



Governor's Scholars Program

*Academic Report
2009*





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Printed by Publishers Printing Company
Shepherdsville, Kentucky





Governor's Scholars Program 2009 Academic Report

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Letter from the Executive Director

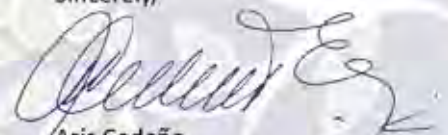
Dear Supporters and Friends of the Governor's Scholars Program,

At one point during this summer's Program, a member of our campus staff stopped by my office to share a favorite quote: "The mind, once stretched by a new idea, never regains its original dimensions." These words, first spoken by Oliver Wendell Holmes, struck a chord with me. They perfectly encompass what we do at the Governor's Scholars Program. Our mission to enhance Kentucky's next generation of civic and economic leaders is all about stretching scholars' minds by challenging them with new ideas and experiences. We seek to expand bright students' horizons in five short weeks so that when they return home—whether "home" is Livingston, Louisville, or Lewis County—Governor's Scholars take with them a new love of learning and commitment to community that will serve them well and empower them to serve others throughout their lives. **With this as our goal, we at the Governor's Scholars Program spent the summer of 2009 engaged in an educational experiment: testing the elasticity of the mind.**

In June, we were pleased to welcome 1,032 scholars representing 113 Kentucky counties to our three campuses: Bellarmine University in Louisville, Centre College in Danville, and Morehead State University in Morehead. We immediately began introducing these students to new ideas as we invited them to participate in thought-provoking classes and in extracurricular activities that allowed them to step outside of their comfort zones. However, the scholars themselves have never been the only participants challenged by the Governor's Scholars Program; in fact, many of our faculty and staff cite the stimulating, mind-stretching environment of the campus community as their primary motivation for spending summer after summer at GSP. This year presented all of us, from the administrators and faculty to the office staff and resident advisors, with the opportunity to truly test our innovation and flexibility. Like so many organizations, the Governor's Scholars Program has been financially limited by the current economic climate. However, our talented staff recognized that while our budget may have been reduced, the resources available to us were not. Drawing on their creativity as well as their connections, they succeeded in providing this summer's scholars with priceless experiences and opportunities. As we carefully considered not just the cost, but also the true value, of each activity that we planned, we came to the pleasing realization that while some of our highest-impact activities—like Explore Kentucky Day and our focus areas' hands-on field trips—can be quite pricey, others—including our seminar classes, Community Service Day, and the Game of Life—involve very few expenditures. Similarly, without spending a dime, the GSP community can offer scholars experiences—from the weekly non-audition Showcases to the community Quidditch tournaments—that they will never enjoy anywhere else. **It is my sincere hope that this year's tight budget permanently stretched the minds of our staff members, so that even in future, more bountiful, years, we will continue to employ creativity and innovation in order to provide scholars with the richest of opportunities.**

Finally, I must admit that my own comprehension was particularly challenged this summer. Shortly before the scholars began arriving on our three campuses, I realized that the majority of them were born in 1992, my first year as a faculty member with GSP. While it is difficult for me to believe that I have now seen a generation of students complete the Governor's Scholars Program, this milestone offered me the opportunity to reflect on the ways in which the Program has changed over the past eighteen years. GSP has grown to encompass three campuses, touching the lives of over 1,000 promising students each summer and instilling in them an increased appreciation of and commitment to our Commonwealth. As a result, over 81% of our 2007 scholars chose to pursue higher education in Kentucky and, on average, the 2008 scholars accepted an impressive \$61,786 in four-year scholarships. Furthermore, the ranks of our alumni have expanded to include over 21,000 individuals, many of whom have achieved prominence as academic, political, and economic leaders on the local, state, and national levels. These accomplishments are incredibly important and all of us associated with the Governor's Scholars Program take great pride in them. Still, the most important aspect of GSP remains unchanged. Every summer we begin again, stretching another class of scholars' minds as we challenge them with exciting new ideas and opportunities and prepare them for lives of leadership. **As you will undoubtedly appreciate as you peruse this report, the Governor's Scholars Program is an entirely unique educational undertaking that brings Kentucky's brightest staff and students together to test the elasticity of the human mind. Thank you for your role in making this empowering experiment a reality.**

Sincerely,



Aris Cedeño
Executive Director & Academic Dean



Governor's Scholars Program

2009 Scholars by County

Counties Not Represented

Carlisle
Harrison
Jackson
Lee
Letcher
Livingston
Robertson

Counties with 1 – 3 Governor's Scholars in 2009

Adair	Crittenden	Hickman	Monroe	Spencer
Anderson	Cumberland	Knott	Nicholas	Todd
Ballard	Edmonson	Leslie	Owen	Trigg
Bourbon	Estill	Lincoln	Owsley	Trimble
Breckinridge	Fleming	Marshall	Pendleton	Washington
Butler	Gallatin	Martin	Perry	
Carter	Garrard	McCreary	Powell	
Casey	Hancock	Menifee	Russell	
Clinton	Harlan	Metcalfe	Simpson	

Counties with 4 – 6 Governor's Scholars

Allen	Floyd	LaRue	Montgomery
Barren	Fulton	Laurel	Morgan
Bath	Grant	Lewis	Nelson
Bracken	Grayson	Lyon	Ohio
Breathitt	Green	Magoffin	Rowan
Caldwell	Greenup	Marion	Taylor
Calloway	Hart	Mason	Union
Carroll	Henderson	McLean	Wayne
Clay	Henry	Meade	Webster
Elliott	Knox	Mercer	Wolfe

7 – 9

Bell
Boyd
Graves
Lawrence
Logan
Muhlenberg
Rockcastle
Scott
Whitley

10 – 14

Boyle
Christian
Clark
Franklin
Jessamine
Johnson
Madison
Woodford

15 – 25

Boone
Bullitt
Campbell
Hardin
Hopkins
McCracken
Pike
Pulaski
Shelby

26 – 50

Daviess
Oldham
Warren

51 +

Fayette
Jefferson
Kenton



Agribusiness & Biotechnology

Morehead State University

Melissa Travis's Agribusiness & Biotechnology focus area explored many different facets of agriculture and the businesses related to agriculture, as well as different applications of biotechnology and their implications for the future. Many of the class's activities took place at MSU's Derrickson Agricultural complex. Professors from the College of Agriculture, the farm manager, and other farm workers led the scholars in activities involving horses, beef cattle, hogs, shrimp, vineyards, and garden crops. The scholars also traveled to a gourmet mushroom farm and to an orchard owned by a family that is using agritourism to enhance its traditional income. As the scholars learned, both the mushroom farm and the orchard are examples of businesses created with tobacco buy-out money.

Guest speakers challenged the scholars to think about food production and consumption in different ways. One speaker who has worked with re-establishing Kentucky's elk population and monitoring the black bears' return to the Commonwealth discussed the practice of farming in a way that is not only sustainable, but also compatible with nature.

As part of the class's biotechnology component, the scholars worked under the direction of a biology professor to perform a simple DNA analysis using gel electrophoresis. The class also used the library to research applications of biotechnology, thereby sparking discussions of some of the ethical and moral issues involved with different aspects of the field.

Scholars use gel electrophoresis to perform a simple DNA analysis as they explore different applications of biotechnology.



Architectural Design

Bellarmino University

Scholars in Bryan Orthel's Architectural Design focus area explored the idea of design as a decision process and problem-solving activity that has broad applicability to everyday life. The scholars built structures with unconventional materials (spaghetti noodles, cards, and canned food) to learn basic structural principles. Class field trips highlighted the evolution of the Louisville-area urban form, traditional development patterns, and outstanding Louisville design projects, including the Humana Building and the Olmsted parks. These trips also provided a primer on typical architectural styles. During a joint activity, the scholars worked with members of a Political & Legal Issues focus area to design an ideal city that incorporated principles from both classes' separate discussions about community.

For their culminating project, the scholars were challenged to create a space large enough for the instructor to stand in with his arms outstretched. Over the course of a single day, they designed and built the "Cantheon," a domed space derived from the Roman Pantheon and constructed solely of canned food, boxed macaroni, and origami bricks. This project also involved responsible design, as the scholars ultimately donated all of the food goods to a local food bank.

Architecture scholars consider their creation, the "Cantheon," which they constructed using only canned food, boxed macaroni, and origami bricks.



"This class taught me that architecture plays a massive role in our lives. Down to the placement of a single grocery store, people are affected by design decisions."

*Alice Durance,
Harrison County Central
High School*

Bellarmino University

The scholars in **Ashley Murphy** and **Rico Tyler's** focus areas adopted a three-fold approach to astronomy: observational, practical, and theoretical. The first and largest project each scholar undertook was the construction of his or her own 60-mm refracting telescope. Scholars began by learning the physics that governed their lenses' optics as well as the skills necessary to use hand tools and then assembled their telescopes from scratch, using PVC parts and surplus optics. In subsequent projects, the scholars used their telescopes to master the night sky, learning the constellations and the summer locations of planets. With digital cameras, they practiced basic astrophotography and compiled a database of hundreds of moon photos to share.

One highlight of the scholars' experiences in observation came in the form of a visit from Bob Summerfield of Astronomy to Go. Summerfield brought a portable planetarium, one of the world's largest collections of meteorites, and the world's largest portable set of telescopes to campus for the ultimate Star Party. Empowered by the philosophy "please DO touch," the scholars carefully examined the meteorite collection and took charge of all telescope operations during an observation party that involved the entire GSP community.



The moon, as photographed by a scholar using the telescope that she built.

As they considered the practical applications of astronomy, scholars examined the astronomical basis for many of the measurements that govern the modern world, including clocks, maps, and calendars. They also mastered introductory navigation and calculated the latitude of the Bellarmine campus by measuring the movements of the sun. During their exploration of theoretical astrophysics, the scholars drew on class discussions, presentations by Western Kentucky University faculty members, films, and fiction to learn what current theories exist regarding the nature of our universe. Armed with this new knowledge, they began to form their own opinions about their place within the cosmos.

At the end of the Program, scholar Hali Gaither of Ohio County High School realized how her focus area experience had impacted her academically. She remarked, "Astronomy has shown me opportunities to actually use the math I've learned in school. Now that I have seen practical applications, I am more excited about my senior math and science classes!"

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 built using PVC parts and surplus optics, the scholars were able to get a close-up look at Morehead State's world-class radio telescope as well as the campus's new digital Star Theater. The class enjoyed interacting with astronomer Dr. Thomas Pannuti and exploring the day and night skies together with self-described "professional amateur astronomer" Bob Summerfield.

As her classmates look on, a scholar adjusts the mirror on one of Bob Summerfield's large telescopes.



Many scholars use power tools for the first time as they construct their own telescopes from PVC plumbing pipe.



Biological & Environmental Issues

Bellarmino University

Scholars in **Greg Smith's** focus area considered issues that are impacting our world both globally and locally. They also explored nature and reflected on their own impact on the environment, recognizing both the positive and the negative effects that they can create. Finally, the scholars discussed the ways in which their understanding of nature has been shaped by the media and how those views might change over time.

The class highlights included many trips off campus. On one occasion, the scholars visited the Louisville Zoo, where they learned to assess stress in animals and discovered unusual facts about some of the animals that they were researching. In order to experience nature firsthand, the class embarked on a primitive overnight backpacking trip. During this excursion, the scholars acquired experience starting a fire without matches, cooking over a campfire, testing a stream's water quality, and identifying local wildlife. Finally, in conjunction with their discussion of the significance of hunting for population control and the role of the ethical hunter, the class learned firearm safety, first aid, and survival skills. They then traveled to a local Sportsman's Club, where they practiced shooting skeet, rifles, and archery.

