed the relationship between language and communication and paid particular attention to how language is carefully manipulated to suit various purposes in media, advertising, and politics.

A variety of activities helped the scholars achieve the course objectives. The class began the summer by reading *un•Spun: Finding Facts in a World of [Disinformation]* by Brooks Jackson and Kathleen Hall Jamieson. The scholars supplemented this reading by taking a walking trip to a grocery store, where they looked for examples of "disinformation" on the labels of products they use regularly. The class also visited with staff members of the Louisville *Courier-Journal* and Mark Pimentel, the General Manager at WHAS-11 news in Louisville, who elaborated on the challenges facing news media and journalists in the 21st century. The scholars enjoyed guest visits from U.S. Senate candidate Bruce Lunsford and Rick Blackwell, the former President of the Louisville Metro Council. One of the class highlights was a trip to the Louisville Zoo, where Assistant Education Curator Doug McCoy spoke with the scholars about the many unique ways in which animals communicate.

As a culminating project, the scholars designed their own television news networks and wrote and produced news stories to "air." Through the course of this project, the scholars did research, wrote and edited their own stories, and filmed them in a way designed to reflect a particular viewpoint.

*At the Louisville Zoo, scholars learn about the many means by which animals communicate.*



## Centre College

Because letter writing is a time-less form of communication, scholars in Amy Maupin's Communications & Social Studies class explored various letters from well-known authors and writers, including United States presidents and contemporary poets. In addition to reading and discussing letters by such notables as Thomas Merton, James Baldwin, and Rainer Maria Rilke, scholars wrote their own letters, some more personal and friendly to folks back home and others more formal and structured like that of an argumentative essay. Because Merton was a Trappist monk at the Abbey of Gethsemani here in Kentucky, the class traveled to Loretto, Kentucky, to visit the famous monastery.



*Communications scholars discuss famous thinkers' letters before composing their own.*

Critical reading, writing, and thinking were the predominant goals for the class, and the lively discussions did not disappoint. Scholars pondered various "big questions" related to the ways in which we communicate by letter as well as the importance of the letter as historical record. If there was one general theme to the class, it was to ask what it means to be a human being and how written correspondence can provide space for such exploration.

When asked what he would take away from his focus area experience, scholar Nathan Carter of Warren Central High School responded without hesitation, "The greatest lesson that I learned in Communications is to always think critically. I learned that for every point there's a counterpoint, for every stance there's an alternative, and for every agreement there is some dissent. We must choose where to stand."

## Morehead State University

Scholars in Garrett Graddy's Communications & Social Studies class explored the concept of the "inter-local," considering the ways in which re-valuing local traditions and knowledges can be a means of connecting places rather than isolating them. After watching a documentary made especially for Appalachian students by a Peruvian group working to preserve Andean traditions, the scholars began their own documentary project researching and presenting artistic, agricultural, medicinal, and musical heritage in Appalachia. They met and interviewed local artists, farmers, gardeners, and a quilter and visited and documented Gladie Historic Home, Ft. Boonesboro, the Kentucky Folk Art Center, the Kentucky Center for Traditional Music, and the Sustainable Mountain Agricultural Center of Berea.

The scholars also collected material from a rich variety of guest presenters: Dr. N'Jaiye spoke about the continuity of Dogon cosmology; 95 year-old Mae Sons introduced the class to the tradition of planting by the signs of the moon; a local potter discussed the importance of keeping traditional Blackfeet ceremonies alive; and the Clack Mountain String Band and a local "old-time" balladeer entertained the scholars with their traditional arts.

Amidst gathering footage, the scholars read texts about integrating local knowledges into educational curricula: Foxfire books, essays on sustainable education, and poetry by Wendell Berry, to whom the scholars wrote questions and whose responses they included in their movie. As they immersed themselves in Appalachian heritage, members of the class tried their hands at gardening, harvesting berries, baking zucchini bread and cornbread, and of course the art of rendering a story collectively in documentary form. The goals of the class were to cultivate appreciation for the treasury of knowledges in Kentucky and Appalachia and to connect the work of re-valuing these traditions to parallel movements across the country, continent, and world. The class's final product was an incredible film about Appalachia.

*"For the first time,  
I feel as though  
I have found the  
Kentucky in me."*

Ashley Elkund,  
John A. Hardin High School

# Creative Writing & Literary Studies

## Bellarmino University

Frank Ward's Creative Writing & Literary Studies class focused on real world applications for scholars, providing an environment identical to those within which semi-professional writers work. Scholars functioned within a writers' group structure, generating a wide range of forms, including poetry, fiction, personal essays, narrative forms, and drama. One major weekly component of the class was the roundtable assessment through which scholars participated in critical evaluation of each other's work. The scholars also met with professional writers, dramaturgists, playwrights, and editors to discuss the realities of writing as both an artistic form and a professional endeavor.

Scholars published their work on the class's website ([www.geocities.com/wfw2424](http://www.geocities.com/wfw2424)), which was shared with the rest of the Bellarmine campus and with the world. Through a joint project with the Drama focus area, the scholars had the opportunity to write and produce nine independent plays, each of which was performed live for the entire GSP community and recorded for a DVD anthology. Finally, thanks to a collaboration with a local writer's group, all of the work that appeared on the class website was considered for publication in a regional anthology.

## Centre College

Through the course of the summer, scholars in Leigh Koch's focus area discovered what it means to be an artisan of the written word. They acquired this knowledge through multiple projects centered around understanding oneself, contemplating others, observing the world, absorbing history, and taking action as a writer.

The scholars explored various settings with an author's eyes, including a town walk in which they observed people in the community, a cemetery stroll where they reflected upon the long forgotten, a photography adventure where they learned to appreciate seeing the world in their own way, and a field trip to the Underground Railroad Freedom Center where they remembered the lessons time teaches. On one occasion, the scholars spoke with Wilhelmina Koch, a woman born in Shanghai, China, and adopted by Russian parents. Through her, they discovered a world that existed beyond the four walls of a classroom or the boundaries of a state. This learning became especially real when they translated their newfound knowledge of an unfamiliar culture into representations of Chinese calligraphy based on Chinese poetry. They later exhibited their creations in the International Day Marketplace. The scholars also used their visual aesthetic to create an intricate papier mache mask with an accompanying piece of writing for the Art Show. Each of these unique experiences provided inspiration for the scholars' writing.

As they shared their own writing, discussed each other's works, and explored outside of the text, the members of the class refined their ability to understand and appreciate other authors' voices. At the end of the Program, the scholars demonstrated their growth as writers in two ways: considering their call to action as writers, they discussed how they would use their writing after GSP and they shared with one another a final written piece inspired by five weeks' worth of experience and inspiration.

The scholars in Tony Crunk's Creative Writing & Literary Studies focus area familiarized themselves with literary works by Kentucky writers in a number of different genres. At the same time, they practiced a variety of techniques for exploring and developing their own creative writing. Through the course of the Program, each scholar completed two original literary works in different genres. As a whole, the class then read and discussed each member's works.

*By providing constructive criticism, Creative Writing scholars help one another improve their work.*



*During a trip to Actors Theatre of Louisville, many scholars experience public transportation for the first time.*



## Morehead State University

This course, led by [Ron Reed](#), focused on creating a colony of writers devoted to trying out different techniques in creating prose and poetry, working with each other to be critical and supportive, and listening to accomplished writers. Chris Holbrook, Grant Alden, Bob Sloan, and Crystal Wilkinson all visited the class to speak with the scholars about their craft. In addition to reading works by Holbrook and Sloan, the scholars studied the libretto to *La Traviata*, an opera that they then attended in Cincinnati. The class also enjoyed visits with writers at the Lexington *Herald-Leader* and the Jesse Stuart Foundation.

Using a blog system, the writers were able to work on different pieces and then publish those pieces when they were ready. By the end of the Program, the colony had created a solid body of works that well reflected each member's talents.



*During a visit to the Jesse Stuart Foundation, scholars learn about Kentucky's rich literary heritage.*

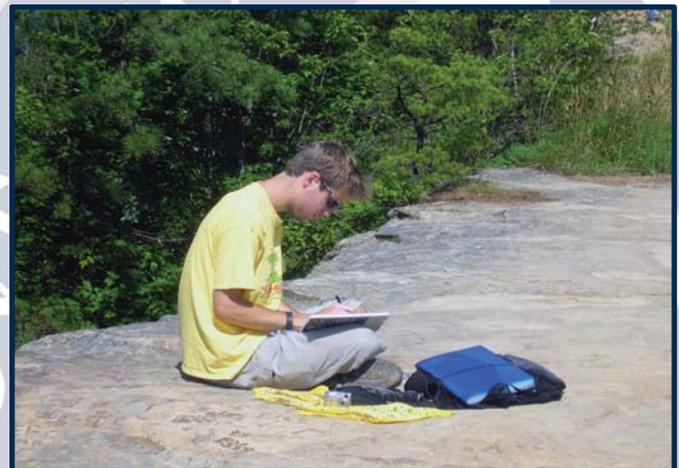
Scholars in [Phyllis Schlich's](#) Creative Writing and Literary Studies class developed their analytic skills to interpret literary works and tapped their creative talents to become a community of readers and writers. Jodi Picoult's *My Sister's Keeper* served as the basis for class discussion of writing techniques. Working with the poems included throughout the novel, the scholars learned how to use analytic strategies such as annotation and color-marking.

