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Governor's Scholars Program 2011 Academic Report

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Letter from the Executive Director

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

"The Governor's Scholars Program is a commitment." As I travel throughout the Commonwealth speaking to prospective scholars and their parents during our annual fall recruiting season, I find myself emphasizing this important concept time and time again: GSP is a commitment. Students who are selected to attend the Governor's Scholars Program do so entirely without charge; their commitment to GSP is not financial, but that makes it no less significant. Before arriving on campus, each scholar signs a Learning Contract, promising to "participate fully" in classes and campus life all day, every day, for the entirety of the five-week Program. As our scholars quickly come to understand, GSP is an entirely unique living, learning experience—an intellectual endeavor defined by commitment. Beginning on the first day of the Program, our students and staff members alike devote themselves entirely to the creation of the GSP Community, an extraordinary community of learners that empowers the scholars to better understand themselves, their peers, and their world in the course of five short weeks. As a result of their commitment to the GSP Community, scholars report that they return home with an increased love of learning and a renewed desire to serve as leaders (for more results from the 2011 Scholar Experience Survey, see page 34).

Without the support of state elected officials, private donors, parents, board members, school administrators, and our over 23,000 alumni, this extraordinary community of learners would not exist. **The Commonwealth of Kentucky is committed to the Governor's Scholars Program.** Thanks to public and private funding sources that have remained strong even in the midst of difficult economic circumstances, the GSP was honored to host 1,074 of Kentucky's most promising rising high school seniors on our three campuses this summer. Many of our sister programs in the National Conference of Governor's Schools are not so lucky; in fact, across the U.S., similar programs for gifted students have been dramatically reduced and even entirely eliminated during the past year. At the same time, the people of the Commonwealth of Kentucky have renewed their commitment to the success of the Governor's Scholars Program. As a result, ours is now the largest, longest-running summer Governor's School in the nation. I want to thank you for helping us achieve this distinction; because of your commitment, we are able to offer a truly unparalleled intellectual opportunity to Kentucky's best and brightest students.

In turn, **the Governor's Scholars Program is committed to the Commonwealth of Kentucky.** Once again in 2011, we were proud to demonstrate this commitment by selecting students from all 120 Kentucky counties to participate in the GSP. Upon these students' arrival on our three campuses, they immediately began developing a network of relationships with other scholars from across the state; as a result, our scholars themselves began to develop a stronger commitment to Kentucky. They demonstrate this commitment in a variety of ways, most notably by engaging in community service. For example, scholars on the Bellarmine University and Murray State campuses sought to understand and combat both the causes and effects of homelessness in the Commonwealth, while a number of classes on the Centre College campus devoted their efforts to providing important opportunities for disadvantaged children.

Even long after they leave their GSP campuses, **Governor's Scholars are committed to Kentucky.** In fact, an impressive 82.6% of our 2009 scholars chose to enroll in a Kentucky college or university after completing high school; these students accepted an average of \$65,000 in four-year scholarships. We are still in the process of analyzing the responses to an alumni survey that we conducted earlier this year, but the preliminary results suggest that the overwhelming majority of our alumni ultimately choose to live, work, and raise their families right here in the Commonwealth. Over 1,900 individuals participated in this survey, representing every year and every campus of the Governor's Scholars Program, and 71.8% of them listed a Kentucky permanent address. Across the generations, Governor's Scholars retain their commitment to the Commonwealth.

As we prepare to celebrate our 30th summer in 2012, I want to thank you for your ongoing commitment to the Governor's Scholars Program. Through your support, you enable the GSP to nurture the next generation of leaders from every corner of our Commonwealth. Our commitment to them remains strong, as does their commitment to Kentucky. The Governor's Scholars Program is, indeed, quite a commitment.