Centre College

Faculty member **Jamie Hester** led the scholars in her focus area through an exploration of the biology of stress. The scholars also 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 Pam Tamme, a psychologist trained in suicide awareness and prevention; Kathy Oswald, a local massage therapist who taught the art and technique of hand and shoulder massage; and Dr. Brent 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.

When class discussion turned to culturally-related stressors, the scholars began to question whether "stress" could 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 class concluded that some stress may be innate and, therefore, present in any community.

Scholars in **Greg Jacobell's** focus area investigated "the good, the bad, and the ugly"—environmental opportunities and challenges confronting the global community. One of the class's defining elements was the recognition that humans have had a hand in causing most of the problems that we face in our

A scholar uses sidewalk chalk to share techniques for combatting negative stressors with the rest of the GSP community.

"This class has challenged me with new experiences and reminded me that learning is fun."

*Arianna Possinger,
Louisville Male
High School*



During one field trip, scholars visit an apiary to acquire firsthand experience with the practice of beekeeping.



environment and that, as a result, we all must claim some responsibility. The scholars also focused on population issues, carefully examining the role that humans may potentially play in the world's next major extinction event. Finally, the class considered alternatives to their traditional ways of interacting with the environment and explored renewable resources for generating energy.

During the first week of the Program, scholars walked to the Danville cemetery to consider regional population dynamics. The cemetery serves as a century-long census of the Danville area, illustrating both lifespan and population growth while also testifying to the city's importance in Kentucky and United States history. The cemetery visit sparked a discussion among the scholars about the ways in which booms in the human population can directly or indirectly create other difficulties.

The scholars then turned their attention to considering methods for creating a sustainable society. They traveled to Berea, Kentucky, where Berea College's Ecovillage served as a backdrop for a discussion on community sustainability programs and the realities of living "off the grid." This trip enabled the scholars to appreciate how easy and practical it can be to implement certain responsible and sustainable practices.

In order to understand the importance of the conservation that they were discussing in the classroom, the scholars spent the second half of the Program hiking and exploring areas including the Cave Run Dam, the Red River Gorge, and Natural Bridge State Park. These excursions exposed the scholars to forest, lake, and river ecosystems and enabled them to witness firsthand some of the damage that such areas are suffering.



Class hikes allow scholars to take a closer look at various ecosystems and the damage that they have suffered.

Business & Economic Theory

Bellarmino University

Under the tutelage of faculty member **Scott Jivics**, scholars in the Business & Economic Theory focus area delved into the principles of accounting and explored the diverse opportunities available in the business and accounting fields at a number of organizations in Kentucky, including the FBI, Papa John's Pizza, Churchill Downs, Yum! Brands, and Six Flags Kentucky Kingdom. The class was sponsored in part by the Kentucky Society of CPAs, whose members helped make field trips to these and other businesses possible.

Back in the classroom, the scholars engaged in activities ranging from learning about fraud to analyzing financial statements and presenting the results. Each scholar also developed his or her own personal strategies for fiscal responsibility through college and beyond.

As a related service project, the class discussed the supply and demand for blood in the Louisville area. The scholars worked with the Red Cross to host the annual GSP blood drive on the Bellarmine University campus, which successfully collected 148 pints and dramatically reduced the local blood shortage.



Scholars pause for a picture during their field trip to the headquarters of the Kentucky Society of CPAs.



Business scholars take part in a classroom presentation of some of the theories that they have discussed in class.

Centre College

Scholars in **David Donohan's** class began the summer by reviewing critical concepts and theories related to business and economics. They then turned their attention to examining what happens when those same theories are applied in real world situations. Ultimately, the scholars were challenged to explain why rational theories sometimes break down and produce completely unexpected outcomes when they are invoked outside of a classroom setting.

In order to observe the free market economy at work, the class visited a local antique store. They also traveled to Zappos.com in Shepherdsville to witness firsthand the company's exemplary corporate culture and its advanced use of robotics. On campus, the scholars enjoyed talking with guest speakers like State Representative Danny Ford, who shared his experiences on the Commonwealth's Revenue Committee, and Basil Drossos, who discussed his career as an American expatriate living and working in South America.

Morehead State University

Rita Cron's Business & Economic Theory class explored the complex business world through three lenses: primary, secondary, and tertiary level jobs. The scholars accomplished this by taking field trips to a number of locations. They visited entrepreneurial businesses, where they discovered the passion and hard work that such enterprises require in order to survive in the market. They toured Keeneland, where they acquired firsthand knowledge of Kentucky's horse industry. They traveled to a Lexington brokerage house and then to the Federal Reserve Bank, where they literally observed monetary policy in action as they watched \$32 million in transit. Finally, they visited the Cincinnati Art Museum to learn about funding the arts.

Through hands-on projects including everything from hand-picking stocks to building a product out of limited resources, the scholars learned the fundamental concepts of supply and demand, price elasticity, business ethics, success, and failure. One of the summer's most memorable experiences was the multi-tiered Monopoly game, in which the scholars played on four boards concurrently in order to demonstrate the interconnectivity of the business and financial worlds. This complicated undertaking also modeled the ways in which actions in one place can create reactions elsewhere—some intended and others not. For their culminating project, the scholars researched and created their own businesses, discovering in the process how many steps are necessary before any business can open its doors.

Reflecting on what she had learned in her focus area, scholar Cari McMullen of Community Christian Academy mentioned a philosophy that she believed would serve her in business and beyond. She explained, "One thing that stood out to me is the concept of 'goodwill'— you can not put a price on it, but you need it to be successful. This means that if you keep your customers and employees happy, they will do their best for you and keep returning. I think this strategy applies to all aspects of life."

During a tour of Keeneland, MSU Business & Economic Theory scholars become better acquainted with Kentucky's horseracing industry.



"I came to GSP expecting the Business & Economic Theory to be a course covering the mathematic and financial side of entrepreneurship. Beginning on the first day, I learned that the class had a much more rewarding purpose: this class taught scholars the life skills, personal characteristics, and responsibility required to start a business."

*Michael Zalla,
Cincinnati Latin School*

Centre College

Working within the theme "Life in Letters," scholars in **Amy Maupin's** Communications & Social Studies Focus Area explored some of life's great questions, topics, and issues. Drawing from over 200 letters in a collection titled *Letters of a Nation*, the class read personal and professional letters spanning more than 350 years of American history. Martin Luther King, Jr.'s, "Letter from a Birmingham Jail" provided rich material for the questions of race, prejudice, and discrimination. The correspondence between President John Adams and his wife, Abigail, revealed a more personal side of the founding of our nation, as did the letters of Thomas Jefferson, George Washington, and Alexander Hamilton. Correspondence written by Frederick Douglass, Robert E. Lee, the abolitionist John Brown, and President Abraham Lincoln dealt with the institution of slavery and its ramifications. The letters of Kentucky's famous Trappist monk, Thomas Merton, furnished important philosophical queries to consider in a time of economic crisis and hurried lifestyles. A trip to the Abbey of Gethsemani enabled the scholars to experience the landscape and monastic setting that provided Merton with solitude and inspiration for so much of his writing.



A scholar practices the dying art of letter-writing.

In addition to reading numerous letters, the scholars had the opportunity to write some of their own, focusing their attention on matters of importance to them and their lives. Letters about schooling in American culture, patriotism and the July 4th holiday, and personal insights and experiences dealing with racial privilege and/or prejudice were common. As class members began to recognize the complexity of the human condition, their discussions became more lively and animated. To consider what it means to be human requires an open mind and a willing heart, so this focus area functioned as a safe environment, open to all thoughts, opinions, and personal experiences. Within this setting, the content of the letters made way for deeper study and intellectual exploration.

As scholar Jamie Smither of Louisville Male High School described at the end of the Program, "This class has given us what I wish we had more of in our lives—good conversations, thought-provoking questions, and quiet time for reflection and writing. I now understand the great importance of putting one's thoughts down on paper and talking about it with other people. I am inspired to write more and to respond to events in my life through letters."

"It was eye-opening to live history instead of simply learning it."

*From **AMU's** **Public Events** **Web Series***

Morehead State University

Scholars in **John Darnell's** Communications & Social Studies class studied the relationship between oral history and interviewing and subsequently developed an appreciation of oral history as a primary source. The class used Tom Brokaw's *The Greatest Generation* as an introduction and then, after reading several segments of the book, the scholars began to prepare for their own interviews with World War II veterans. Ashlee Clark, a reporter with the *Lexington Herald-Leader*, proved to be a valuable resource during this process. She spoke with the scholars about her insights into the art of interviewing, instructing them on how to control an interview, how to handle emotional topics, and how best to frame questions so as to elicit responses.

The scholars then began their own series of interviews by traveling to the VA Hospital in Lexington, where they talked with patients. They also conducted sessions with a Pearl Harbor survivor and a liberator of the Dachau concentration camp. Listening to a presentation by Anne Klein, a survivor of Auschwitz and one of only 40 Holocaust survivors in Kentucky, provided the class with a different perspective regarding World War II in Europe. All of the interviews that the scholars conducted were recorded and sent to the Veterans' History Project at the Library of Congress. There, the interviews will remain in the archives, where each scholar will receive credit for the interviews that he or she conducted.



At the VA Hospital in Lexington, scholars conduct interviews with World War II veterans.

Creative Writing & Literary Studies



Creative Writing scholars participate in a sensory concentration writing exercise on the Bellarmine campus.

"This class has been the most challenging and enlightening that I've ever had. I sometimes dreaded it because it pushed me outside of my comfort zone, but ultimately it caused me to grow and learn in ways I never had before."

*Janna Harrison,
Apollo High School*



Two scholars discuss their inspiration - in the form of digital pictures - before composing their own Chinese Shi poems.

Bellarmino University

Frank Ward's Creative Writing & Literary Studies class focused on providing scholars with real world experiences in the area of writing. Together, the scholars explored the world of literature as an art form for personal expression, rather than as an academic assignment. With this in mind, the class incorporated two primary components. In order to acquire their own experiences with writing, the scholars functioned as a writers group, reviewing and critiquing one another's work in the genres of essay, poetry, and fiction. Each scholar's writings were ultimately published via the class blog, <http://thefireplaceroom.blogspot.com>.

The class's second strand involved an introduction to the "real world" experience of writing as a profession. Scholars had the opportunity to meet with reporters and editors from Louisville's *Courier-Journal* newspaper, members of the literary staff of Actors Theatre of Louisville, and freelance writers Ryck Nuebe and Caro-

lyn Clouse. The class also toured printing facilities at the *Courier-Journal* and Publishers Printing Company in Shepherdsville, Kentucky. In each case, the scholars spoke with writing professionals about the day-to-day demands and rewards of working with words as a vocation and as a career.

Centre College

Scholars in **Tony Crunk's** focus area began the summer by reading a wide variety of contemporary literature written by Kentucky authors. Then, through a series of directed writing exercises, they explored techniques for developing their own writing. Each scholar ultimately produced two complete pieces of original writing, which the class as a whole studied and discussed in a workshop format. Highlights of the class included a field trip to Shaker Village, where the scholars found creative inspiration, and a classroom visit by Maurice Manning, one of Kentucky's pre-eminent contemporary poets, who shared insights into his own motivation and writing style.

Reflecting on her focus area experience, scholar Katherine Kelley of Madisonville North Hopkins High School commented, "I'd never imagined myself as a good creative writer until Tony Crunk's class. Not only did I learn useful tips and tricks, but I feel I've truly progressed as a writer in just a few short weeks. I know that what I've learned here will stay with me for the rest of my life." Scholar Sarah Gregory of Notre Dame Academy also found the class to be transformative. She remarked, "[Creative Writing & Literary Studies] opened my eyes to the wealth of great literature that can be found in Kentucky. It taught me to examine literature and my own writing from a completely different angle."

With the help of faculty member **Leigh Koch**, scholars in this class discovered what it means to be inspired, as well as what it means to inspire. They achieved this discovery through multiple avenues, including placing themselves in alternative settings, contemplating the meaning of objects, interviewing and understanding various people and cultures, and observing the world around them, from both a historical and a modern perspective.