At the beginning of each class meeting, the scholars wrote in and shared ideas from their personal journals. They then turned their attention to writing activities that stimulated poetry, creative nonfiction, and short story writing.

On several occasions, the scholars traveled outside of the classroom in search of literary inspiration. They participated in a writing walkabout at Natural Bridge State Park, where they wrote atop the bridge. They also traveled to the Carnegie Center for Literacy and Learning in Lexington, where they had the opportunity to interact with middle school student writers. Using their own poetry as models, the scholars led these budding writers in a poetry writing activity. On a trip to the Jesse Stuart Foundation in Ashland, the scholars learned to better appreciate Kentucky's rich writing heritage.

The class also enjoyed a visit from Kentucky writer Jenny Davis O'Neill, who spoke with them about the many elements that can affect an individual's writing.

As a final project, scholars submitted a written piece for inclusion in the class literary collection, which they titled *Phocus* in honor of their focus area class and its leader.



*A scholar writes atop Natural Bridge.*

*"I've been both humbled and exalted as a writer more than ever before. I've always been the best writer in my class, so to be exposed to others just as good and often better than myself knocked me off my comfy pedestal. I had to grow and work and reach deep to keep up, and I loved it."*

Brianna Baron, Henderson County High School

## Bellarmino University

Scholars in Terence Gaskins's Cultural Anthropology class explored the historical roots of human collective joy as demonstrated through practices such as ecstatic dancing, festivals and parades, and costuming and mask-wearing. They practiced kinesthetic learning through salsa dancing in class and by attending the Fourth of July Waterfront Celebration with thousands of other revelers all moving and grooving to the music of Parliament/Funkadelic.

Thanks to their interactions with several Kentucky politicians, including some running for election in the fall of 2008, the scholars were able to examine human groups' universal cultural tendency to establish hierarchies of power. The class's political visitors included U.S. Senator Mitch McConnell and his challenger, Bruce Lunsford, as well as U.S. Representative John Yarmuth.

Reflecting on her focus area experience, scholar Hannah Colliver of Montgomery County High School said, "I learned to view the world around me not just through my own eyes, but through others', as well. I can confidently say that I can go into the world with a greater understanding of its people, both past and present."

## Centre College

Scholars in the Cultural Anthropology focus area led by Anne Murphy explored various types of monastic practices and traditions. The course was designed to introduce scholars to the notion of purposeful living and it required them to consider a number of questions. What makes a meaningful life? Why would a person choose to live away from society? What does a monastic life provide or allow that is not possible in secular society? Class dialogue was fruitful and thought-provoking and, as a result, the scholars reflected deeply about their own views of society, service, religion, and human behavior.

The course began with an introduction to Christian/Western monasticism with a study of the Rule of Benedict along with the history of European monasteries and their influence on Western culture. Students spoke with a former Episcopalian nun and an Eastern Orthodox priest, both of whom have lived extensively in monastic communities. These guest speakers were insightful and offered revealing testimony about the rewards and trials of this demanding lifestyle.

Following a brief introduction to Hinduism and Buddhism, scholars explored monastic traditions of the East. They experienced the Hindu meditative practice of yoga with an Emeritus Professor of Religion from Centre College. The students also journeyed to the Zen Buddhist temple at Furnace Mountain, where they practiced the centuries-old monastic practice of zazen, a form of seated meditation with an established guru.

The class then undertook an in-depth study of one of the world's most famous monastics, Kentuckian Thomas Merton. This exploration culminated with a trip to the Abbey of Gethsemani, where scholars spoke with one of Merton's friends and fellow brothers and joined the community for mid-day prayer.

Throughout the course, the scholars periodically examined the complex relationship between monastic living and art. Before the end of the Program, they created their own illuminated manuscript pages to serve as reminders of their monastic exploration.

*Led by an Emeritus Professor of Religion, scholars experience the Hindu meditative practice of yoga.*



*While conducting "participant-observation" at a Louisville Bats baseball game, scholars witness the carnivalization of sports.*



*“My favorite part of Cultural Anthropology was speaking to so many different types of people. How often do you talk to Catholic nuns devoted to service and convicted murderers in the same day?”*

Erin Wrightson,  
Henry Clay High School

## Morehead State University

Food choices were the focal point of the Cultural Anthropology experience for scholars in Larry Grabau’s class. They spent the five weeks of the Program studying the food decision-making patterns (otherwise known as foodways) of the residents of the Morehead area. After a preliminary walk through the city gave the group a reasonable idea of what groceries and restaurants were available, the scholars went to work developing a survey instrument. When the appointed day came, the class surveyed over 400 people—simply conducting the survey proved to be a valuable experience, as scholars learned to take the risk of asking people whom they did not know to participate. Upon compiling the survey results, the scholars recognized several differences in foodways among young adults and senior citizens.

In order to broaden this cultural experience, the scholars also learned about historic foodways in the Red River Gorge and Fort Boonesborough, participated in a service project at a women’s shelter in Sandy Hook, and ate lunch in the cafeteria at the Little Sandy Correctional Complex.



*Scholars administer their foodways survey at a Morehead grocery store.*

## *Drama*

### Bellarmino University

Scholars in Scott Vander Ploeg’s Drama focus area sought an overall appreciation of all aspects of the theatre, from writing for it to presenting in it. Their study involved viewing and critiquing three Shakespeare productions as well as immersing themselves in their own productions. To enhance their own composition skills, the scholars participated in a playwriting workshop. They also sampled improvisation and stage combat techniques.

The class rehearsed extensively as they prepared for both live and recorded performances. For their culminating project, the scholars staged the ten minute plays written by the Creative Writing focus area for the enjoyment of the entire GSP community.

### Centre College

Eric Abele’s focus area course took a liberal-arts approach to dramatic arts through the study of both performance and design. Scholars studied the play *A Thousand Cranes* by Katherine Schultz-Miller and then designed costumes for and performed in the piece at the International Day Opening Convocation. Vivian Snipes, Associate Artistic Director at Lexington Children’s Theatre, lent the class all the necessary props for the production and trained the scholars in both Japanese Kabuki and Noh Theatre.

*Bellarmino scholars enjoy a production by a visiting drama troupe.*



In accordance with the class's focus on design, the scholars studied human proportion, elements of design, and fashion history. They also enjoyed the privilege of tele-conferencing with Robyn Gebhart, a Hollywood-based draper who patterned such films as *Spiderman* and *Princess Diaries 2*.

As their final project, the scholars designed costumes for Engelbert Humperdink's masterpiece opera, *Hänsel und Gretel*. Each scholar developed his or her own thematic approach to work, changing the scope of the opera to settings including the slums of modern New York, the Victorian gothic, and the American pioneer, among others.

When asked about her experience in the GSP Drama focus area, scholar Harlie Cooper of Presentation Academy replied, "My drama class was not at all what I expected. I thought we would come in, play a few improv games and maybe do a scene. Instead, we focused on costume design, which- in the end- taught me more than any "acting" class could have. Not only have I come to appreciate costumes and the role they play in every production, I have learned to dedicate myself to something with which I have struggled, as opposed to leaving as a failure. I have learned to start over and make changes that need to be made until I have something to be proud of, something beautiful."



*The class rehearses A Thousand Cranes before their performance at the International Day Opening Convocation.*

## Morehead State University

The overall goals for scholars in [Melanie Kidwell's](#) Drama Focus Area were to explore how theatre can be used as a tool for social justice, to create their own work, and to witness quality work in Kentucky theatres.

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

The class then undertook the daunting, but doable, project of creating an original piece of theatre that focused on the issue of diversity. The scholars collectively decided on a format and then individually wrote scenes, staged dances, selected music, compiled slideshows, and conducted interviews. They presented the resulting creation, which they called *Project Diversity*, as part of the GSP Diversity Day.

Throughout the course of the Program, the class attended various theatrical productions across the Commonwealth. They traveled to Louisville for a production of *Twelfth Night* at the Kentucky Shakespeare Festival, where they met with artistic director Curt Tofteland and spoke with him about his work with the program Shakespeare Behind Bars. They also traveled to Kincaid Regional Theatre in Falmouth to view a production of *Big River*.

*"... I have learned to dedicate myself to something with which I have struggled, as opposed to leaving as a failure. I have learned to start over and make changes that need to be made until I have something to be proud of, something beautiful."*

Harlie Cooper,  
Presentation Academy

## Morehead State University

The Engineering classes taught by [Stephanie Harmon](#), [Jaby Mohammed](#), and [Randy Stumler](#) focused on the many opportunities in the field of engineering. The scholars learned about various types of engineering and the educational backgrounds necessary to work in each of those fields. Other areas of discussion included project design and presentation and the importance of teamwork within the profession.

The scholars participated in numerous problem-solving activities. In one instance, they worked with the U.S. Corps of Engineers to determine the optimal location of a new boat ramp and access road at a Kentucky lake. They also undertook the "Windshield Problem" when they visited Toyota Motor Manufacturing in Georgetown. In both instances, the scholars shared their solutions with engineers from these organizations and received feedback about their work. During a tour of the Lexmark research facilities, the class had the opportunity to interact with GSP alumni who are now participating in Lexmark's Engineering Co-op program.