Sincerely,



Kris Cedeño
Executive Director & Academic Dean



2011 Scholars by County

Counties with 1—3 Governor's Scholars Selected in 2011

Adair	Casey	Fleming	Knott	Marion	Nicholas	Simpson
Ballard	Clay	Fulton	Lee	Martin	Ohio	Todd
Bath	Clinton	Gallatin	Leslie	Mason	Owsley	Trimble
Bracken	Crittenden	Harlan	Lewis	McCreary	Perry	Union
Carlisle	Cumberland	Harrison	Lincoln	Menifee	Powell	Wayne
Carroll	Edmonson	Henderson	Livingston	Metcalfe	Robertson	Webster
Carter	Elliott	Jackson	Magoffin	Morgan	Rockcastle	Wolfe

Counties with 4—6 Governor's Scholars

Anderson	Hancock	Logan	Rowan
Bourbon	Hart	Lyon	Russell
Breckinridge	Henry	Marshall	Spencer
Butler	Hickman	McLean	Taylor
Caldwell	Knox	Monroe	Trigg
Estill	Laurel	Muhlenberg	Washington
Garrard	Lawrence	Owen	
Green	Letcher	Pendleton	

7—9 Scholars

Allen	Grayson
Bell	Johnson
Breathitt	LaRue
Calloway	Madison
Clark	Meade
Floyd	Mercer
Grant	Montgomery

10—14

Barren
Boyd
Boyle
Franklin
Graves
Greenup
Hopkins
Jessamine
Nelson
Scott
Whitley
Woodford

15—25

Bullitt
Christian
Daviess
Hardin
McCracken
Pike
Shelby
Warren

26—50

Boone
Campbell
Kenton
Oldham
Pulaski

51+

Fayette
Jefferson



Agribusiness & Biotechnology

Murray State University

“Living in the city, I hardly ever get to do anything with agriculture... I loved this experience because it showed me where the food I eat comes from and how important it is for our society to be sustainable in the future.”

*Hannah Clifton,
Tates Creek High School*

Scholars in **Melissa Travis's** focus area explored a wide variety of topics and activities related to the fields of agriculture and biotechnology. This summer, scholars heard from speakers representing the Sierra Club, Cundiff Farms, Farm Credit, the Kentucky Department of Fish and Wildlife Resources, and the Kentucky Department of Agriculture. Many of these talks presented differing viewpoints regarding the “best” methods to use in order to provide a healthy, adequate, and sustainable food supply to a growing world population.

Faculty members from the Hutson School of Agriculture at Murray State University led the scholars in a variety of hands-on activities, including plant propagation using hormones to encourage root formation, identification of different soil types, observation of common animal parasites, and instruction in the safe and proper ways to communicate with a horse while riding. The scholars also explored the use of ultrasounds and palpation in beef cattle as well as the methods of testing used at the Breathitt Veterinary Center to diagnose illnesses in animals. To delve into the field of biotechnology, the scholars conducted library research, viewed films depicting the use of and potential problems with genetic manipulations, and engaged in animated class discussions. Their visit to the Breathitt Veterinary Center also allowed the scholars to perform testing using biotechnology.



At MSU's Hutson School of Agriculture, scholars practice plant propagation by using hormones to encourage root formation.

Architectural Design

Bellarmine University

With faculty member **Bryan Orthel** as their guide, Architectural Design scholars explored the idea of design as a decision-making process and problem-solving activity that has broad applicability to everyday life. The scholars examined two approaches to design: the development of the city and the design-construction process. Class field trips highlighted the evolution of the Louisville-area urban form, traditional development patterns, and outstanding Louisville design projects, such as 21C Hotel and the KFC Yum! Center. The scholars also examined cultural and physical forces affecting city form, human interaction with the city, and the meanings derived from physical form. Class discussions included everything from architectural history and professional design practice to contemporary design projects.



In collaboration with the Cultural Anthropology and Communications & Social Studies focus areas, the scholars explored and analyzed Louisville's park systems as statements of the city's vision for its future, both in the past (e.g. Olmstead's park plan and the Waterfront Park redevelopment) and today (e.g. Parklands of Floyds' Fork project).

For their highlight project, the scholars were challenged to construct tents using recycled water bottles, bed sheets, and rope. Through repeated builds, the scholars developed several prototypes that began as small, tabletop models and ultimately resulted in 20'-0" square tents.

At the end of the summer, Shain Ross, an aspiring architect from Mayfield High School, remarked, “Thanks to this class, I have learned to look beyond the outside structure and to appreciate all of the ideas that go into creating a building.”

After developing a number of prototypes, scholars assemble a full-size tent from recycled water bottles and donated sheets. Their largest tent was 20' square!