The scholars engaged in a number of different activities to help facilitate their inspirational processes. They strolled through a cemetery to capture the voices of those long forgotten and they hunted through the wares in a local antique store, pondering various objects' mysterious histories. They traveled to the Underground Railroad Freedom Center in Cincinnati, Ohio, where they reflected upon their world's past, present, and future. Back on campus, the scholars spoke with Wilhelmina Koch, a woman born in China who talked about her own experiences and led the class through a lesson in photography. The scholars later used the pictures that they had taken with Ms. Koch's help for inspiration as they composed their own Chinese Shi poems, which were then turned into

Chinese calligraphy to display for the rest of the GSP community. Throughout the Program, the scholars recreated the steps of their own inspirational process with a group of third- to fifth-grade students for whom they led a weekly writing class at the Carnegie Literacy Center in Lexington.

In order to refine their ability to appreciate and critique the written word, members of the class learned to contemplate their own and others' writings. On a weekly basis, scholars would share their own pieces with their fellow classmates and accept their input and ideas for improvement. At the end of the Program, each scholar demonstrated his or her own journey as a writer by discussing goals for future writing and by creating a final piece that reflected the five-week focus on inspiration.

Morehead State University

Fon Read's Creative Writing & Literary Studies focus area helped scholars learn to depend upon their own experiences to aid them both in developing a writing voice and in generating material from which to create stories. By interacting with a number of writers, including Gurney Norman, Chris Holbrook, Bob Sloan, and Grant Alden, the scholars discovered techniques for tapping into the founts of knowledge that lurk within their minds and souls. In addition to finding inspiration within, the scholars also engaged in observing and listening exercises that heightened their awareness of the people and events all around them. As they began to appreciate and absorb inspiration from various sources, the scholars shared their materials with one another and collaborated as they composed their own original pieces. As the culmination of their adventures in the creative arts, the class traveled together to the Cincinnati Opera, where they attended a performance of *Carmen*.

The focus area led by Phyllis Schlich encompassed both the study of literature and the study of written technique. Together, the two facets of the class enabled each scholar to improve his or her reading and writing skills. The course began with a focused consideration of Jodi Picoult's *My Sister's Keeper*. Scholars read this novel and discussed some of its features, including perspective, character development, and plot choices. Using the techniques of color marking and annotation, they analyzed the poetry found throughout the novel. The scholars also viewed the film version of the story and debated the directorial decisions that were made as the novel was adapted for the screen.

The class then turned its attention to Anne Lamott's *Bird by Bird*, a book of advice about writing. The scholars eagerly adopted some of Lamott's strategies as they went on writing walkabouts around the Morehead State campus and at Natural Bridge State Park. The class also travelled to the Jesse Stuart Foundation, where the scholars learned more about one of Kentucky's most important literary figures.

The highlight of the class occurred when the scholars visited The Carnegie Center for Literacy and Learning in Lexington. There, the scholars read one of their original compositions, "My Kentucky," to a group of at-risk rising high school freshmen. They then worked individually with these students to help them write their own pieces. That afternoon, the scholars participated in a poetry-writing workshop led by poet Adam Day.

During each class meeting, the scholars wrote in their own personal journals and shared many of their writings with one another. At the end of the summer, their individual pieces were compiled into a collection, *Cake*, for the scholars to keep as a reminder of their GSP writing experience.

Scholars show off the journals they are creating. They will use these journals throughout the Program to record their original writings.



Engaging in physical exercises helps the scholars get their creative juices flowing.

"I walked into this class with the feeling that I always had to be perfect the first time, which restricted my writing. I'm walking out with the courage to make mistakes."

*Scraps Smith,
Totoo Creek High School*



Cultural Anthropology

Bellarmino University

Terence Gaskin's Cultural Anthropology class explored the historical and cultural meanings of the story. In order to research the art and practice of creating stories in a variety of cultures, the scholars learned how to dance salsa, studied Japanese language and customs, and read a novel by Sir Salman Rushdie, one of the most gifted storytellers of our time. The class also considered the different ways in which stories shape our understanding of history as they interacted with a wide range of guest speakers, including Holocaust survivor Anne Klein and Civil Rights activist Reed Polk.

At the conclusion of the program, scholar Abby Hills of Highlands High School raved about her focus area experience, saying, "I loved listening to and collecting stories in this class and at GSP in general. I learned so much just by listening more and speaking less and I especially appreciated discovering so many things about the people behind their stories."

Centre College

Faculty member **Andrea Abrams** designed her course to introduce scholars to central concepts in the anthropological study of humanity. In particular, the scholars learned about the fundamental tenets of anthropology: research methodology and ethics, gender and family, race, religion, politics, and expressive culture. They explored these topics by delving into readings, films, class discussions, and creative exercises. Throughout the summer, the scholars also had the opportunity to practice key anthropological methods. For instance, in order to better understand the relationship between race and religion, they conducted participant observation in a local African Methodist Episcopal (AME) church. They also learned how to conduct a focus group and interviews.

"The Anthropology of Harry Potter" was the class's most significant undertaking. For this project, the scholars were divided into five teams that corresponded with the larger topics of the course: gender and family, race and ethnicity, religion, politics, and expressive culture. Each team engaged in library research and wrote a 6-8 page research proposal detailing how these topics were portrayed within J. K. Rowling's books and their respective movie adaptations. In addition, the teams conducted interviews in order to compare the GSP community to Hogwarts, the fictional academic community portrayed in the book series. For instance, muggles, mudbloods, and purebloods represent different racial groups within the Harry Potter novels. The scholars examined the roles of discrimination, prejudice, and stereotypes within the novels and then compared these to both anthropological literature regarding race as well as to GSP scholars' experiences of racism and discrimination. During the final week of the program, the members of each group shared their research and findings in class presentations.

Scholars gather on the floor for a round "table" discussion.



Scholars enjoy the fruits (and meats and veggies) of their cooking labor during an international foods luncheon.

"In this class, I learned that everyone has a story, and that a story is not simply true or false. Fantastic tales can hold important truths, just as bald facts can lie."

*Abby Hills
Highlands High School*



Morehead State University

Scholars in **Larry Grabau's** focus area attempted to understand how people make decisions about food, especially within a novel cultural context. Culturally speaking, the Morehead area is distinct in a number of ways from other areas with which the scholars were familiar; as a result, the location provided an excellent testing ground for the ideas that the scholars discussed in class. With this in mind, the scholars developed a twelve-item survey that addressed such food decision criteria as taste, tradition, cost, and religion. After obtaining store managers' permission, they then administered their survey to over 400 customers shopping in ten Morehead-area stores. The scholars' final challenge was to interpret the resulting data, and they rose to that challenge by drawing relevant inferences from the results.

The course highlights included two field trips: one on which the class visited a nearby prison to learn how inmates cope with limited, low-quality food choices, and another on which the scholars studied the historical food choices of both Native Americans and European settlers. Several guest speakers visited the class to help the scholars understand different aspects of food choices, including a survey-building consultant and a specialist in disordered eating.



After designing a survey regarding food decision making, scholars visit a Morehead grocery store to administer it to customers.

Drama

Bellarmine University

Scholars in **Jason Muenach's** Drama focus area class staged two performances for the GSP-Bellarmine community. The first was *Twelve Angry Jurors*, a classic drama by Reginald Rose, and the second was an evening of one-act comedies written by various American playwrights.

Each production served as a means to a common end, which was to give scholars the foundation they needed to make strong, independent choices as actors. During both classwork and rehearsals, all instruction was based upon Sanford Meisner's listening and responding techniques. Meisner's theory teaches actors to live fully within the moment and their characters' circumstances, thereby promoting a natural, genuine response. The course also emphasized the importance of proper breathing and vocal production. Scholars learned the Alexander Technique for achieving spinal alignment, which in turn promotes effective breathing and generates clear speaking voices. As they sought to further hone their acting skills, the scholars directed their efforts toward producing strong vocal volume, achieving proper diction and pronunciation, and controlling their rate of speech, pitch register, and vocal variance.

Drama scholars rehearse a scene from Twelve Angry Jurors.





Drama scholars from all three GSP campuses attended a performance by the Kentucky Shakespeare Festival in Louisville's Central Park.

"With hard work and great instruction, we put together something remarkable. We got the rare opportunity to become someone else, to go beyond ourselves, and to create something beautiful."

*Daniel Braslow,
Marshall County
High School*



To complement their growth as individual actors, the scholars learned how to work together most effectively, mastering the basics of creating stage compositions and exploring the ways in which a director manipulates space through the use of levels, body angles, groupings, and movement patterns. Armed with these fundamental skills, each scholar was able to take ownership of the movement and staging choices for his or her own character. Ultimately, some members of the class even challenged themselves by directing an entire one-act comedy.

During the course of the summer, the Drama scholars grew to be a very close-knit group, embracing one another and the collaborative teamwork that is vital to the creation of live theatre. This dynamic played a significant role in the success of their performances, which the rest of the GSP community received with great enthusiasm.

Centre College

Together with faculty member **Mark Furlow**, scholars in the Drama focus area concentrated on the basics of acting. Members of the class began each of their sessions together by engaging in a variety of warm-up activities designed to center the scholars' bodies and minds on character development. After this preparation, the scholars delved into their quest

to examine individual characters' actions and determine their objectives within given circumstances. Even as they sought to better understand the characters they were portraying, the class members simultaneously engaged in self-examination in an attempt to develop a more comprehensive understanding of themselves as artists.

The class did not focus solely on the psychological and intellectual aspects of acting; the scholars also devoted a great deal of time and energy to preparing for their roles' physical demands. By playing a number of different games, the scholars learned the importance of improvisation and spontaneity. They practiced their voicing and projection and, over time, they began to work and think as an ensemble. They even had an opportunity to consider some of the aspects of technical theatre, focusing especially on the art of lighting. For their culminating project, the scholars staged a selection of improvisational games, monologues, and scenes from Shakespeare's *Twelfth Night* for the enjoyment of the rest of the GSP community.

Class visitors included Dr. Patrick Kagan-Moore, Dr. Barbara Hall, and Professor Matthew Hallock, Centre professors specializing in acting, music, and theatre design and technology, respectively. Each spoke with the scholars at length about his or her area of expertise. Outside of the classroom, the scholars enjoyed a field trip to Louisville, where they attended the Kentucky Shakespeare Festival's production of *Romeo and Juliet*.

Morehead State University

Scholars in **Melanie Kidwell's** Drama focus area approached theatre as a tool for political and social justice. They explored the realm of race riots, discrimination, and police brutality through Anna Deavere Smith's play *Twilight: Los Angeles, 1992*. The scholars assumed roles as dramaturges, actors, directors, and designers as they prepared selected scenes from the work and presented them—and the ideas that the scenes encompassed—for the GSP-Morehead community.

Over the course of the summer, the scholars learned that a play does not have to be about social issues in order to be used as a tool of social justice. On a trip to Louisville, scholars witnessed how the Kentucky Shakespeare Festival brings the Bard to all members of the community by staging free Shakespeare productions. They also developed an appreciation for the ways in which theatre is used to help prisoners through the Shakespeare Behind Bars program. Finally, the class discussed opportunities for the scholars to bring theatre into their home communities, even when money and resources are scarce. They then put their ideas into action by hosting a Poetry Jam for the entire campus.

*On the Morehead campus, scholars prepare to stage scenes from *Twilight: Los Angeles, 1992* for the GSP community.*

Morehead State University

With the help of faculty members **Stephanie Harmon**, **Jaby Mohammed**, and **Yuqiu You**, scholars in the Engineering focus areas explored the wide variety of opportunities available within the field of engineering. The classes considered various applications of engineering and learned about the educational paths that prepare individuals to work in each of those fields. They also developed an appreciation for the intricacies of project design and presentation and the importance of teamwork within the profession.