*After determining the optimal location of a new boat ramp and access route, scholars present their ideas to members of the U.S. Corps of Engineers.*

Harmon's Engineering class used Petroski's analysis of the toothpick to stimulate a discussion of design and function. To emphasize the problem-solving abilities required in the engineering field, each of Harmon's scholars designed an outfit of clothing that met certain form and function requirements and was constructed entirely of duct tape.

Scholars in Mohammed's class focused on critical thinking and product design. They learned the basic concepts of technical drawing and how to use Autodesk Inventor, a three dimensional parametric CAD software. The scholars used this software to design a ballistic device, a prototype of which they then constructed out of plastic bars, plastic adaptors, rubber bands, screws, and dowels. Finally, after testing their launchers, the scholars collected data and compared the data with the theoretical values calculated using the projectile equations.

Stumler's class worked around a theme of arts and design. In accordance with this theme, the scholars each created their own wire sculptures in the fashion of Alexander Calder. Their final class activity was Operation Rescue, in which teams of scholars worked to make functional boats using only cardboard and a limited supply of duct tape.

*Engineering scholars collaborate on a problem-solving activity.*

*"I never imagined that I would have the privilege of dining with Toyota executives or working with professional engineers on real problems. This whole experience has been invaluable."*

Nick Crawford,  
duPont Manual High School



## Bellarmino University

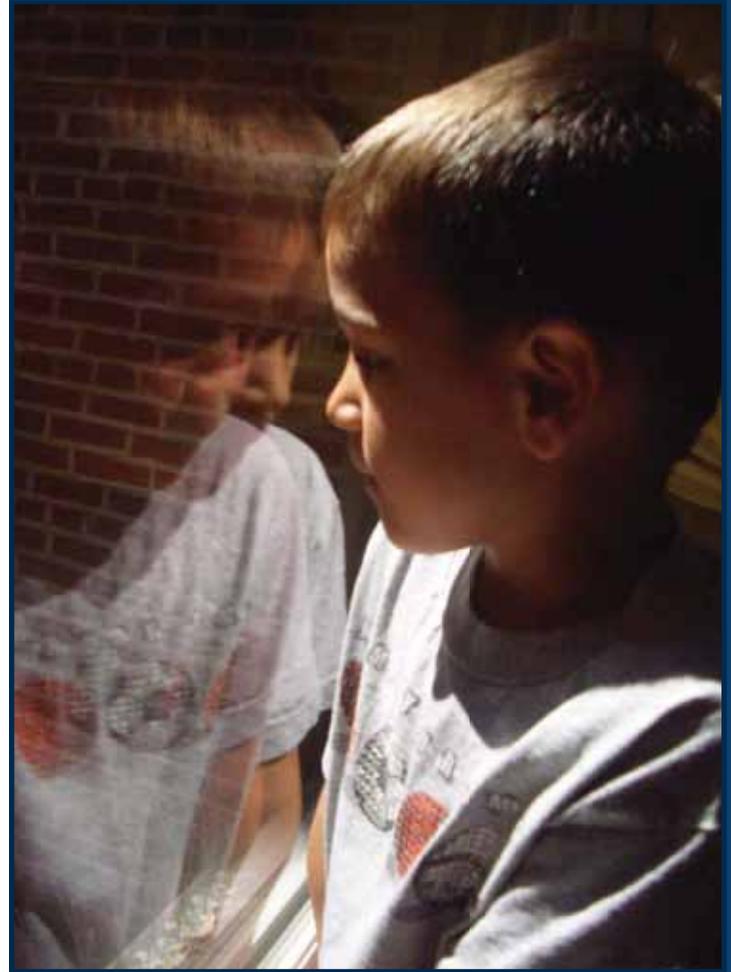
Scholars in [Craig Miller's](#) Film Studies focus area explored the craft of filmmaking by participating in workshops in storytelling, writing, directing, production, visual effects, cinematography, and editing. They applied the lessons that they learned within these workshops as they each created their own one-minute short films. During their "on location" shooting experiences, the scholars worked hand-in-hand with a professional filmmaker as they each sought to tell their own personal story through film.

Class field trips included a photographic exploration of downtown Louisville, during which the scholars generated pictures that they later used as individual elements within a storytelling exercise. By the end of the Program, the young filmmakers had not only begun to learn how to master individual facets of the filmmaking process, but had also garnered a greater appreciation of the process as a whole.

## Morehead State University

The primary goal of [Jay Langguth's](#) class was to introduce the scholars to the art of film through a close study of two genres that elicit strong emotional responses from audiences: comedy and horror. In addition to discussing the medium of film and its relationship to other forms of artistic expression, the class explored comedy and horror movies from the point of view of film scholars. After viewing and critically examining a selection of films, the class began writing and shooting their own horror movie. Daniel Moore, an artist from Cincinnati with an extensive background in photography and film, conducted a two-day production workshop with the scholars before they began their final editing. The class presented their finished film to the Morehead GSP community during the last week of the Program.

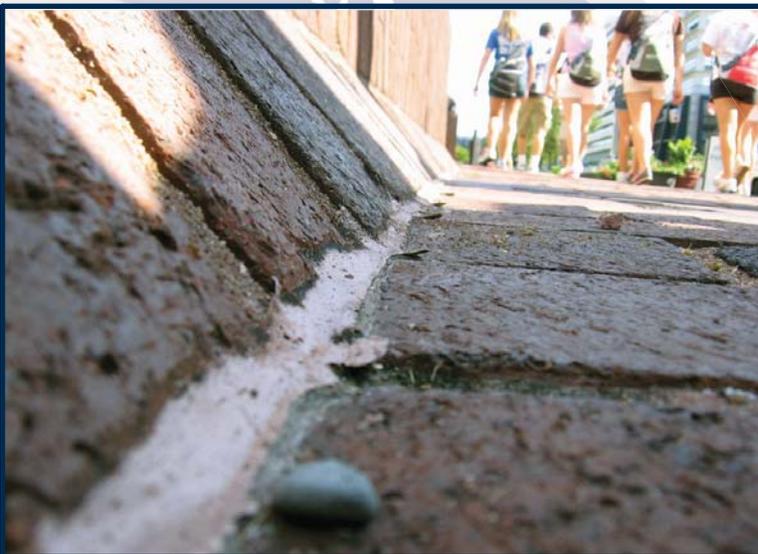
In the process of making their movie, the scholars developed an appreciation for the kinds of aesthetic choices that are involved in film creation. They also learned firsthand the necessity of compromise in the face of creative differences and that, at its best, the art of movie-making is truly a collaborative undertaking.



*As part of a lighting exercise, scholars practice photographing Miller's son.*

*"In my Film Studies class, I enjoyed constant hands-on training from a true filmmaking professional. It was an amazing learning experience!"*

Alexandria Newsome,  
Shelby Valley High School



*To prepare for making their own film, scholars experiment with various shooting angles.*

# Healthcare Industry

## Bellarmino University

Scholars in [Anita Bowman's](#) class examined the personal roles and responsibilities of current and future healthcare professionals by exploring causes, ramifications, and strategies of intervention. In order to make informed decisions, the scholars were challenged to seek the truth.

Morgan Spurlock's book *Don't Eat This Book: Fast Food and The Supersizing of America* and the movie *Super Size Me* both served as texts for the students as they considered personal and corporate responsibility for the increase in American and global obesity rates and investigated the health consequences of being overweight.

With the assistance of KODA (Kentucky Organ Donor Affiliates), the scholars implemented a community service project aimed at raising organ donation awareness among their peers. As part of this undertaking, the scholars met with members of the Louisville Metro Department of Public Health and Wellness, who discussed epidemiological issues that may be contributing to the increased need for organ transplants. At the culmination of their project, the scholars enjoyed the privilege of discussing the significance of organ donation with an organ transplant surgeon from Jewish Hospital.

Another component of the class involved the scholars' introduction to body bequethment, which allowed them to study and experience human anatomy up close. They had the opportunity to meet with an anatomist, who spoke with them about how bequethment has enabled medical research about trauma biomechanics. The scholars also read *Death's Acre: Inside the Legendary Forensic Lab the Body Farm – Where the Dead Do Tell Tales*, through which they examined the roles that forensics can play for both victims and mourners. Finally, the class visited the Cincinnati Museum Center, where the scholars viewed and analyzed the controversial traveling exhibit "Bodies: The Exhibition."

In accordance with their class theme, "Care with Compassion," scholars in [Teresa Hoffmann's](#) Healthcare Industry class volunteered once a week at the Mattingly Center for disabled adults and completed volunteer projects with VistaCare hospice. When they were not busy with their hands-on healthcare experiences, the scholars devoted their time to learning about a wide range of issues, including physical disabilities and physical therapy, viruses and infection, curing disease at the gene level, the techniques and ethics of bioengineering, HMOs and single payer health insurance, and the value of nutrition, meditation, and exercise as both preventative medicine and complementary therapy.

At the conclusion of the Program, scholar Reid Stivers of Shelby County High School summed up what he had learned in his Healthcare Industry class by saying, "We are the generation that needs to put the 'care' back into 'healthcare.'"