Murray State University

In **Emily Wright's** focus area, scholars were initially asked, "What is your favorite space? Why?" Their answers launched the class into a consideration of the specific physical components and features that make a space desirable or undesirable. A series of readings, films, field trips, and design projects allowed scholars to expand on this initial consideration so that they ultimately became intimately aware of the role of people in the success or failure of designed spaces.

Using this information, the scholars developed a set of criteria for evaluating public spaces. They used these criteria—including accessibility, usership, seating options, shade and light conditions, entertainment, visibility, and conversation pieces—to analyze a number of different spaces that they visited on the Murray State University campus and in downtown Paducah. As a result of these studies, the scholars became familiar with the physical features that help to create an enjoyable experience.

Once the scholars became more aware of the spaces around them, the class transitioned from observation and analysis to design. Their first project challenged each of the scholars to design three spaces: a public space, a private space, and an active space. The goal of this project was to demonstrate strong composition in two-dimensional and three-dimensional form while also to create spaces that would inspire feelings of safety, solitude, and adventure. After their first design challenge, the scholars were given a more unconventional task that truly tested their creativity. The class divided into three teams, each of which designed and built an outdoor sculpture made entirely of water bottles. The groups created their sculptures using hundreds of water bottles collected and donated by their fellow scholars and, during the last week of the program, exhibited the finished sculptures at night, lit up for the entire GSP community to enjoy.



A scholar showcases her three-dimensional models of the public and active spaces that she designed.

Astronomy

Bellarmino University

The first guiding theme for **Rico Tyler's** Astronomy class was the question, "How do we know it's true?" To this end, Astronomy scholars used scientific means to prove generally-accepted "truths." For example, they employed celestial navigation techniques to measure latitude and determine the size of the earth. Turning their attention to the heavens, each scholar constructed a telescope from PVC pipe and surplus optics and used it to photograph the moon. They used the resulting images to determine the relative age of the lunar landscape. The scholars also met with Astronomy faculty from Western Kentucky University, who shared information about their current research and their methods of answering the question, "Is it true?"

In accordance with the class's second theme, the scholars also sought to explore and understand the night sky. They enjoyed numerous opportunities to make late evening observations of the moon, stars, and planets using the telescopes that they had made and other, larger telescopes. The scholars particularly enjoyed the opportunity to work for several days with Bob Summerfield of Astronomy to Go, who brought an impressive array of high-powered telescopes and rare space artifacts with him to campus. Together with Mr. Summerfield, the class hosted a Star Party for the entire GSP-Bellarmino community, during which the astronomers assisted their fellow scholars in operating an array of telescopes and identifying objects in the night sky.

Throughout the course of the summer, three teaching fellows from the Western Kentucky University SKyTeach program—Stephanie Burba, Ciera Gary, and Amanda Keith—worked closely with the class, assisting the scholars with everything from building telescopes to launching rockets.

One of the Astronomy scholars' projects challenged them to design and build their own rockets. Here, they test the rockets' flight distance by launching them in the Bellarmino quad.



Murray State University

Thanks to their focus on observational astronomy, scholars in **Michael Feeback's** focus area spent much of the summer with their eyes on the sky. To aid in their observations, each of the scholars constructed a high-quality, 60-mm diameter refracting telescope from unassuming materials, including PVC pipe and surplus optics. They then used their telescopes to observe planets, stars, and the moon over the course of the Program. Their proximity to the Land Between the Lakes recreational area allowed the scholars to travel there on many nighttime field trips, during which they enjoyed dark skies perfect for astronomical observation. The class also enjoyed planetarium visits to the Land Between the Lakes and Western Kentucky University, as well as a visit from astronomer Bob Summerfield of Philadelphia.

The culminating event for the Astronomy scholars was their final project, for which the scholars created and shared multi-media presentations on topics ranging from time travel and cosmology to past and future space exploration programs.



Working together, scholars construct the bases to what will eventually become their own 60-mm refracting telescopes.

“Learning about cosmology, dark matter, and dark energy completely blew me away. It was so fascinating, in fact, that I’m considering delving further into cosmology in college. It was really incredible.”