During a series of field trips to organizations and corporations that rely heavily on engineers, the scholars had the opportunity to participate in a number of different hands-on problem-solving activities. In one instance, they worked with the U.S. Corps of Engineers to determine the optimal location for a new boat ramp and access road at a Kentucky lake. They also tackled the "Windshield Problem" when they visited Toyota Motor Manufacturing of Kentucky in Georgetown. In both instances, the scholars shared their solutions with engineers and executives from the host organizations and received feedback about their work. During a tour of the Lexmark research facilities in Lexington, the scholars were given a deck of cards and challenged to create a self-standing structure within a short time frame. They then conducted stress tests on their structures. Before leaving Lexmark, the class had the opportunity to interact with GSP alumni who are now participating in Lexmark's Engineering Co-op program. The scholars also met with engineers from East Kentucky Power Cooperative to discuss engineering's many applications within the field of energy production.



At Lexmark, the scholars construct self-standing towers of cards.

The scholars in Harmon's Engineering focus area 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, Harmon presented her scholars with a challenge: each had to design and construct an outfit of clothing made solely of duct tape. After carefully analyzing their material to determine its elasticity and coefficient of friction, each scholar created an outfit that met strict form and function requirements. As the culmination of this project, the class presented a "Duct Tape Fashion Show" for the entire GSP community.

Yuqiu You's Engineering class focused on the introduction of technologies in manufacturing automation. You introduced the scholars to a wide variety of technologies, including CNC machines and industrial robots. Through this exploration, the class learned the basic concepts of part design and machining process design. The scholars then used simulation software to program their own products, which they ultimately produced using a ProLIGHT CNC machine.

As he led the scholars in his focus area through an exploration of the field of engineering, Mohammed emphasized the importance of critical thinking and product design. Members of the class first learned the basic concepts of technical drawing and then applied these concepts as they designed and constructed their own 3' x 3' x 3' cubes.

Several scholars model their duct tape creations before showcasing them for the campus community in the Duct Tape Fashion Show.



Engineering scholars consider product design.

"This experience... has shown me the hard work and determination required to be an engineer, but it has also shown me that I am capable of pursuing this career."

*Wendy Bachman,
American Curious
High School*





Miller offers scholars suggestions as they begin editing their own one-minute films.

"I loved getting to learn about editing and the entire filmmaking process. Coming into this class I knew nothing about making a movie, but now I feel confident that I understand what the process entails."

*Lilly Davis,
Ballard High School*

watch myself. I feel like the class not only stretched my boundaries of creativity, but also allowed me to learn an overall appreciation I otherwise would not have."

Morehead State University

In order to discover their own unique visions as filmmakers, the scholars in **David Goodlett's** class began the summer by watching and analyzing a wide variety of films, including *City Lights* and *I am a Fugitive from a Chain Gang*. Once the scholars had found their "filmatic footing," they began a close study of the documentary genre and its recent offshoot, the "mockumentary." Scholars watched the traditional documentary *King of Kong: A Fistful of Quarters*, as well as Christopher Guest's defining mockumentary, *Best in Show*. This exercise inspired them to shoot their own mockumentary, *Kombat King: Kontinuous Kombat*.



Bellarmino University

Under the guidance of faculty member **Craig Miller**, scholars in the Film Studies focus area explored the craft of filmmaking by engaging in workshops in storytelling, writing, directing, production, visual effects, cinematography, and editing. The scholars then applied the lessons that they learned through these workshops as they each created their own one-minute short films. During their "on location" shooting experiences, the members of the class 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.

One scholar, Becky Jewell of Bracken County High School, described her experience in Film Studies as follows: "I enjoyed watching a selection of new movies I never would have picked to



Morehead scholars shoot on location.

During the last week of the Program, the scholars screened their film, which took a satirical look at the world of video gaming, for the entire GSP community.

In addition to scouting filming locations both on and off campus, the class traveled to Lexington's Kentucky Theater and the Louisville Palace to view two classic movies: *American Graffiti* and the silent version of *The Phantom of the Opera* featuring Lon Chaney. Film studies scholars also toured Morehead State University's film, television, and radio production facility and hosted guest speaker Bill Myers, a Louisville-based film composer.

Members of the class pose with the title screen from their original mockumentary, Kombat King: Kontinuous Kombat.

Bellarmino University

The scholars in *Teresa Hoffmann's* Healthcare Industry focus area studied the causes, symptoms, and treatment of various medical conditions, including cerebral palsy and locked-in syndrome. In order to gain experience with these disorders and insights into the realities of living with and treating these and other afflictions, the scholars spent time each week working with disabled patients at the Mattingly Center. The class also hosted a dance for local Special Olympics athletes and read the book *The Diving Bell and the Butterfly* by Jean-Dominique Bauby.

Engaging in a number of different hands-on experiences, including a cadaver lab, a physical therapy lab, a patient simulation lab, and a standardized patient clinic, allowed the scholars to acquire fundamental medical knowledge and to practice basic treatment techniques. The class also delved into the field of genetic engineering as they attempted simple laboratory procedures and investigated the health ramifications of consuming genetically modified foods.

Jessica Howington's Healthcare Industry class offered scholars glimpses into their potential future medical careers, encouraging them to view the field from the standpoints both of caregivers and of patients. One of the class's first activities was a visit to the Veterans' Affairs Hospital, where scholars toured the pharmacy and the physical therapy lab before watching as doctors performed heart surgery. Scholars also visited the University of Louisville Hospital, where they got to "meet" a robot used in patient care, and the Bellarmine University gross anatomy lab, where they had the opportunity to explore and inspect cadavers.

Beginning on the first day of class, the scholars learned that an excellent caregiver must have empathy for patients. With this in mind, the scholars volunteered once a week at Kindred Hospital's Skilled Nursing Unit. There, each scholar was assigned two residents to visit over the course of five weeks, an experience that culminated in a morning of caroling for all of the residents and a volunteer celebration. On campus, the class received a visit from a Bellarmine student with cerebral palsy, who spoke with them about his experiences—both good and bad—with a variety of medical practitioners. The scholars also chose to participate in a disability simulation that required each of them to attempt to navigate an ordinary day while simulating the limitations of an assigned condition. On the same day, the class dined as a group, eating a meal of puréed meat and vegetables in the Bellarmine cafeteria. For scholar Chaz Arnold of Daviess County High School, these empathy-building experiences were the highlight of the summer. He explained, "The greatest experience in the Healthcare Industry focus area is the personal interaction with health care facility residents. The profound connection established through this program between patients and future health care providers is the cornerstone for the future well-being of our society."

Throughout the summer, the scholars also spent time considering the business of healthcare. After watching the documentary *Sicko*, the class then met with three guests who helped the scholars dissect the workings of the healthcare industry: a journalist who covers the fields of medicine and medical issues; a manager at Humana; and a physician and former Humana employee who testified against Humana in a 1996 hearing. Building on what they had learned, the scholars then researched topics in healthcare reform and began to consider the ways in which the U.S. healthcare system might be restructured.

During a visit to the UofL Hospital, scholars get to "meet" a robot that assists with patient care.



As they learn about different facets of patient care, Healthcare scholars use a model to practice delivering a baby.



Historical Analysis



Scholars prepare to present their perfect cities to their classmates.

"I enjoyed looking at events that I was already familiar with by delving into documents that I hadn't even known existed. This gave me a fresh view of what really happened."

*Sarah Brown
Sumner High School*



Bellarmino University

Scholars in **Kent Juetz**'s Historical Analysis class closely examined the U.S. Constitution and then discussed a number of issues that arise from it. In particular, they considered constitutional factors that influence lawmaking, presidential leadership, voting trends and behavior, and criminals' rights. This study prepared the scholars to undertake a significant project: the creation of their own constitutions, which they each drafted and then discussed with their classmates.

During one field trip, the class visited Louisville's City Hall, where the scholars spoke with civic leaders about a number of challenges currently facing the metro area and brainstormed potential solutions. They also participated in the leaders' discussion of the future of the Louisville area, concentrating particularly on strategies for encouraging population growth by focusing on factors that make a city a desirable relocation destination. Upon their return to campus, the scholars used the lessons that they had learned at City Hall to help them each create a model of his or her perfect city.

Turning their attention to current affairs, the scholars met with a fellow Governor's Scholar, Kentucky Secretary of State Trey Grayson ('89-Centre), who spoke with them about the issues involved in the national debate over healthcare reform.

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 analyzing local history, reading and discussing primary and secondary historical texts, and constructing their own interpretation of a historical event of their choosing.

The course began with a rigorous discussion of the nature of history as a discipline, during which the class particularly considered the discipline's applications to the study of local history. As they continued this emphasis on local history, the scholars turned their attention homeward. Before coming to campus, each scholar had been asked to transcribe a historical high marker from his or her hometown. They used these transcriptions as a starting point as they researched Kentucky towns and counties throughout previous centuries. In a related exercise in local history, the class enjoyed a guided tour of Danville's Constitution Square State Historic Park.

The second emphasis of this course lay in the analysis of a particular type of historical text: the memoir. Through reading and class discussion of *Farewell to Manzanar*, Jeanne Wakatsuki Houston's recollections of life in Japanese-American internment camps during WWII, the scholars revisited the idea of what "counts" as history. They consulted other primary and secondary sources to help them analyze and better understand the internment experience.

Finally, each scholar embarked on a sustained examination of a single historical event of his or her choosing, ultimately composing a thesis-based paper and presenting his or her ideas to the rest of the class. For their projects, the scholars chose topics as diverse as the partition of India and Pakistan, the role of Hollywood in American social history, and the history of a coal mining company town in Appalachian Kentucky. This culminating project empowered the scholars to think and write like historians, drawing on all that they had learned during their five weeks of analyzing history.

The class poses in front of one of Danville's oldest buildings, a former freedmen's school located near Constitution Square State Historic Site.

Centre College

Together with faculty member **Stefan Brooks**, scholars in this course focused on the causes of conflict and war among states. They began by reading the book *Man, the State, and War* by Kenneth Waltz, which provided them a framework for considering a number of conflicts, including the War on Terror. As a whole, the class took a particular interest in this current conflict. In an effort to determine what constitutes torture, the scholars began reviewing a series of declassified memos from the Bush Administration concerning the techniques used to interrogate suspected terrorists. In conjunction with this endeavor, the scholars also spoke with two members of the F.B.I., a current field agent and a former intelligence analyst.

Throughout the course of the summer, the scholars viewed a series of films dealing with international relations and, in particular, with contentious relationships between nations. These included *Path to War*, which documents the Vietnam War during the Johnson Presidency; *Suicide Killers*, a documentary on Palestinian suicide bombers; and *Paradise Now*, a Palestinian movie about two bombers traveling into Israel on a suicide mission. Their discussions surrounding these movies helped the scholars grapple with the realities of international conflict.

The focus area taught by **Salome Nnoromelis** introduced scholars to different theories of international relations to help them gain an understanding of the historical, political, and cultural ideologies that inform the subject as well as to assist them in identifying and evaluating their own views and attitudes towards international issues and questions.

Scholars explored the interconnectedness between nations and considered the ways in which globalization and new technologies are changing the nature of trade, food production, and the relationships between developing and developed countries. Several guest speakers shared their own experiences to help enhance the scholars' understanding. On one occasion, the class spoke with John Black, an employee of IBM, who talked about IBM's structure as a multinational company, the challenges it faces, and its opportunities and responsibilities around the world. Together with scholars from other focus areas, the class also listened to and interacted with Teddy Warria. Warria founded *Commonvocabularies.com.*, an organization that strives to provide a common ground that will enable the world community to engage in dialogue and arrive at solutions to shared problems.