*Hard at work in a lab, Healthcare scholars acquire hands-on medical research experience.*



*While participating in a simulation of aging, scholars attempt everyday activities like opening a bottle of medicine.*

*"As a second generation Governor's Scholar, I grew up with my mom telling me that GSP was the best experience she ever had. I didn't know how true her statement was until I became a scholar myself."*

Morgan Stone,  
Berea Community School



## Bellarmino University

Scholars in [Kent Juett's](#) Historical Analysis class examined major issues and events in the twentieth century and how they have influenced U.S. history. The scholars' discussions spanned topics from Hitler and Nazi Germany to city planning, the federal budget, the Civil Rights movement, and education in America. In conjunction with this theme, each scholar created a booklet that included what he or she believed to be the top 25 issues/ideas/events of the 1900s and explained how those 25 things had impacted American history. As the culmination of the course, the scholars all shared their individual top 25 lists with the entire class.

Other class activities included an "Elite 8" tournament through which the scholars picked which American president was the best in his own time period. This activity catapulted the class into a discussion of the qualities that the scholars would seek in a future president. The scholars also organized a "dinner party" for historical guests, for which they prepared by generating their ideal guest list and by planning what questions they would ask at the table to help spark conversation.

Outside of the classroom, the scholars visited the State Capitol in Frankfort and toured the Kentucky Historical Museum. Members of the class also volunteered to take part in the GSP-Bellarmino Fourth of July celebration, during which they spoke about what the United States means to them.



*Two scholars suggest possible invitees for their class's historical figure "dinner party."*

## Centre College

[Kristen Harris's](#) Historical Analysis course was based on the idea that history must be experienced, touched, written, read, and analyzed. Scholars learned that history is not a static list of dates, peoples, and events, but rather a fluid and living thing, altered by individual perspectives, the discovery of new evidence, and critical thinking on the part of historians. With this philosophy in mind, the scholars spent five weeks putting their hands on local history, reading and discussing controversial history texts, and creating and analyzing historical fiction.

Before the Program began, each scholar was asked to transcribe a historical marker from his or her hometown. They all brought these transcriptions with them to campus and used them as a basis for researching Kentucky towns and counties throughout history. In a related exercise in local history, the class enjoyed a guided tour of Danville's Constitution Square State Historic Site. After this experience, many scholars wrote insightful reactions indicating that they had learned more about Kentucky history in one week than they ever had before.

The second emphasis of this course lay in the analysis of historical texts, both fiction and non-fiction. Through reading and class discussion of Howard Zinn's *A People's History of the United States* and viewing the History Channel's "10 Days that Unexpectedly Changed America," the class explored familiar events from unfamiliar perspectives. For instance, scholars debated whether the Founding Fathers were selfless heroes in the noble experiment of democracy or self-interested elites who developed a system to ensure their own power in society. Turning their attention to fiction texts, scholars read Frank X Walker's *Buffalo Dance: The Journey of York* and compared it to available evidence concerning York, Lewis and Clark, and the historical context of the early 1800s.

Finally, in an effort to link local history with historic fiction, the scholars interviewed residents at Danville's McDowell Place about their lives and wrote a "Residents' Story" that combined the scholars' historical knowledge with facts from the residents' lives.



*As they prepare to write their own historical fiction, scholars interview residents at McDowell Place.*

# International Relations

*“International Relations challenged me to think outside the bounds of history books and take a glimpse into the real world at real-time issues.”*

Katie Wampler,  
North Oldham High School

## Bellarmino University

To understand the complexity and interconnectedness of international problems, scholars in [Andrei Maximenko's](#) class explored perspectives of three different types of international actors: national governments, private businesses, and civil society organizations. The scholars contrasted two different approaches to international conflict resolution, one centered on power and use of force and the other based on international cooperation and shared norms. They scoured Internet-based news media sources to find information and prepare presentations about traditional as well as new security threats, such as terrorism, poverty, human rights abuse, and environmental degradation. The class also engaged in lively discussions of the themes raised in the PBS *Frontline* investigative film series, such as arms control, preemptive war, crimes against humanity and genocide, international environmental regulation, and others.

As they became “experts,” the scholars were challenged to develop a strategy for resolving a particular issue. They paid special attention to the possible means of bringing together both state and non-state actors for the purpose of finding an effective solution. Finally, in order to better understand practices of international conflict resolution through multilateral diplomacy, the class observed actual United Nations Security Council deliberations on the Middle East and Darfur as they were broadcast over the Internet.

## Centre College

This class, taught 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 toward international issues and questions.

The class considered the ways in which globalization and new technologies are changing the nature of relationships across nations. On one occasion, Mr. John MacPhearson, co-owner of Lectrodryer, a multi-national cooperation with headquarters in Richmond, Kentucky, visited the class. Having just returned from a business trip to South Africa, Mr. MacPhearson shared with the scholars his experiences traveling around the world negotiating deals for his corporation. Another visitor to the class, Mr. Juan Pena from the Kentucky Human Rights Commission, spoke with the scholars about what it is like to immigrate to the U.S. He also explained his perspective on relations among various cultures both within Kentucky and within the U.S.

The scholars spent a significant portion of the summer considering the structure and functions of the United Nations. The class 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.

Two field trips underscored the class's discussions. A visit to the Underground Railroad Freedom Center heightened the scholars' awareness of past and ongoing human struggles for freedom. Their trip to the Kentucky World Trade Center in Lexington, where they were hosted by former Governor Martha Lane Collins, highlighted the role that Kentucky plays within the global economy.

*International Relations scholars learn the art of Mancala.*



## Morehead State University

Led by faculty member [Blessing Maumbe](#), scholars in this course examined the key developments affecting international relations. The class researched and discussed a number of international conflicts and wars including the 1990 Gulf War, the war in Iraq, and World Wars I and II and considered how each of these conflicts impacted global relations. Secondly, the scholars examined the role of major international organizations such as the United Nations, AMNESTY International, and the International Criminal Court and discussed how they shape the international relations landscape.

The scholars also learned about historical and modern genocides, including the Holocaust and the killings in Rwanda, Darfur, and Bosnia. As a class, they discussed the implications of these atrocities on human rights and international relations. In response to this discussion, the scholars launched a GSP-community awareness campaign about the need to end genocide and build a more peaceful world. In conjunction with this movement, they viewed the movies *The Invisible Children* and *Hotel Rwanda*.

The class ended the Program on a lighter note as they turned their attention to assessing the importance of international games like the 2008 Olympics, the 2010 World Cup, and the 2010 World Equestrian Games (to be held in Kentucky!) and the role that they play in fostering and improving the relationships between countries.

*"This class has opened my eyes to issues that are occurring throughout the world today and has inspired me to take a more active role in the global community."*

Kelsay Froendhoff,  
Newport Central Catholic  
High School

# Japanese Language & Culture

## Centre College

Scholars in [Fumie Bouvier's](#) Japanese Language & Culture course focused on learning to speak the language as well as developing basic writing skills. In five weeks, the class covered all ten chapters of the textbook *Japanese Made Easy* and learned to carry on simple conversations. With their newly-learned conversational skills, the scholars were able to communicate quite well with the two visitors who flew in from Japan just to visit GSP. In fact, the students performed so well that their pronunciation and conversational skills surprised their Japanese visitors. The scholars' impressive achievement reflected their dedication to and enthusiasm for learning the Japanese language.

Another challenge that the scholars undertook was the construction of a Zen garden on the Centre College campus. Upon its completion, this activity proved to be very rewarding; the scholars frequently used their garden for class discussion and individual meditation. In fact, the rock and sand Zen garden that the scholars created was so inviting that, in addition to the Japanese class, other focus areas frequently visited it.

Other class activities included a tea ceremony in their special tea room, calligraphy, kimono, origami, and sushi making. For the origami project, the scholars collaborated with students from two other focus areas and, together, they folded one thousand paper cranes. During the International Day Opening Ceremony, they dedicated these cranes to their hope for world peace.

Reflecting on his focus area experience, scholar Kyle Stigall of Heath High School remarked, "Fumie's Japanese Language & Culture class has been one of the most interesting and productive classes I've ever taken. Within five weeks we've learned the basics of Japanese language and grammar, the intricacies of the Japanese tea ceremony, and the techniques of Zen thinking—and at the same time, we've taken part in a number of other exciting cultural activities like making and eating our own sushi!"



*Scholar shovel sand into their very own Zen Garden.*

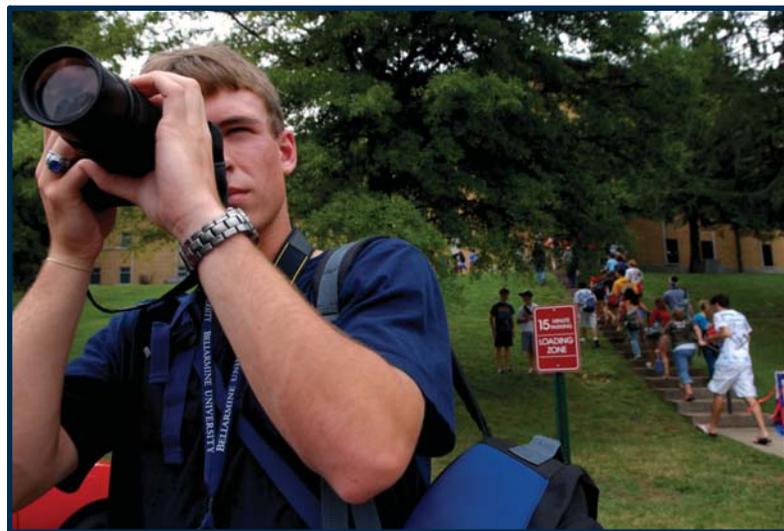
# Journalism & Mass Media

*"I learned that it's not the fancy writing or the complex language that makes a good article. In journalism, it's all about how you tell the story."*

Brian Campbell,  
Eastern High School

## Bellarmino University

The Journalism & Mass Media class was new to the Bellarmine University campus this year. Together with faculty members Jeanie and David Adams-Smith, this group of eighteen scholars explored different fields in media and considered how the introduction of the Internet has changed and continues to change journalism. Scholars explored writing, photography, broadcast, and Internet reporting methods. They also observed journalists in the field through field trips to the Louisville *Courier-Journal* and WAVE-3 television. Several professional journalists visited the class, including one from WAVE-3 who spoke with the scholars about the art of storytelling as a video journalist.