The class also spent a great deal of time considering the composition and function of the United Nations. Watching the 2005 documentary *The Peacekeepers* enhanced the scholars' appreciation of the structural complexities of the U.N. and the challenges that organization is facing. Building on the discussion generated by the movie, the scholars debated some of the questions currently posed by the U.N.'s critics, including whether the organization is relevant within the framework of contemporary global political realities and whether the Security Council's structure ought to be modified to better represent developing countries and the issues they face.

The class enjoyed two field trips during the course of the summer. Traveling to the Underground Railroad Freedom Center helped draw the scholars' attention to past and ongoing human struggles for freedom. Their trip to the Kentucky World Trade Center in Lexington highlighted the role that our state plays within the global economy and particularly impressed upon the scholars their need to be adequately prepared for future participation in the economies both of our Commonwealth and of our world.

Reflecting on his focus area experience, scholar Jared Giles of duPont Manual High School said, "This class has expanded my understanding of the world around me. I now realize how interconnected our world is and how everything I do—from what I eat to what I buy—affects not just my immediate community, but the global community."

International Relations scholars take time for a group photo during their tour of the Underground Railroad Freedom Center.



"International Relations has thoroughly opened my eyes to the challenges facing our vast world. It has helped us all realize we have much work ahead of us as the next generation of world leaders. I only wish everyone could take this class and discover what we have discovered; I truly believe the world would be a better place as a result."

*Talia Hester
Hart County High School*

Morehead State University

Blessing Mumba designed his International Relations course to increase scholars' knowledge, awareness, and understanding of international affairs. Over the course of the summer, the class considered key issues affecting international relations, including diplomacy, sovereignty, globalization, conflicts, genocide, and human rights.

Working both individually and in groups, the scholars conducted specific case studies within two major topics: the role and functions of international organizations and the causes and consequences of major global wars. The scholars also investigated the realities of genocide, looking particularly at the Holocaust as well as more contemporary events in Darfur, Rwanda, and Cambodia. For all of these topics, the scholars worked together to conduct extensive research and then prepared PowerPoint presentations to share their findings with their classmates. During another activity, the class transformed into a mini United Nations General Assembly, wherein the scholars discussed issues related to global governance and specifically debated U.S. foreign policy toward selected countries.

Because the scholars could not travel around the world, this course brought the world to them in the form of a wide variety of guest speakers. Experts visited the class to discuss relations between the U.S. and Iran, the rise of China, the current state of global tourism and its implications for international relations, the role and responsibilities of the U.S. Secret Service, and the functions of the U.S. Peace Corps. In addition, an American veteran spoke with the scholars about his experiences all over the world—in Germany, Hawaii, Somalia, North Korea, and Japan—as he was serving in the military. The class also visited the World Affairs Council of Kentucky in Louisville, where they attended a presentation on the future of democracy in Pakistan that was co-lead by a member of the Pakistani parliament and a leader of the Pakistan Lawyers' Movement. Drawing from all of this information, members of the class debated key topics in international relations and ultimately formulated their own recommendations for a new world order.

"This class has profoundly changed my view of the world."

Robert Hill

2009 Governor's Scholar

Japanese Language & Culture

Centre College

Scholars in **Bill Randall's** course focused on developing their images of Japan as both a country and a culture. After familiarizing themselves with the standard American frameworks for understanding Japan and its relationship to the West, the scholars began to examine Japan's own self-image as it is portrayed in the Japanese media. The class viewed the artistic films *My Neighbor Totoro* and *Late Spring*, which involve quintessential images of Japan, and then contrasted those native images with a foreigner's impressions of the country, as conveyed in Donald Richie's travel novel, *The Inland Sea*. For a third perspective, the scholars turned to the pop culture television series *Haikai*,

Chichiue-Sama, which depicts the inner workings of a traditional Japanese restaurant as it faces gentrification and changing tastes.

Members of the class specifically studied several elements of Japanese culture, including architecture, design, and food, in order to better inform their understanding of Japan as a whole. They also incorporated an awareness of Japanese linguistics into their daily discussions. The course culminated in a week-long language study "boot camp," which provided the scholars with a firm foundation for their continued study of the Japanese language.

At the conclusion of the summer, scholar Nick LeClaire of duPont Manual High School praised the format of his focus area class, saying, "The informal classroom environment resulted in more of a dialogue than a lecture, so I was able to absorb and retain the information we learned."

As part of their study of Japanese culture, scholars enjoy reading a variety of Japanese comic books.



Journalism & Mass Media

Bellarmino University

The eighteen scholars in [Jeanie Adams-Smith's](#) Journalism & Mass Media focus area spent their summer investigating the different fields of communications. The class learned about newspaper culture, reported stories, and took pictures. Their study also incorporated the rapidly-expanding field of Internet journalism, as they each learned how to create their own blogs and how to generate content to post. To explore the world of broadcast journalism, the scholars interacted with a number of guest speakers on campus and traveled to the studios of WAVE-TV, where they had the opportunity to test their skills both in the anchor's seat and behind the cameras.

As a result of these and other endeavors, the scholars heightened their awareness of the media and their appreciation for journalists' ability to both reflect and impact our everyday lives. They also greatly expanded their understanding of the various functions of the media within the larger framework of mass communication.

Reflecting on his experience in the Journalism & Mass Media focus area, scholar Taylor Carden of Spencer County High School raved, "I loved the exploration of all aspects of communication. Our focus varied from photojournalism, where we exercised our photography skills, to broadcast news, where we were able to take a very hands-on field trip to WAVE-3 television. We even got to conference with the 'top dogs' of the news station... [This experience] certainly piqued my interest in television broadcasting and being in the studio made me consider the countless opportunities of the field."



A group of scholars watch through a television camera as one of their classmates tests her skills as a news anchor.

Modes of Mathematical Thinking

Centre College

This class, facilitated by [Duk Lee](#), sought to broaden scholars' perceptions of the field of mathematics by immersing them in the study of finance, fractal geometry, and mathematical origami. Throughout the summer, the scholars were also challenged to solve a variety of non-traditional mathematical problems.

Each class session incorporated a variety of different activities. The scholars tackled challenging math problems, created complex graphs using the Geometer's SketchPad software program, and folded sheets of paper into complex origami mathematical models. Engaging in these activities helped the scholars understand the real world applications of origami and fractal geometry while simultaneously increasing both their mathematical and artistic intelligences. On one morning, the scholars even shared their newfound knowledge by practicing basic origami techniques with a group of children at an art camp. The class also investigated the principles of finance, focusing particularly on the meanings of present and future value.

When asked to describe her GSP focus area experience, scholar Audrey Dorris of Henderson County High School replied, "Modes of Mathematical Thinking with Duk Lee has opened my eyes to a whole new world of math. We discovered fractal geometry and the relationship between fractals and nature. We learned about the differences between the present and future values of money. As a class, we explored the art of origami and the unifying attributes of music and singing. Most of all, we realized the links between these aspects of mathematics and connections to the real world. As a whole, this was a wonderful class with an excellent teacher."

During art camp activities, a scholar teaches a child how to create a simple origami model.



Music



In preparation for their final concert, scholars rehearse a piece that they composed to feature their handmade instruments.

Morehead State University

With the help of faculty member **Frieda Gebert**, scholars in this focus area explored a number of non-traditional approaches to the subject of music. They studied the science of acoustics and constructed their own musical instruments in accordance with the acoustical principles that they had learned. They considered the ways in which sounds can affect humans both emotionally and physically as they learned first about the psychology of music and then about the physiology of hearing loss. They even had the opportunity to take decibel readings during routine activities to help them better understand how much sound they unconsciously absorb every day.

In order to broaden their musical horizons, the scholars all participated in master classes with members of the Morehead State University faculty. They also attended a wide variety of live performances, including a professional opera, a musical theatre production, and a rehearsal of the Christ Church Cathedral Boys Choir.

For their culminating project, the scholars each rehearsed for and participated in a chamber music concert for the

entire GSP-MSU campus community. Their performance featured an original piece that the class had collaborated to compose: a work that included parts for all of the scholars' handmade instruments.

Philosophy

Bellarmino University

Over the course of the summer, scholars in **Lisa Hicks's** focus area studied a number of different 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 devoted approximately one week focusing on each of five major branches.

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

In order to provide a common starting point for their discussion of aesthetics and the defining questions asked by that branch of philosophy, the class visited the Speed Art Museum. There, the scholars carefully considered a variety of artwork from the permanent collection.

For an individual project, each scholar researched a significant philosopher, philosophical school, or movement and collected his or her findings in a short paper. Before leaving campus, they compiled these papers into a booklet and every member of the class received a copy to keep as a reference source and keepsake.

Centre College

With faculty member **Patrick Nnoromale** as their guide, scholars in the Philosophy focus area set out to explore philosophy as an all-encompassing intellectual discipline. They chose to focus primarily on epistemology, ethics, and natural science and, by adopting the Socratic methodology, they were able to demonstrate the inter-connect-

"I have learned to be tolerant, to listen to differing opinions, and—though I may not agree with them—to appreciate them, for they give me exposure and insight into beliefs other than my own."

*Carverton Stalcup,
Cincinnati Country
High School*

edness of human knowledge and the role and influence of ethics on the individual as well as the society. They also began to cultivate a modest appreciation of the power of critical thinking in the pursuit of truth. Since philosophy embraces every field of human knowledge, the scholars often escaped the four walls of the classroom to study within the domain of the natural sciences. While there, they investigated a number of epistemic questions, including "how did living organisms come into being?" and "is there a physical basis for human thought?" The scholars' collective interest in this realm of human knowledge was encouraged by Socrates's own writings, in which he claims that his development as a philosopher began with the study of the natural sciences.

The class also took two trips to the Hummel Planetarium, where the scholars watched *Images of the Infinite* and *Oceans in Space*. Working from photos taken by the Hubble Space Telescope, the scholars embarked on a journey to explore our solar system, seeking the conditions necessary to create and sustain life, as humans understand it. The class epistemologically explored the possibility of any such life existing beyond our planet and examined skeptical challenges to that possibility. To garner more information about the underlying principles of their inquiry, the scholars turned to primary sources and short articles. As one of the scholars described it, "This was an unforgettable journey, indeed!" Throughout this exercise, as in all others, the instructor served as a facilitator, clarifying the concepts that the scholars were discussing and translating their application to real life situations.

John Wilcox built his Philosophy focus area upon the classical texts of Western and non-Western philosophy with the goal of helping scholars understand and appreciate the power of critical thinking. During each class discussion, Wilcox would offer a brief explanation of a philosopher's specific position and then suggest a few questions about the implications of that position.

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 contemporary culture. The scholars then considered ways in which Socratic questioning could contribute to the improvement of their own culture. Turning their attention to another classical philosopher, the scholars thoroughly studied Plato's ideas, including his theories of the soul and the division between the higher world of unchanging Being and the lower world of ever-changing Becoming. They also familiarized themselves with the critique of Plato developed by his greatest student, Aristotle. This allowed them to reflect on the various understandings of what is most real.

The class also examined the skeptical challenges to the idea that any knowledge can ever be considered to be absolutely certain. They then asked themselves, in the absence of absolute certainty, what rules individuals should follow when evaluating their own beliefs. They particularly pondered whether the strict guidelines governing scientific knowledge should be applied to other areas of human life, such as morality and religion. The scholars also considered competing ideas and standards of justice and wondered how they could best choose which standard to adopt for themselves. This discussion required a great deal of personal reflection and prompted the scholars to consider the extent to which their own self-interests prejudice their concepts of what is just.

Finally, the scholars debated the problem of free will versus determinism, the basic ideas of Buddhism, and the competing moral theories of utilitarianism and Kantian deontology. They also took part in a field trip to the Abbey of Gethsemani, where they learned more about the positive effects of a contemplative search for meaning.

At Centre, scholars enjoy the "domain of the natural sciences" as they meet in an outdoor classroom.



Bellarmino scholars consider art and aesthetics during a field trip to the Speed Art Museum.