*In the midst of campus Fourth of July activities, a Journalism scholar takes photographs for his news story.*

Throughout the course of the Program, each scholar researched and wrote three stories: a news story about the twenty-fifth anniversary of the Governor's Scholars Program, a feature article about GSP, and an OpEd about his or her personal scholar experience. These stories, together with their accompanying photographs, were sent to the scholars' hometown newspapers for publication.

# Modes of Mathematical Thinking

## Centre College

This class, facilitated by Duk Lee, immersed scholars in the study of solving not-so-easy mathematical problems and introduced them to mathematical origami. The scholars tackled the challenge of solving problems in algebra, trigonometry, geometry, number theory, and word problems. At the same time, they learned a great deal about origami. Together, these two disparate activities helped the scholars achieve the course objective: to understand

mathematics not as the practice of solving symbolic equations in order to get the right answers, but rather as an art of thinking. During the five weeks of the Program, the scholars' definition of "math" broadened, as did their mathematical and artistic intelligence.

When the scholars solved difficult math problems, they talked with their classmates not only about their solutions, but also about the thought process through which they arrived at their solutions. As a class, they proved to be incredibly adept at figuring out even the most challenging problems. In fact, to their instructor's surprise, the scholars were able to tackle nearly all of the problems that he presented them with little—if any—help from him.

The scholars also learned to produce amazingly beautiful works of

*Three scholars collaborate to create an origami model of a dinosaur skeleton.*



art by folding paper with mathematical precision. Members of the class developed an appreciation of origami not as a childish, relaxing art project, but rather as a mathematical, scientific undertaking. They considered origami's far-reaching applications, from its use saving lives through airbags and parachutes to its ramifications within biological research, as scientists link protein folding, unfolding, and mis-folding to diseases including Alzheimer's, cancer, and diabetes. They also devoted a great deal of time to making their own origami creations: beautiful origami roses, geometric models (cubes, triangular boxes, hexagonal boxes, octagonal boxes, dodecahedrons, and 30-piece bucky balls), as well as various animals and more. During the last week of the Program, all of their origami models were displayed in the Centre College library for the rest of the GSP community to enjoy.

### Morehead State University

The primary goal of Duane Skaggs's Modes of Mathematical Thinking course was to encourage scholars to concentrate for an extended period of time on a variety of problems. The scholars collaborated to develop problem-solving skills and to use all available resources to solve the problems presented to them. During this process, they learned to think about math problems both in detail and from a broader perspective in terms of their real-life applicability. As a result, the scholars discovered connections among seemingly unrelated areas of mathematics.

One of the course's overall themes was the full exploration of different scenarios. When faced with a difficult problem, the class's first challenge was to decide how they should best begin to solve it. As the scholars discovered, the ability to think about the problem in the right way is often the key to solving it. Moreover, they realized that this approach applies to problems both within and outside of the scope of traditional mathematics.

The scholars analyzed strategies for winning two-player and multi-player games, invented games of their own, considered flaws in voting systems, and solved many problems that did not initially seem to include enough information. In each of these situations, the scholars discovered underlying themes that helped them arrive at their solutions.

*"This was far more than just a math class. It taught me to look at all the different facets of a problem and decide on the best method of solution. This is a way of thinking that I can apply to many areas of my life."*

Sarah Pagan,  
Homeschool

## Music

### Morehead State University

Every time that Greg Partain's focus area class met, the scholars rotated through a series of activities designed to help them experience music from a wide array of analytical, aesthetic, and applied perspectives. In sessions called "Ear Stretching," scholars discussed avant-garde compositions that blur the distinctions between "music" and "noise." The "Window into the Classics" segments exposed them to forms, genres, composers, and masterpieces from the Western art music tradition, including representative pieces by J.S. Bach, Mozart, Beethoven, Aaron Copland, and others. As participants in "Teach and Learn" groups, the scholars drew upon their own expertise as they taught one another how to play a new instrument or sing in a new style. During the weekly "Works in Progress" segments, each scholar performed for the class. Finally, the "Round Table" nights provided a forum for the scholars to share and discuss musical selections of their own choosing.

The class touched on issues of musical taste, the personal and social functions of music, definitions of artistic beauty and meaning, concert etiquette, stage deportment, technique, coping with performance anxiety, elitism in the arts, passive versus active listening, and folk music. They also received mini lectures on key topics of music history and theory and interacted with three musical guests: a conductor, an author, and a composer. The highlights of the class included a live performance by the Clack Mountain String Band, a renowned Appalachian folk music ensemble, and attending Verdi's *La Traviata* at the Cincinnati Opera. This was the first live opera and professional symphony performance that many of the scholars ever attended.

*Music scholars interact with members of the Clack Mountain String Band.*



# Philosophy

*“Philosophy has challenged me to think more deeply about the world in which I live. I have been compelled to explore my beliefs in new ways and, as a result, I am now more self-assured.”*

Carly Hood,  
Scott High School

## Bellarmino University

Scholars in Lisa Hicks’s Philosophy focus area studied several philosophical themes and schools. The class was structured around 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?”). Scholars spent about a week focusing on each of five major branches.

Scholars read excerpts from several texts, including Jamie Whyte’s *Crimes Against Logic*, a logic and argumentation book aimed at a general audience; Julian Baggini and Jeremy Stangor’s *Do You Think What You Think You Think?*, a book of tests and puzzles for examining philosophical intuitions; and Plato’s *Crito*, a dialogue concerning justice and right action.

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 findings into short papers. These papers were then compiled into a booklet for students in the class to keep as a reference source.

## Centre College

This year in his philosophy class, faculty member Patrick Nnoromele emphasized the history of ideas and the role that logic plays in the formation of beliefs. The scholars challenged themselves to consider some of the most thought-provoking issues in ethics, including topics such as liberty and moral responsibility, crime and punishment, justice, culture, and human values. The scholars quickly realized that reasonable people evaluate reasoning based on intellectual standards.

As they sought to review arguments and identify logical fallacies, the scholars worked with case studies derived from primary sources and short articles. The class’s pedagogical approach was primarily Socratic, relying upon the question-and-answer format that Socrates himself espoused.

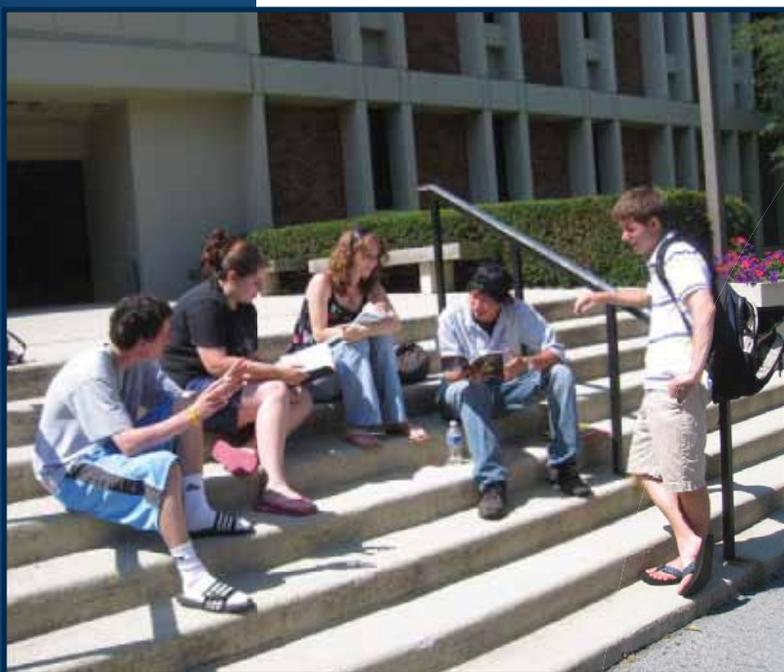
John Wilcox’s Philosophy focus area was founded upon the classical texts of Western and non-Western philosophy. Its goal was to draw the scholars into a greater understanding and appreciation of the power of critical thinking.

The class engaged in a thorough examination of the practices of Socrates and sought to appreciate the moral values that underlay his motives as he issued philosophical criticism of his contem-

*Philosophy scholars bring ancient texts into today’s world as they discuss a class reading.*



*During a visit to the Speed Art Museum, Philosophy scholars ponder aesthetics.*



porary culture. The scholars then considered ways in which Socratic questioning could contribute to the improvement of their own culture.

The class thoroughly studied the philosophical theories of Plato, including his theories of the soul and of the division between the higher world of Being and the lower world of Becoming. The scholars also familiarized themselves with the critique of Plato developed by his greatest student, Aristotle. As a result, they were able to reflect upon various understandings of what is most real and about what sorts of things individuals should hold most valuable.