"This class has taught me to see the world not only with my eyes, but with my mind."

*David Ziegler
Baylor Traditional
High School*





Using only drinking straws, scholars construct free-standing structures.

Bellarmino University

Faculty member **Kari Ward** designed her focus area to introduce scholars to the incredible breadth of disciplines incorporated into the umbrella of physical science. The class experienced science in a non-traditional format involving hands-on activities, field trips, guest speakers, student-guided research, and group discussion, all of which allowed the scholars to become acquainted with the individual branches of physical science even as they grew to appreciate the connections between them.

In the first week of the Program, scholars were challenged to compose a free-standing structure using only drinking straws. They also acquired hands-on experience with the principles of physics as they constructed and operated their own trebuchets. During week two, the class turned its attention to astronomy as the scholars created their own planispheres, discussed constellations, and identified objects that they observed in the night sky. The class spent the third week of the Program using the fields of physical science as a means for traveling through time. The scholars glimpsed humanity's possible future as they researched and discussed various rocket prototypes and considered the many challenges of interstellar travel. They then looked to the past, delving into the field of geology and traveling to the Falls of the Ohio, where they hiked through fossil beds and cleared away sediment to reveal 386 million year old Devonian fossils. During week four, the class explored the study of forensics. The scholars learned about the field's basic techniques and participated

in a number of interactive activities that challenged them to solve various crimes. They even used the principles of forensics to conduct a water pollution lab. The class then considered the so-called "CSI: effect" by traveling to the Kentucky State Crime Lab, where the scholars compared real-life forensics to the magic portrayed in many popular television shows. During the last week of the Program, the scholars again focused on the field of physics, examining physical principles as they each created a mousetrap car.

Morehead State University

The scholars in **Glenda Jones's** focus area undertook a wide-ranging exploration of the physical sciences. By way of readings, laboratories, projects, guest speakers, and field trips, they studied various aspects and applications of chemistry, physics, earth science, and forensics.



For one of their many hands-on experiences, the scholars used an inductively coupled plasma (ICP) machine to conduct an elemental analysis of a copper penny. They also analyzed water and aspirin and constructed their own trebuchets and mousetrap cars.

During their various field trips, the scholars enjoyed first-hand experiences with real-world applications of the physical sciences. They visited Eagle's Landing Pet Hospital, Morehead's Water and Sewage Plants, the Kentucky Central Forensic Laboratory, Buffalo Trace Distillery, MSU's Space Science Center, and St. Claire Medical Center. Traveling to such a wide variety of locations demonstrated the physical sciences' relevance to numerous facets of everyday life, addressed the scholars' diverse preexisting interests, and sparked their enthusiasm for new areas of study.

Their experiences with video conferencing and guest speakers further enhanced the scholars' appreciation of this field's far-reaching ramifications. Using Skype, the class chatted with both Chad Hammons, an aerospace engineer for NASA's Johnson Space Center in Houston, and Matthew Gunterman, a 1995 Governor's Scholar on the NKU campus who is now pursuing his Ph.D. in the history of science at Yale University. Wes Hagerman, a structural engineer for the Kentucky Transportation Cabinet, visited the class and spoke with the scholars about the physics involved in bridge design. On another occasion, the scholars learned about the energy possibilities of photovoltaic cells during a discussion with Dr. Kent Price, an MSU physics professor. Finally, reading and reviewing David Bodanis's book *E=mc²* provided the class with a historical perspective on the scientific advances that they had studied.

Working in the lab, scholars analyze the content of aspirin.



Political & Legal Issues scholars listen to a presentation by a District Judge in Jefferson County.

ited a local TV station to discuss freedom of the press with reporters and news anchors. On campus, the scholars benefited from the interactions with a number of speakers and their participation in several exciting activities, including a question and answer session with Kentucky Secretary of State Trey Grayson, who was himself a 1989 Governor's Scholar.

Centre College

Scholars in **Karen Eham's** Political & Legal Issues class used George Orwell's *1984* as a springboard for further exploration into both historic and current U.S. alliances as well as the issues of privacy that have arisen as a result of the 21st century's technological advances. Additionally, scholars compared and contrasted Orwell's views of torture as seen in his depiction of Room 101 with the U.S. Federal Torture Statutes and recently-released memos regarding the use of torture as an interrogation technique. The class debated issues regarding the efficacy and morality of torture and considered if and how their ideas might change within the high-stakes "ticking time bomb" scenario. Finally, the scholars explored various nations' uses of continual war, as depicted in *1984*, by discussing war's effects on a nation's economy, its soldiers, and its citizens' civil rights. The class spent one day volunteering at St. James Place, a homeless veterans' shelter in Lexington, to witness firsthand continual war's unintended consequences in the form of its impact on individuals.

Scholars engaged in several map exercises to compare and contrast the world envisioned by Orwell with the world in which we live today. One that the scholars found to be particularly revealing involved the class's being divided into four groups: Eurasia, Eastasia, Oceania, and the Quadrilateral. The first three groups took a large paper map and cut out the areas that Orwell had assigned to their particular region, reassembled them onto another large sheet of paper, and then identified it accordingly. The group assigned to the Quadrilateral affixed a large paper map to the wall and traced out the area that Orwell had designated as the perennial war zone. They then drew the Quadrilateral in dark ink so that it was clearly visible. When the class compared and contrasted World War I and II alliances, as well as the alliances of the Cold War and current eras, with these maps, the scholars were fascinated to discover that the "hot zones" of the 21st century continue to be around Orwell's Quadrilateral.

Scholars recreate the map of the world using different political ideas.



Bellarmine University

Together with instructor **Marty Napper**, the scholars of the Political & Legal Issues focus area examined the Bill of Rights and its implications in the new technological age. The scholars explored how the Internet, blogs, and social networks impact and, in turn, are impacted by the freedom of the press and the freedom of speech. During one field trip, the class traveled to the Louisville Metro City Hall, where the scholars talked with city leaders about how the legislative process operates within the confines of the Bill of Rights. The scholars also vis-

"I was able to study political and legal issues both in real life and in a theoretical sense. This class has reinforced my interest in politics and international relations, and I hope to someday have a career in this field."

*Ulysses Brown
Aquinas High School*



Political & Legal Issues scholars participate in day camp activities with children whose families have recently immigrated to the U.S. from Iraq and Bhutan.

their study of immigration, the class conducted day camps for Congolese, Bhutanese, and Iraqi refugees, many of whom had been in the United States only a few weeks.

Morehead State University

Scholars in **Jacinda Townsend's** Political & Legal Issues class learned about urban planning and design processes by constructing their own city. In order to better define and identify examples of best practices in urban design, the students read and discussed Kevin Lynch's classic book *The Image of the City*. Thus armed with an architectural vocabulary, the scholars surveyed how people translocate efficiently along smaller paths on the Morehead State University campus and along larger "paths" in the cities of Mount Sterling and Lexington. The conversation included a meeting with city planner Jeff Prater of Mount Sterling, who spoke about his city's Strategic Plan, and a meeting with Councilman Tom Blues of Lexington's Second District, who spoke with the scholars about issues surrounding Lexington's failed Centrepointe development. The class returned from these field trips with many ideas for arranging and planning their own city, complete with its own unique geographical features and demographic mix.

The scholars discussed why certain residential and business district schemes worked—or didn't work—focusing particularly on factors including economic efficiency, socioeconomic integration, and environmental sustainability. As scholar Melissa Moore of Eastern High School explained, "Political & Legal Issues taught me that establishing a city is more than just building stores and neighborhoods. We tackled neighborhood segregation and the cost of living near work, and learned the importance of being a united community!"

The class gained exposure to the legal system by sitting in on a court session presided over by Rowan County District Judge Don Blair and Jane Herrick, Deputy Bar Counsel at the Kentucky Bar Association. The scholars also enjoyed enlightening field trips to the state capitol, where they toured the legislative, executive, and judicial chambers, and to Buffalo Trace Distillery, where they learned about historic and current business practices.

Using the urban design principles they've learned, scholars construct a model of their ideal city.



Bellarmino University

Happiness is not something that comes easily; rather, it is a state we must strive to attain. With this in mind, scholars in **Jerre Bazio's** Psychology focus area used Stefan Klein's book *The Science of Happiness* as a guide as they explored this relatively new field. They first examined the anatomy and functions of the human brain. During a visit to Bellarmine University's cadaver lab, the scholars had the opportunity to hold a brain in their own hands as they identified its many parts. During this same visit, the class learned that the 42 muscles in the human face can fashion 19 different smiles, but that only one of those smiles is genuine. Furthermore, they learned that the physical act of genuinely smiling has a measurable emotional effect: it makes humans happier. After engaging in an in-depth exploration of the ways in which the mid-brain processes pleasure and pain, the scholars took part in a variety of activities designed to stimulate natural psychological highs, including dancing, eating, exercise, back massage, meditation, and hands-on artistic endeavors. At the same time, the class carefully considered the ways in which pleasure can be artificially stimulated, ultimately leading to inappropriate risk taking and destructive addictions.

As they progressed through their study, the scholars realized that two essential components of the pursuit of happiness are an appreciation of one's own life and an ability to empathize with others. To this end, the class visited the Dayspring Center, where the scholars played a variety of games with the residents and experienced a great sense of shared joy. During ensuing visits to Our Lady of Peace, the Nazareth Home, and the Little Sisters of the Poor, the scholars volunteered their services in hopes of brightening patients' days. After each of these experiences, the scholars shared their stories and observations, which generally served to reinforce the concept that even in difficult situations, individuals can choose to be truly happy.

Scholars in **Uta Wigger's** focus area spent their summer exploring several popular subfields of Psychology. During the first days of class, they embarked on an awareness journey to discover new and interesting things about themselves and others. To this end, they assessed their personalities according to the Myers-Briggs and Jung Typology schemas and engaged in teambuilding activities, an exploration of group dynamics in problem solving, and an examination of Macia's theory of psychosocial development. Next, they investigated the emerging domain of positive psychology and the core components of Tal Ben-Shahar's happiness model. They also participated in a small-scale sleep deprivation activity that enabled them to measure the effects of tiredness on their memories, reflexes, and fine motor skills over time.

The class also spent some of their time studying the more common disorders within the field of abnormal psychology. To enhance their discussion, Mr. Tony Balze, the Executive Director of the National Alliance on Mental Illness in Louisville, visited the class and presented an informative lecture on mental illness. Thanks both to Mr. Balze and to their own investigations, the scholars were able to acquire up-to-date information on the status of the mentally ill and on mental health services available within the greater Louisville community. Finally, members of the class researched the causes, symptoms, and treatments of many common psychological disorders. They shared their findings through an interactive simulation and later applied their knowledge as they discussed the ways in which mental illness is portrayed in popular television and film.

Morehead State University

Together with faculty member **Jay Crocker**, scholars in this focus area studied the psychology of power and its various manifestations within the subfield of social psychology. Specifically, the class considered the power of music, the performing arts, the media, the government, and the self. After an initial introduction to social psychology, the class spent one week studying each of these different topics.

In order to learn more about their first topic, the power of music, the scholars met a music psychologist from the University of Kentucky who spoke with them about the various ways in which music impacts humans' lives. Engaging in basic listening tests and sampling random tracks of music taught the class a great deal about the complexities of human emotions and how they are directly tied to memory and experience. The scholars also read and discussed contemporary research related to the field of music psychology.



While suffering from mild sleep deprivation, Psychology scholars test their ability to play simple children's games.

"My favorite part of psychology was the self-assessment. Learning about my own personal tendencies in an unbiased atmosphere was an eye-opening experience. It showed me some areas that I can work on and a few other traits that I am proud to have."