The scholars also examined skeptical challenges to the possibility of acquiring any kind of certain knowledge. They then asked themselves, if absolute certainty is impossible, what rules should one adopt to govern one's beliefs? Should the strict rules governing scientific belief be applied to other areas of human life, such as ethics and religion? These questions fueled animated class discussion.

On another occasion, the class debated the problem of free will versus determinism and considered the value of individualism in a cross-cultural context. The scholars also considered competing ideas of justice and the extent to which self-interests prejudice individuals' intuitions about what is just.

## Physical Science

### Centre College

Scholars in Kevin Jackson's Physical Science focus area adopted a hands-on approach to understanding scientific thinking and problem solving. Utilizing class discussions, videos, readings, class presentations, and research, they tackled five challenging projects. They also enjoyed a field trip to Zappos, where they witnessed first-hand the latest developments in business robotics technology.

For their first project, 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, the scholars learned that it is often difficult to overcome preconceived notions even in the face of experimental evidence.

The scholars then turned their attention to building their own one-stage solid fuel rockets. Their goals for this project were to construct rockets that would (1) launch safely, (2) survive more than one launch, and (3) be vectored so as to land in the designated recovery area.

For their third project, the class watched and discussed the videos *Building Big: Skyscrapers* and *Why the Towers Fell*. The scholars then constructed their own 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 the tower could support. The winning tower supported 919 times its own weight!

During the fourth week of the Program, the scholars worked with very limited materials as they created capsules designed to protect falling eggs. This project required them to plan very carefully and to understand the physics of forces and falling bodies. The winning capsule protected its egg from a two-story drop and fell faster than any other capsule with a surviving egg. As they tackled this challenge, the scholars realized that the process of designing the capsules often required the integration of conflicting design requirements.

Finally, for their fifth project, the scholars built gliders that they used to study the physics of flight.

*One scholar prepares to launch her rocket.*

*"After building a tower that supported over 550 times its own weight, I have learned to have a lot more faith in my work and abilities."*

Laura Kitchens,  
Iroquois High School

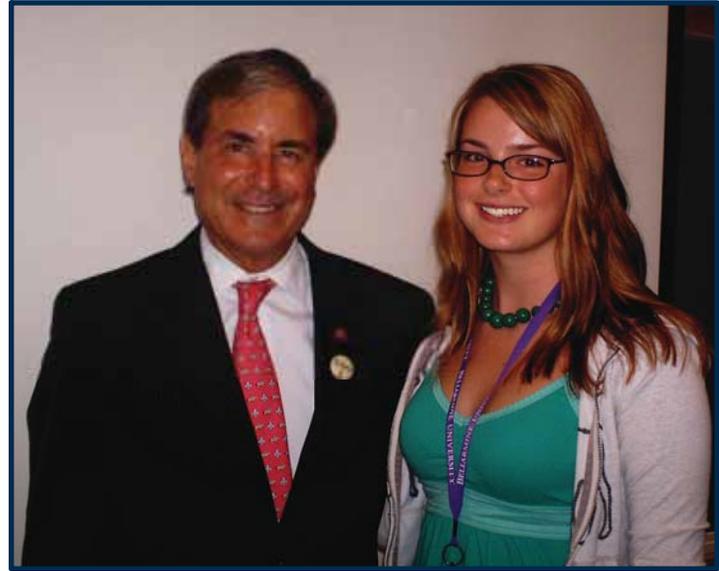


# Political & Legal Issues

## Bellarmino University

This year, the scholars in [Marty Napper's](#) Political & Legal Issues focus area examined the upcoming presidential election. They devoted time to researching and discussing the different candidates and their stances on prominent issues. The scholars then went on to share what they had learned with the rest of the GSP community by running mini campaigns for the top two presidential candidates during the final week of the Program.

The class centered around visits from speakers from both political parties who explained their views on major issues and willingly fielded the scholars' questions. Local, state-wide, and national speakers such as Secretary of State Trey Grayson, Congressman John Yarmuth and Senator Mitch McConnell all shared their time with the class. In addition to having the politicians visit them, the scholars visited the politicians during a field trip to the state capitol and voluntary work sessions at campaign headquarters.



*Congressman John Yarmuth, one of several national and state political leaders who visited the class, poses for a picture after fielding the scholars' questions.*

## Centre College

To prepare for the upcoming election, scholars in [Stefan Brooks's](#) class studied the political ideologies of conservatism and liberalism by reading and discussing Thomas Sowell's book *Conflict of Visions*.

In order to arrive at a more thorough understanding of both ideologies, scholars studied the core assumptions, beliefs, and values of both conservatism and liberalism. They also considered how these assumptions and beliefs can and do shape responses to public policy issues such as crime prevention, the economy, foreign policy, poverty, and welfare.

In 2008, John Powell's focus area was principally concerned with three topics: the ongoing presidential campaign, immigration policy, and the cultural ethos of American political sensibilities. Each day the class listened to candidates and commentators explain their positions and then discussed each in the context both of immediate politics and of the larger set of cultural values. To augment these class discussions, a number of speakers visited the class, making presentations on related issues and fielding questions from the group. They included the Hon. Eugene J. Siler, Jr. of the U.S. Court of Appeals; FBI agent Clay Mason; Campbellsville University political science professor Max Wise; Barbara Klein, the Director of Kentucky Refugee Ministries; Aris Cedeño, a Panamanian immigrant and legal aid volunteer; Marilyn Daniels of the Maxwell Street Legal Clinic; and Ervin Dimeny, the Translation Manager of the Kentucky Courts.

Listening to the class speakers, reading Hector Tobar's *Translation Nation*, and perusing a wide variety of articles relating to daily news occurrences helped the scholars develop an intimate acquaintance with the va-

*Political & Legal Issues scholars take a break from class debate to pose for a group picture.*

*"It was great to hear a variety of opinions and perspectives. We didn't have to agree with all of the ideas that we heard, but at least we were exposed to them."*

Haden Marrs,  
Graves County High School



riety of arguments for various immigration policies. They also examined the USA Patriot Act and the amending legislation that was presented during the Program. The class translated their interest in immigration studies outside of the classroom as the scholars led day camps for young Congolese, Togolese, Burundian, and Iraqi refugees in Lexington, many of whom had been in the United States only a few weeks.

At the end of the five week Program, scholar Kris Yaple of Oldham County High School raved about what his focus area had accomplished. He said, "Through this course, one thing has definitely been achieved--the removal of barriers. Whether it was political differences, variations in language, or complicated situations, we've all come together to show that it is possible for all people of different creeds, colors, political views, and aspirations in life to come together for a joint, positive purpose."

## Morehead State University

*"At home, I might have heard something about the Supreme Court ruling against the death penalty for child rapists. Here, we got to discuss in-depth the motives and rationale behind this decision and even have an educated debate on the issue. It is this kind of depth in every topic we discuss that I feel makes this class and this program so special."*

Clay Crocker, Bowling Green High School

The goal of Frank Russell's focus area was to explore contemporary American political and legal issues. The course 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 concluded with discussions of constitutional types and the nature of the American republic. The scholars supplemented theory with observation of practice as they attended a meeting of a Kentucky state legislative committee (on the lottery and education) at Morehead State University. State Senator Walter Blevins was kind enough to further instruct the scholars on legislative practices and to offer his particular insights into issues such as the relationship between the environment and the economic well-being of Eastern Kentucky.

During the segment of the class devoted to law and the legal system, the scholars' essential challenge was to achieve a satisfactory definition of justice. To do so, they looked to Plato, Mencius, and Han Fei Tsu both to study their theories and to gain insight into how a judicial system might respond to different concepts of human nature. The class also read Martin Luther King's "Letter from Birmingham Jail" and Socrates's *Crito* in order to better understand arguments as to the role of law and responsibilities to a legal system with some unjust laws. During a field trip, the scholars visited U.S. District Court Justice Joseph Hood in his offices in Lexington, where he graciously answered questions about the judicial process and offered a practical concept of justice.

When the scholars turned their attention to policy, they primarily discussed the interrelationship between foreign and domestic policy, drawing upon ideas that they had encountered in *American Empire: A Debate* by Thayer and Lane. In particular, they discussed the war on terror and the consequent effects on U.S. political culture, drawing analogies to the Roman Republic and its transition to Empire. On one occasion, MSU ROTC MSG Eddins visited the class to recount his experiences in Iraq and to field questions about 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.

*Leading a day camp for immigrant children recently arrived in the U.S. helps scholars understand the personal implications of immigration policies.*



## Bellarmino University



*While visiting River Valley, Louisville's indigent cemetery, scholars reflect on themes of mortality.*

Bill Bornschein's psychology class explored the Jungian concept of the Shadow, the repressed side of the self made famous in books such as *Dr. Jekyll and Mr. Hyde* and films like *Star Wars*. Students explored their own personal shadow through writing and art exercises. In addition to studying how the Shadow is manifested on a personal level, the class also examined how the Shadow is reflected in the broader society. Points of emphasis for class study included the use of symbol in society, the psychology of advertising, the psychology of enemy-making and the relationship between death anxiety and violence. Methodologically, innovative theater techniques were employed to get the students "in their bodies" and to trigger new thought processes.

The class took two field trips to cemeteries—historic Cave Hill Cemetery and River Valley Cemetery, where Louisville's homeless are buried—in order to reflect on themes of mortality. At River Valley Cemetery, Deputy Coroner Buddy Dumeyer spoke with the scholars about the Joseph of Arimathea Society, a group of high school students who take responsibility for burying the indigent. The class concluded by allowing the scholars to reflect on the topics that they had covered during the five weeks of the Program.

The primary goal of Irene Bozio's course was to expose scholars to the many disciplines of Psychology. Scholars explored brain anatomy in order to understand the function of the brain in storing memory, processing sensory information, and forming perceptions. A visit to the cadaver lab enabled the scholars to hold a brain and brain stem in their hands and physically identify the parts of the brain. A day later, the class viewed the intricate systems and organs of the body when they traveled to the Body World exhibit in Cincinnati.

Scholars explored the complexities of their own minds by participating in testing for multiple intelligences and IQ. They also delved into the Enneagram, a system that describes nine distinct personality types, in order to understand how motivation works and, thus, how best to change their own behaviors. Robert Daniels, an art therapist with Seven Counties Services, spoke with the scholars about what motivates individuals to engage in addictive behaviors and how such behaviors can most effectively be modified.

Realizing that each individual has different neural connections, the scholars examined various psychological disorders including anxiety, mood disorders, and schizophrenia. Representatives of Wellspring visited the class and explained the challenges associated with schizophrenia and bipolar disorder. More importantly,

this presentation raised the scholars' awareness of the stigma associated with mental illness. They also came to appreciate that, contrary to many assumptions, mentally ill individuals who have the support of their family and community can live rich, full lives.

Finally, Dr. Robert Todd spoke with the scholars about the education required for psychiatrists and discussed various treatment methods as well as the future of psychiatry.

Scholars in Cynthia Ganote's focus area examined four subfields within the discipline of psychology: positive psychology, political psychology, gender psychology, and abnormal psychology. Within each subfield, scholars were exposed to the social psychological aspects of the content area, which means that they looked at peo-



*Without the use of their sense of sight, scholars rely on their sense of touch to help them complete a puzzle map of the United States.*

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in everyth*

Kinsee Henson,  
Livingston Central H

ple's motivations, beliefs, attitudes, and behaviors within social context. For example, within political psychology, scholars examined campaign websites for 2008 presidential hopefuls Senator Barack Obama and Senator John McCain and asked themselves what kinds of psychological messages and tactics each was using, how the current political climate had shaped these choices, and what types of people might respond positively to each type of message. In the field of gender psychology, the scholars learned about concepts such as self-objectification and examined theories that would explain why media images might lead women to self-objectify more than men. When they turned their attention to positive psychology, the class learned about the kinds of strengths and virtues that encourage well-being and the scholars examined the concepts of self-efficacy and collective efficacy. During their study of the field of abnormal psychology, the scholars learned about ways in which mental disorders are diagnosed and treated and they discussed the kinds of behaviors that might be viewed as mental disorders within different social contexts.



*To gauge how others react to the violation of a norm, scholars perform a step routine alongside Bardstown Road.*

## Morehead State University

Frieda Gebert's Psychology of Creativity class explored the many ways in which humans are creative, the ways individuals can develop creativity, and the need for creativity in solving future problems. The scholars learned about many applications for creativity in a wide variety of fields including everything from science to art. Many self-assessments were built into the course; these enabled the scholars to evaluate their individual strengths and talents.

Together, the class also explored innovative problem solving techniques, worked on mental exercises to develop their skills, and experimented with various means of creative expression. The highlights of the class included a visit from Kris Kimel, the Director of the IdeaFestival and a member of the Kentucky Science and Technology Center; a trip to the Shakespeare Festival in Louisville; and the opportunity to create and perform an improvisatory piece of music as a group.

Together with faculty member Erin Heidrich, scholars in this focus area studied the psychology and sociology of poverty. The class examined the ways in which poverty, mental illness, and incarceration often go hand in hand. The primary text for this course was *Nickel and Dimed* by Barbara Ehrenreich, a first-hand account of a woman who temporarily left her middle class life to take on jobs as a waitress, housekeeper, and Wal-Mart sales associate to experience the plight of the working poor. The scholars also read a variety of case studies about impoverished persons and completed independent research about a variety of mental illness. Together, these activities enabled them to hypothesize some ways in which mental illness might result in or from poverty and/or incarceration.

To complement their in-class readings and discussions, the scholars met with the prison psychologist at Little Sandy Correctional Facility in Sandy Hook and toured the prison facility to catch a brief glimpse of the realities of prison life. At Little Sandy, they learned that a lack of affordable health care and the closing of many psychiatric hospitals have directly impacted the increase in the number of incarcerated individuals. The scholars then visited Eastern State Hospital, where they learned about the evolution of psychiatric care. Finally, the scholars participated in a service project at The David School, a mission school in Prestonsburg that serves the needs of Appalachian students who have not been successful in the public school system.



*Scholars pause for a picture during their trip to the Little Sandy Correctional Facility.*

Psychology  
only learned  
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ing I do."

High School

# Russian Language & Culture

## Centre College

Scholars in [Vikentiy Shymansky's](#) Russian Language & Culture class focused on developing basic speaking, reading, and writing skills in Russian. The goal of the course was to prepare scholars to function and communicate relatively easily and naturally in all sorts of everyday situations in a Russian-speaking environment. At the same time, the scholars were also introduced to Russia's rich 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 to sing and perform such Russian songs as "Moscow Nights," "Ochi Cherniye," "Katiusha," and "Smuglyanka-Moldavanka." The scholars also watched the movie *Moscow Does Not Believe in Tears*, a realistic portrayal of life in Moscow in the 1950's and 70's, which helped them to better understand the Soviet period of Russian history. Through these and other 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 their use of English was limited, the scholars were challenged to communicate by constructing phrases based on the Russian vocabulary and grammar that they were learning.

In order to absorb as much Russian culture and history as possible during a five-week period, the class viewed and discussed a series of feature movies, including *Ballad of a Soldier*, *Station for Two*, and *The Irony of Fate*. Each of these films, which the scholars watched in Russian with English subtitles, revealed various aspects of Russian life.

*One scholar practices his new ability to write in Russian.*



# Spanish Language & Hispanic Culture

## Centre College

The primary goal of [Maggie Roll's](#) Spanish Language and Hispanic Culture class was to expose scholars to Hispanic culture, themes, and activities that they had not explored in their regular high school classes. Scholars watched and discussed *Maria Full of Grace*, *Motorcycle Diaries*, *Like Water for Chocolate*, and *Buena Vista Social Club*. After viewing each film, the class reflected on its theme and compared and contrasted the events and ideas that it portrayed with their own personal experiences and beliefs.

The scholars also researched and presented grammar and cultural "spotlights." The topics of these presentations varied widely, including such topics as the uses of "por" and "para," the preterit tense, Latino Music, and the history and use of cascarones. Magical realism and el Dia de los Muertos were also popular discussion themes.

As they further immersed themselves in Hispanic culture, the scholars learned Zumba, a high-energy mix of Latin dance and aerobics. They also created a variety of Mexican crafts, including alfeniques, cascarones, papel picado, ojos de dios, and piñatas. Finally, to enjoy a true taste of Hispanic life, the scholars dined on authentic Mexican food at La Hacienda taquería in Danville. They also prepared their own tamales and horchata in class.

To put their newfound familiarity with the Spanish language and Hispanic cultures to work, the scholars spent one day each week working with Spanish-speaking children at Danville's Centro Latino.

*To get a taste of Hispanic cooking, scholars prepare their own tamales.*



## Bellarmino University

Pablo Picasso once said, “Every child is an artist. The problem is how to remain an artist once we grow up.” 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 the scholars how to draw or paint; instead, it created an environment that accepted students of all artistic abilities 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).

Class projects included life drawing as well as a variety of two-dimensional techniques such as etching, watercolor, acrylics, and colored pencil. The scholars also 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!



*Two scholars hone their abilities as they create still life drawings.*

## 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.

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 scholars then turned their attention to another medium: site specific installation. During this part of the course, the class practiced outdoor ephemeral art as they created sculptures using natural materials. In

*Using inhabitants of the Louisville Zoo as their subjects, scholars study the forms and structures of real animals.*

*“I appreciate the way our faculty member ran our class. He didn’t spell everything out for us... He gave us guidelines and tips, but it was up to us to develop our own method of completing a project. This gave me more self-confidence and pride in my finished work because I really did it myself!”*

Emily Ashby,  
Calloway County  
High School

conjunction with this project, the scholars 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.

### Morehead State University

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

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 class's computer art projects, every scholar 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.



*Scholars practice their own watercolor skills and share their techniques with a younger generation of artists.*



Reflecting on her GSP experience, scholar Sarah Lowe of Greenwood High School described how her focus area had changed her understanding of art. She explained, “I normally think of art as sitting in front of a canvas and just painting away, but this class has reinvented the way I look at it. It has opened my eyes to new and different ways of making a piece of art. By using the computer to create my portrait, I was really able to study my face and capture every part of me, from my expression to the gleam in my eye. Even though it has been hard and sometimes frustrating, I have loved every minute of it.”