*Madison Wicker
Gold Campus Council
High School*

Together with the Drama focus area, the Psychology scholars traveled to Louisville, where they toured Actors Theater of Louisville, where they toured rehearsal of *Hamlet*, spoke with the Creative Director of the Shakespeare Behind Bars company, and viewed a production of *Romeo and Juliet*. These activities all served to facilitate the scholars' understanding of the psychological process an actor must undertake in order to assume a role for theatrical performance.

The class's considerations of the powers of the media and of the government coalesced into one two-week investigation incorporating the scholars' field trips to Eastern State Mental Hospital in Lexington and Little Sandy Correctional Facility in Sandy Hook. Members of the class first evaluated the media's treatment of mental health and imprisonment and then visited these two locations in order to collect firsthand data and generate their own conclusions regarding society's perceptions of the mentally ill and of prisoners.

During the final week of the Program, their exploration of the power of self allowed the scholars to take social psychology into their own hands. The class created a series of social experiments dealing with issues of conformity and peer pressures. Enacting their experiments on the MSU campus proved to be a positive and instructional experience that taught the scholars a great deal about themselves.

Scholars in **Stephen Dorsett's** Psychology focus area sought to better understand themselves by exploring personality, memory, emotion, and conscience. They began by studying the brain mechanisms involved in self-awareness and memory. To better understand how memory interacts with human emotion, the scholars spoke to a Holocaust survivor, who taught them that certain difficult memories can be repressed, that other tragic memories can be coped with, and that the most horrible memories must be used to remind people about the right and wrong ways to treat other human beings.

During their visit to Eastern State Hospital, the class learned about the emotional suffering caused by psychological disorders and the methods used to ameliorate this suffering. After returning to the campus, the scholars divided into pairs and chose specific psychological disorders to research. They also role-played therapy sessions, as one partner assumed the role of the patient and the other acted as a therapist. This activity provided the scholars with a context within which to understand each psychological disorder.

When they visited Sandy Hook Prison, scholars witnessed firsthand the consequences of disobeying the law and one's own conscience. One prison psychologist, two inmates, and three case workers spoke with the scholars about prison life, institutionalization, and the process of moral reform. This led the class to engage in a spirited debate over whether prisons should be places of social reform for the criminal or societal retribution for the victim. Finally, the scholars researched famous criminals and attempted to determine whether they might have suffered from psychological disorders. Each scholar then chose a conscientious historical figure whose moral choices differed dramatically from those of the criminal that he or she had studied and considered the psychological differences that might have led the two individuals down such different paths.



Psychology scholars visit Lexington's Eastern State Hospital.

"Because of this class, I now know the dictionary definition of self. More importantly, though, I also know what makes me myself."



As part of their exploration of the power of the performing arts, scholars take part in a work of modern art.

Spanish Language & Hispanic Culture

Centre College

In her Spanish Language & Hispanic Culture focus area this year, faculty member **Maggie Roll** sought to introduce her scholars to the different vocabularies and traditions of several Hispanic countries. All the while, the scholars themselves communicated almost exclusively in Spanish.

Working in small groups, the scholars selected holidays or celebrations from Hispanic countries, researched them, and presented their findings to their classmates. They also prepared and performed dialogues from their primary text, *Streetwise Spanish*. Watching and discussing a number of films in Spanish heightened the scholars' awareness of several different aspects of Hispanic culture, including the importance of family, the prevalence of drugs in economically depressed regions, and even magical realism (*realismo mágico*). The class particularly enjoyed learning Zumba, a mix of Latin dance and aerobics, from a Peruvian dance instructor. Other highlights of the summer included the scholars' making their own tamales and enjoying lunch at an authentic taqueria.

Scholar Julia Payne of Daviess County High School praised her focus area experience, saying, "This class helped me to improve my conversation skills, while having fun at the same time. We were able to experience the everyday language used by native speakers rather than the grammar taught at schools. Also, I enjoyed learning about culture through foods, crafts, and activities."



One scholar decorates her cascarones, colorful blown-out eggs that are used in Hispanic celebrations.

Visual Arts

Bellarmine University

Pablo Picasso once said, "Every child is an artist. The problem is how to remain an artist once we grow up." Under the leadership of faculty member **Matt Curless**, scholars in the Visual Arts focus area explored techniques for 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 math, some anatomy, and a lot of fun.

At the conclusion of the Program, scholar Fahira Mehmedovich of Atherton High School described what it was like to be an artistic novice in a Visual Arts focus area. She said, "My strong points are in business and math. I came into this class not knowing much about drawing and painting, but now I feel very comfortable with these techniques. This class has pushed me to explore something foreign, and I could not have imagined a better experience!"

A scholar concentrates on sketching a still-life that he has created.





Scholars scatter across Old Centre lawn seeking different perspectives for their acrylic renderings of the historic building.

“Each person in our class has improved tremendously and gained so much, not only skill and knowledge, but also in patience and perseverance.”

*Kathryn Hayes,
Paul Lawrence, Dunbar
High School*



Using Adobe Illustrator software, a scholar creates her own digital self-portrait.

Centre College

“A man paints with his brains and not with his hands,” observed Michelangelo. This focus area, taught by **Sllobian 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 organized into several sections. In the first, the scholars used charcoal drawings to hone their skills with one, two, and three point linear perspective. They also practiced structural drawing techniques as they learned to understand structural organization and proportion. They considered how line quality differs as it pertains to natural and man-made objects and then learned how to use highlights and shadows as well as high key, low key, and full values. Finally, members of the class experimented with blind contour, cross contour, and gesture drawing.

When they changed media to begin their work with acrylics and watercolors, the scholars learned transparent watercolor techniques including mixing, glazing, and brushwork, as well as the general art principles of composition and perspective. They then tested their skills by painting in several different locations, including Old Centre lawn, the Louisville Zoo, and Shaker Village. During this process, the scholars sometimes sat for as many as six hours as they observed and rendered a specific scene.

Before leaving campus, the scholars had the opportunity to exhibit their works and demonstrate how much they had grown as artists during the five weeks of the Program. The scholars themselves served as the curators for the class exhibit as they accepted submissions, advertised, and hosted the Evening with the Arts.

Morehead State University

Deena Golding challenged the scholars in his Visual Arts focus area to use the computer to create art. Eschewing traditional art-making methods—painting, long-pose drawing, ceramics, and the like—the scholars used a professional illustration application and a computer mouse to express their artistic abilities.

The scholars’ first task was to discuss their personal definitions of “art,” “visual art,” and “computer art.” When they had established some common ground—and debunked popular myths—they began preparing to create their own masterpieces by using the Internet to research a number of different portrait artists. In order to share their findings with the rest of the class, each scholar then created a PowerPoint presentation about the artist that he or she had researched. The scholars also enjoyed a field trip to the Cincinnati Art Museum, where they viewed a wide variety of works of art, focusing particularly on portraits, and conducted additional research on portrait artists. Thus prepared, the scholars undertook their final project. Using little more than the Adobe Illustrator computer program, each scholar created his or her own digital self-portrait.

For many scholars, this focus area offered a completely different perspective on a familiar field. As scholar Lauren Brooks of Apollo High School explained, “Coming into this class, I expected to participate in painting and sketching, but instead I was able to broaden my artistic skills with the computer. Working in the Mac lab instead of a studio, our class created artwork for the creative writing class as well as our self-portraits. Thanks to my Visual Arts focus area, I can now appreciate all art, not just paintings and sketches.”

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 fifty-seven general studies classes that engaged faculty and scholars on the three GSP campuses in 2009.

The Forgotten, Disregarded, and Overlooked: Ageism in Our World

Centre College

Scholars in Leigh Koch's general studies class addressed the issue of what it means to be elderly in the world today. They sought to overcome societal stereotypes and to reshape their own understandings by engaging in a variety of exercises. In order to examine their own long-held beliefs about ageing, to recognize their implicit assumptions, and to reflect upon their reasons for adopting these ideas, the scholars took part in a series of in-depth discussions as well as several eye-opening activities. Once they had become familiar with their own attitudes toward ageing, the scholars were able to confront the validity of their assumptions by volunteering at a local nursing home, where they each spent a significant amount of time interacting individually with the elderly residents.

Back on campus, the class studied a variety of texts related to ageism in order to better understand why and how stereotypes about the elderly have arisen. They considered the origins not only of their own individual prejudices, but also of those held by society in general. As a culminating activity, the members of the class addressed their personal hopes for the future, focusing in particular on their own old age.

History, Mystory, Ourstory

Bellarmine University

Together with faculty member Jason Kramlich, scholars in this class focused on the different types of stories told in societies and communities around the world. They began the summer by reading Annette Simmons's book *The Story Factor*, which gives an eloquent and engaging account of the storytelling tradition, its purposes, and the different types of stories people tell. The scholars supplemented their reading by researching different types of stories, focusing particularly on finding examples of world folklore, legends, tall tales, and myths.

Throughout the summer, the scholars used storytelling techniques such as visual art, music, theatre, and dance, to tell their own original stories and to retell tales that they borrowed from source materials. They also engaged with a number of other storytellers, both amateur and professional. On one occasion, the scholars participated in a ghost tour, during which they listened to a professional storyteller recount tales of reported ghost sightings throughout downtown Louisville. Several guest speakers also visited the class to share their own stories. They included Brigid Kaelin, a Kentucky musician who uses narrative storytelling in her original music; Gregory Acker, a former Peace Corps volunteer familiar with the art of Ramayana, Indonesian shadow puppetry; and GSP Executive Director Aris Cedeño, who shared his inspiring story of gaining citizenship in the United States in order to pursue his dreams. Finally, on Community Service Day, the class visited with residents at Chapel House, a local retirement community, and played games, sang songs, and shared stories with them. For many of the scholars, this experience proved to be the highlight of the class.

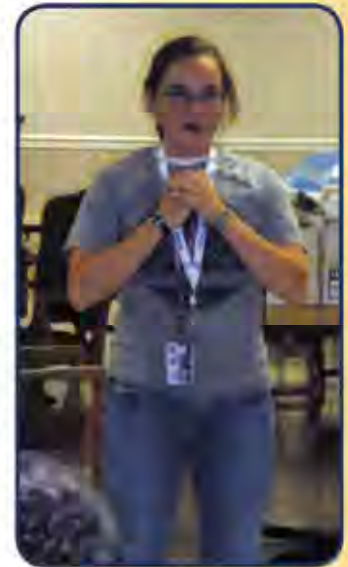
Human Cloning

Centre College

The idea of human cloning challenges most of our cherished beliefs and raises serious questions about human values. With the help of faculty member Patrick Nnoromele, scholars in this class grappled with two central questions regarding cloning: "why clone a human?" and "must scientists pursue the knowledge of human cloning regardless of its potential social ramifications?" Collectively, the class explored the nature of the basic scientific assumptions underlying cloning. Then the scholars divided into smaller groups to consider a number of specific topics, such as the nature of the relationship between facts and values or between science and religion. Members of the class also engaged in philosophical debates of other related issues, including the difference between

"I would never have had the opportunity to take a class like this one at my high school. That's what makes GSP so special!"

*Hannah Hinkle,
Franklin County
High School*



A scholar shares one of her stories with residents of the Chapel House.

“As a math and science person, I didn’t expect much from my opera class, but I ended up really enjoying it. Watching the Met performances was my favorite part.”

*Julia V. ...
... ..*

what *can* be done and what *should* be done in the pursuit of scientific knowledge. The scholars asked themselves and each other whether the fact that scientists *can* clone a human being means that they *should* do so. Finally, as the culmination of the class, the scholars pondered whether knowledge equals wisdom.

It’s Everywhere: Opera and Popular Culture

Bellarmine University

Led by faculty member **Frank Ward**, scholars in this class approached one of the most esoteric and least understood art forms—opera—by considering popular culture’s fascination with it. While viewing and analyzing such popular operas as *La Boheme*, *The Daughter of the Regiment*, *The Barber of Seville*, and *Carmen*, the class also examined the application of the genre in advertising and commercials, animation, cinema, and even the culinary arts. The scholars particularly enjoyed considering contemporary adaptations of opera such as the musical *Rent* and the animated series *The Simpsons*.