*Budding computer artists use a popular software application to create their own digital self-portraits.*

# General Studies Classes

*General Studies classes emphasize creative thinking, problem solving, service learning, and civic engagement. In order to fully experience the living, learning environment of the Governor's Scholars Program, students are assigned to a General Studies class that takes a different approach to learning than that of their focus area. This policy is based on the philosophy that in order to be true scholars, scientists should appreciate the humanities and humanists should understand the importance of science and technology in our world.*

*Each General Studies class is developed independently by the faculty member, who will often venture outside his or her own area of expertise when choosing the course topic. As a result, the instructors learn together with the students, creating an educational environment that is both innovative and exciting. The following are a sampling of the sixty General Studies classes that engaged faculty and scholars on the three GSP campuses in 2008.*

## Adaptations

*Bellarmino University*

This course, led by [Lisa Hicks](#), examined various forms of artistic adaptation: literature to film, secondary fiction, re-tellings, and so forth. Scholars paid particular attention to the details that remain unchanged across various adaptations of a particular bit of source material. Their goal was to determine whether stories have a core or essence and, if so, how to characterize that essence. Scholars also created several adaptations of their own.

Readings for the course included original fairy tales (the Grimm Brothers' "Frog Prince," "Twelve Dancing Princesses," and "Seven Ravens"), fairy tale retellings (Robin McKinley's "Princess and the Frog" and "Twelve Dancing Princesses"), modern short stories (Steven Millhauser's "Eisenheim the Illusionist" and "A Game of Clue"), selected Shakespearean text, and excerpts from Jane Austen's *Pride and Prejudice*. Scholars also watched and discussed film and television adaptations of many texts, including the Jim Henson / Anthony Minghella television adaptation "The Three Ravens" and the films *The Illusionist*, *Bride and Prejudice*, and *Clue*.

## Are You Afraid? The Art of Alfred Hitchcock

*Morehead State University*

Faculty member [Amanda Baldwin](#) began this course with an overview of fear: the emotion, its relationship to phobias, the obstacles that it creates in individuals' lives, and the way it functions as a form of social control. The scholars then turned their attention to Alfred Hitchcock, the master of fear and suspense. They viewed movies including *Psycho*, *The Birds*, *Vertigo*, and *Rear Window* and watched several shorts from the television series *Alfred Hitchcock Presents*. They then considered Hitchcock's techniques and the precise nature of his cinematic fear-building strategies. Viewing more recent films allowed the scholars to recognize that many of the techniques common in contemporary cinema are rooted in Hitchcock's uses and portrayals of fear. As a result, they developed an appreciation of Hitchcock as a true cinematic pioneer.

As the Program progressed, the scholars honed their ability to identify and understand fear as an expression in cinema. They grew to recognize that movies involve the willing suspension of disbelief and to appreciate that such a state of mind provides fertile ground for the spread of fear.

## The Bookmobile

*Morehead State University*

The overall goal of [Melanie Kidwell's](#) General Studies class was to explore literacy by challenging the scholars to consider what literacy is, how literate they really are, and what steps they could take to promote literacy in the GSP community, in Morehead, and in their hometowns. Throughout the five weeks, the scholars were introduced to a variety of literacy campaigns and programs that have been used in the past or are currently in use, considering everything from the Bookmobile to Hooked on Phonics.

As they explored early childhood literacy, the scholars encountered the concepts of fluency, phonics, whole language, and comprehension. They

*After watching a Hitchcock movie, Morehead scholars try to simulate the unsteady sensation of vertigo.*





*Centre scholars hand-stitch their own lap quilts.*

combined their understanding of these theories with community service as they chose a children's book and prepared a telling of it to share with the youngsters at local childcare facilities. The class then engaged in a discussion of poetry and what this literary art form offered in terms of literacy. Building on this discussion, scholars read poetry, wrote their own poetry, and hosted a poetry reading for the entire GSP community.

Finally, the scholars worked together to identify a specific demographic that was suffering from some level of illiteracy and to develop a campaign to address that illiteracy. They researched their ideas, prepared proposals, and presented their campaigns to a panel of experts at the Carnegie Center in Lexington.

## **The Chemistry of Cooking**

*Centre College*

The focus of this course was to determine how and why chemistry happens in the kitchen. With the help of faculty member [Carter Florence](#), scholars explored the basic chemistry behind different cooking techniques and in various baked goods and considered the chemical analysis of taste. For one project, the class discussed the basic chemical makeup of cream and milk, explored the chemical process by which salt melts ice, and used these chemical processes to make ice cream. In addition, the scholars explored the practical applications of Charles' gas law as they created chocolate souffles. For their other projects, the scholars made dry ice and then used it to create fresh root beer and resurrected the dying art of canning as they made strawberry jam. The class also ventured to Buffalo Trace Distillery in Frankfort, where they studied the chemical processes of distillation on a mass scale and discussed those processes' practical uses in today's society.

## **Do You Know Your Right from Your Left?**

*Centre College*

[Kristen Harris's](#) General Studies course focused on introducing students to general political ideology, exploring personal political beliefs on controversial topics, and discussing the duties of a responsible citizen. The course began with a litany of political surveys that helped scholars determine their place on the political spectrum. The class then engaged in a discussion of the full spectrum, its variations, divisions, and purposes. Additionally, to better understand the differences in their respective political philosophies, scholars conducted research about the primary political parties in the U.S. as well as their presumptive nominees for President. The League of Women Voters publication *Choosing the President: 2008* helped frame class discussions on many topics during the five week course, such as the role of the media in politics and campaign finance.

One class achievement was the organization of the voter registration drive and mock presidential election that coincided with Secretary of State Trey Grayson's visit to campus. In addition to publicizing these events, the scholars created informational handbills about the Democratic and Republican parties and their presidential candidates. They distributed these materials to their fellow scholars so that they, too, would be well-informed voters.

## **Going Green the Wright Way**

*Morehead State University*

Scholars in [Frieda Gebert's](#) class studied the principles of Organic Architecture as developed by Frank Lloyd Wright and then sought to interpret these principles in 21st century terms. The scholars learned about alternative energy sources and the practice of building with renewable and recycled resources. After much discussion, the class divided into three groups to design three homes. Each group selected a different building site and type of construction and then built a model of its home design. The groups were asked to describe the "green" properties that they utilized in the construction process and to equip their house to use at least one alternative energy source. The Director of Research and Development from E.ON U.S. energy company spoke with the scholars in conjunction with this project.

Throughout the course of the Program, the class took several field trips to see native Kentucky resources. During these trips, scholars documented possible sites for their houses by measuring, photographing, and researching their selections.

## Making Musical Instruments

*Bellarmino University*

The scholars in Ashley Murphy's music-themed General Studies class pursued a threefold course of study. Their first goal was to build musical instruments from commonly available hardware and other materials. They successfully constructed a glockenspiel-type instrument from electrical metal conduit, PVC-pipe flutes, zithers from 2x4 planks strung with fishing line, and mirrored drums with which to create a miniature laser show. As they built each instrument, the scholars discussed and corrected design and construction flaws in order to achieve better sound quality. Eventually, they used their instruments to perform a song for the GSP community during Showcase.

The scholars' second objective was to learn about and analyze music from many world cultures. Louisville native and ethnomusicologist Gregory Acker shared his collection of homemade Indonesian instruments with the class and discussed musical instrument construction as well as world music. Then, on a trip to Berea, the scholars witnessed the construction of hand-made instruments such as dulcimers and had the opportunity to play dulcimers with members of Berea's arts community.

Finally, the scholars used music as a means of connecting with the community. The class conducted two music workshops for local organizations, leading participants in the construction of their own simple instruments.

## Normal Lives

*Bellarmino University*

As they sought to define the word "normal," the scholars in Anita Bowman's class realized how subjective and situational this term can be. As a result, they set out to expand their personal understandings of what is "normal." By exploring civil rights, reviewing pertinent legislation, discussing disability etiquette, and simulating physical disabilities, the scholars cultivated their own awareness of and advocacy for individuals with disabilities.

The class learned about technology that can enable those with visual, hearing, or spectrum disorders or physical impairments to lead "normal" lives by enhancing their literacy, independence, and quality of life. They considered both sides of the cochlear implant controversy as they spoke with members of the Deaf culture, visited the Heuser Hearing Institute, and viewed the movie *Sound and Fury*. They tried their skill at games like goalball and beeper baseball during a visit to the Kentucky School for the Blind and then watched highlights from the 2004 Paralympics. In order to get a glimpse into the life of a boy with autism, the class read the book *The Curious Incident of the Dog in the Night-Time*. By the end of the Program, the scholars had grown to appreciate that no life is "normal" or "abnormal;" instead, they all reflect unique situations and experiences.

## Quilting a Piece of Yourself

*Centre College*

This class, led by David Donathan, introduced scholars to the historical, social, and practical aspects of quilts and quilting in America. At the same time, the scholars learned hands-on quilt design and construction techniques as they each created a small quilted piece of their own.

The scholars initially studied the history of quilting, the social and cultural significance of quilting and quilters' groups, and the practical and cultural value of the quilts themselves. The scholars then began their hand-on exploration of the world of quilting as they made their own finger thimbles. In order to master basic quilt construction techniques, the members of the class pieced and sewed their own tote bags. They learned the practical value of such work quickly, as they began using their handmade bags to carry their quilting supplies and quilts-in-progress. By the end of the Program, each scholar had designed his or her own quilt pattern, constructed the quilt top, and quilted the layers together. The finished products were beautiful lap quilts in which the scholars took great pride.

*After building their own instruments, Bellarmine scholars try their hands at playing handmade dulcimers in Berea.*





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