During a field trip, the class had the opportunity to meet with the artistic staff of the Kentucky Opera Association to discuss how the popular arts are changing the nature of opera itself, impacting both the staging and direction of the genre as well as the physical appearance of the performers. On another occasion, the scholars cooked a four course meal based on recipes inspired by specific operas and performers. Finally, the entire class attended a live performance by the Cincinnati Opera of Bizet’s *Carmen*.

Making IT Work for You

Morehead State University

Scholars in **Yuqiu You’s** general studies class acquired basic knowledge and skills in Information Technology to enable them to make better use of computers and networks in their daily lives. As they began learning the foundations of IT, the scholars disassembled a personal computer, identified its major hardware components, and studied each of those components’ functions and operations. Members of the class then turned their attention to learning the basic terms associated with computer networks and familiarizing themselves with the primary components used to construct networks. Employing their newfound understanding of topologies and protocols, the scholars each designed a functional office computer network. They even succeeded in using HTML coding to create their own personal web pages. As the summer progressed, the class also discussed a number of tips and tricks, ranging from techniques as simple as using shortcut keys in Microsoft Windows to those as important as protecting personal information by installing firewalls and scanning for viruses.

The Mystique of Mythology

Morehead State University

Iay Crocker’s mythology class centered around various pantheons of gods and goddesses from many different ancient civilizations, including Greek, Egyptian, Norse, Celtic, Japanese, and East Indian. The scholars worked in small groups, each with its own pantheon, to delve deeper into the rich history of these various cultures and their respective beliefs. In order to share their findings with their classmates, each group created and exchanged “trading cards” featuring the major gods and goddesses from its pantheon and detailing their strengths and weaknesses.

Each group then shared its civilization’s creation myth and, as a class, the scholars discussed and compared them, focusing particularly on the similarities between all of the stories. The groups also researched and shared their cultures’ destruction and underworld myths. Through the course of these comparisons, it became evident to the scholars that all of the pantheons have some archetypes in common.

After an intense research project that challenged the scholars to define the qualities of a hero, each group researched three heroes from its tradition and presented their stories to the rest of the class. A lively debate about heroic qualities eventually emerged from this discussion, leading the scholars to ultimately select one supreme heroic trait. The summer’s most memorable event was Dress Like a God or Goddess Day, on which the students created costumes to resemble their favorite deities and wore them to lunch in the campus cafeteria for the rest of the GSP community to admire.

On the MSU campus, scholars dress as their favorite gods and goddesses from the pantheons that they have studied.



Singing those Songs of Freedom: The Civil Rights Era through Song

Centre College

In her general studies class, faculty member **Karen Caham** used songs to introduce scholars to stories from the Civil Rights era. For example, to introduce the story of Medgar Evers, scholars first listened to and sang along with Bob Dylan's "Only a Pawn in their Game," a ballad of Evers's life and death. Similarly, when discussing how the deaths of Chaney, Goodman, and Schwerner led to the passage of the Civil Rights Act, the scholars first learned two songs by Phil Ochs: "Here's to the State of Mississippi" and "Too Many Martyrs." By the end of the Program, the scholars were well acquainted with ten of the most important Civil Rights songs and the history underlying each of them, from the well-known "We Shall Overcome" to "Strange Fruit," a Billie Holiday song so controversial that her record label would not release it.

The class relied on two techniques for learning classic freedom songs: lining, or repeating back songs line-by-line as they were sung by a leader, and singing along with printed lyrics to guitar or CD accompaniment. When they were not singing, the scholars watched clips from *Eyes on the Prize* that corresponded with their song lyrics. They also read excerpts from John Lewis's personal memoirs. During the final week of the Program, the scholars had the opportunity to meet and speak with an attorney who worked with the Southern Poverty Law Center, trying cases in the 1960s, 70s, and 80s dealing with the violation of African Americans' rights. In particular, he discussed some of his better-known cases and the vestiges of racism that remain in our society today.

There is no "I" in "Team"

Morehead State University

Scholars in this general studies class delved into the realm of organizational psychology as they divided into two different groups to write and perform a musical. Faculty member **Jacinda Townsend** assigned a very rigid hierarchical structure to the group responsible for writing the musical's plot; at the same time, the group tasked with writing the lyrics operated as more of a round table. During the initial division, the entire class met with Dr. Lawrence Albert of MSU's Department of Communications and Theatre, who led an exercise designed to teach the scholars about structural efficiencies within organizations. The class also met with Denise Watkins, an associate professor of Theatre at MSU, who acquainted the largely uninitiated group with basic acting techniques.

The scholars then united and worked as a class to write, rehearse, and perform a musical—complete with original dance numbers—in less than three weeks. Even those who were formerly unfamiliar with dancing and those reticent to sing in public took on huge roles and, together, the scholars learned how to voice their concerns and work as a unified team with a very democratic structure. After performing their musical for the entire community, the scholars discussed their initial and ultimate productivity, focusing in particular on the ways in which their organizational structure impacted the creative process.

You Are What You Eat

Bellarmino University

Scholars in **Jeanie Arianna Smith's** class explored food and culture from a variety of perspectives. They began the summer by investigating what ingredients are found in common foods and generally familiarizing themselves with the cost of various food products. They then turned their attention to different types of cuisine as they defined slow food as well as locally grown and organic products. The class also discussed the differences between free and fair trade and continued this focus on the social impact of food by considering the ethical dilemmas involved with large industrial farms. In order to enjoy the fruits of their study, they even learned how to cook fresh foods.

Throughout the course of the Program, the scholars participated in several field trips, visiting a local farmers' market, a fair trade business, and an organic garden. The class engaged in a number of other activities, ranging from growing their own edible sprouts to hosting a community-wide nutrition awareness day in the Bellarmino cafeteria. For some of the scholars, this course served as an introduction to cooking; for others, it offered a rare opportunity to stop and consider what they eat and why they eat it.

In the Bellarmino cafeteria, scholars share information about the ingredients found in popular foods.



"Through the color of music and harmony of the people, this class educated me about how to be the change in the present that will benefit the future. I believe that in order to make a difference today, we must know our history. This class has taught me that I can positively affect the future."

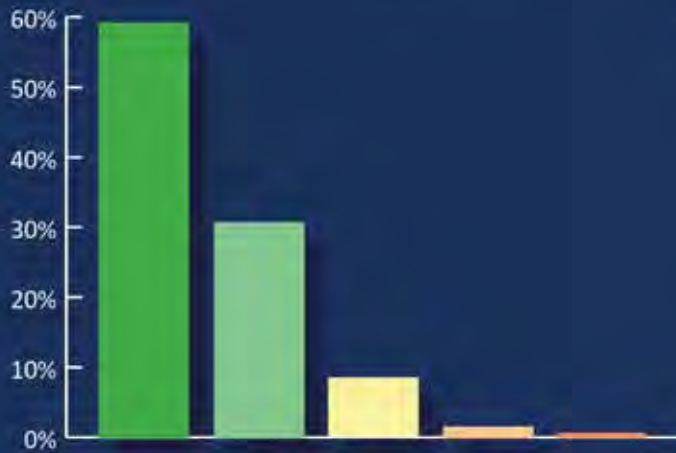
*Johanna York
Savannah Walker*

2009 Scholar Experience Survey

Each summer, before leaving their respective campuses, all Governor's Scholars are asked to complete a Scholar Experience Survey consisting of approximately thirty questions pertaining to all aspects of life at GSP. Program staff use the survey results to help gauge the success of the summer's activities, to assist in the evaluation of faculty and staff performance, and to better understand the Program's impact on the scholars themselves. Most importantly, the survey functions as a tool that better equips Program and campus administrators as they begin planning for the following summer.

Overall Results of the 2009 Scholar Experience Survey

In 2009, 1,019 of the 1,033 Governor's Scholars (97.6%) completed the Scholar Experience Survey. Considering the results of the survey as a whole, the scholars' responses were overwhelmingly positive. In fact, on average, participants selected either "strongly agree" or "agree" over 89% of the time. In comparison, "neutral" responses made up 8.3% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing "disagree" only 1.5% of the time and "strongly disagree" in only 0.5% of responses. No individual question received a negative response rate above 7.3%.



Average Response Rates

Strongly Agree	59.1%
Agree	30.6%
Neutral	8.3%
Disagree	1.5%
Strongly Disagree	0.5%

A Sample of Survey Prompts and Scholar Responses

"GSP facilitated the development of positive and meaningful friendships and a sense of community."



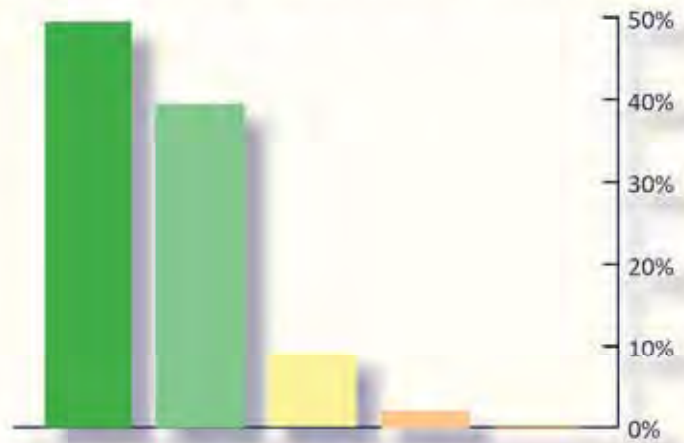
Scholar Responses

Strongly Agree	80.9%
Agree	17.5%
Neutral	1.4%
Disagree	0.1%
Strongly Disagree	0.1%

“As a result of my participation in the Governor’s Scholars Program, I am more willing to assume leadership roles in my school and community.”

Scholar Responses

Strongly Agree	49.4%
Agree	39.4%
Neutral	9.1%
Disagree	2.0%
Strongly Disagree	0.1%



“As a result of my participation in the Governor’s Scholars Program, I have a network of relationships with scholars from across Kentucky.”

Scholar Responses

Strongly Agree	81.8%
Agree	16.2%
Neutral	1.6%
Disagree	0.2%
Strongly Disagree	0.2%



“As a result of my participation in the Governor’s Scholars Program, I have a better idea of how to make decisions about my career and/or academic path.”

Scholar Responses

Strongly Agree	41.3%
Agree	38.6%
Neutral	16.2%
Disagree	3.2%
Strongly Disagree	0.7%



“GSP gave me the opportunity to interact with other bright students in meaningful ways.”

Scholar Responses

Strongly Agree	75.8%
Agree	20.9%
Neutral	2.2%
Disagree	0.8%
Strongly Disagree	0.3%



“GSP provided me with meaningful classroom experiences.”

Scholar Responses

Strongly Agree	54.5%
Agree	35.5%
Neutral	7.7%
Disagree	2.0%
Strongly Disagree	0.3%



“As a result of my participation in the Governor’s Scholars Program, I will be eligible for more college scholarship dollars.”

Scholar Responses

Strongly Agree	85.4%
Agree	13.8%
Neutral	0.7%
Disagree	0.1%
Strongly Disagree	0.0%



“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the Governor’s Scholars Program.”

Scholar Responses

Strongly Agree	85.7%
Agree	11.9%
Neutral	1.6%
Disagree	0.7%
Strongly Disagree	0.1%



Scholar In-State College Enrollment

With the help of the Council on Postsecondary Education, the Governor’s Scholars Program tracks the number of scholars who pursue higher education at a Kentucky college or university. The following graph shows the percentage of scholars, by Program year, who enrolled at an in-state college or university after completing high school.





1024 Capital Center Drive, Suite 210
Frankfort, Kentucky 40601
502-573-1618
www.gsp.ky.gov