*Carmela Riposo,
Bullitt East High School*

Biological & Environmental Issues

Bellarmino University

Scholars in **Greg Smith's** class investigated what living things need for life. They began the summer by studying population dynamics and learning about predator/prey relationships and the importance of appropriate habitat. Taking part in simulation games and visiting the Salato Wildlife Center in Frankfort provided them with hands-on opportunities to delve deeper into these concepts.

The scholars also learned that, among humans, about 80% of diseases result from exposure to dirty water. They then visited Edge Outreach, a nonprofit organization that builds water purification systems for third world countries, where they gained a better appreciation of the depth of this problem and what can be done to address it. They put this knowledge to work back on campus, where they worked to design and build their own solar water purifiers. Although the systems that the scholars created yielded fairly low output, they did demonstrate that it is possible to generate clean drinking water using nothing but solar energy.



Reflecting on her focus area experience, scholar Madison Oxley of Woodford County High School remarked, “What I loved about this class is how different it was from a science class at school. It was more about experiences and applications than facts and formulas.” Jerome Soldo of Hopkinsville High School commented on his focus area’s resonance with the mission of the Governor’s Scholars Program. He explained, “This class introduced me to the various environmental issues in Kentucky and around the world. It inspired me to take action as a part of the next generation of leaders.”

After learning about the importance of putting their knowledge to action for the greater good, Biology scholars get to work beautifying the grounds of a Louisville-area nonprofit.

Centre College

Every student learns about the mutually beneficial dance of honeybees and flowers: the bee collects nectar and pollen to make honey and, in the process, spreads the flowers' genes far and wide. Using *The Botany of Desire* as a guide, the scholars in **Jamie Hester's** focus area expanded on this knowledge by exploring the relationship between people and domesticated plants. The author, Michael Pollan, links four fundamental human desires—sweetness, beauty, intoxication, and control—with the plants that satisfy them. From defining words such as “sweetness” and “beauty” to visiting local bee keepers and learning how to create aesthetically-pleasing floral arrangements, this class tracked the origin and migration of the apple, potato, tulip, and intoxicants such as marijuana and opium. The scholars' field experiences included plant interviews, a camping trip, baking “from scratch” apple pie, and dramatically representing the processes of viral infections and photosynthesis. The class concluded that the line separating humans from the plant world—if such a line exists at all—is much less distinct than the scholars had previously thought. Scholar Brooke Fraley of Lexington Christian Academy commented, “Plants are more clever than most humans think. I have become completely captivated by these remarkable organisms!”

What major problems will the next generation face? What are the practical solutions and who are the major players in those solutions? These are the questions that the scholars in **Greg Jacobelli's** class explored during their time on the Centre Campus.

After engaging in a series of discussions, the scholars concluded that most environmental and biological concerns are in some way related to the growth and distribution of the human population. The class then considered the ways in which one species—or even one individual—can impact its environment, looking specifically at each scholar's individual affect on natural resources. They also investigated the impact of invasive species on indigenous populations, from the Cane Toad in Australia to the Kudzu vine right here in Kentucky.

As they turned their attention to strategies for sustaining resources in the face of human impact, the scholars met with Aloma Dew from the Sierra Club, who expanded their horizons with a discussion on population and the challenges that the world faces as we seek to feed a growing number of humans. For more hands-on experience with the concepts of sustainability, the class visited the Sustainable Village in Berea. There, Richard Olson, Director of the Sustainability Program, discussed the ways in which population growth paired with energy demand could create a need for a drastic change in the ways Americans obtain and use our energy and other resources.

With the help of Will Bowling from the Kentucky Department of Fish and Wildlife Resources, the scholars also explored a wide variety of possible careers in field biology and research.



Throughout their five weeks on campus, the scholars hiked several different areas ranging from Natural Bridge State Resort Park to the Danville Nature Preserve. Their hikes served as an avenue to allow the scholars to examine local geology and to explore the ways in which abiotic and biotic environments interact. In conjunction with their discussions of sustainability, this immersion in the natural world prepared the scholars to draw their own conclusions about the arguments for and against conserving and preserving the environment in which they live.

During one of their hikes, scholars have the opportunity to become better acquainted with some of the resources that sustainable living can protect.



Their “fruit exploration” project allows scholars to taste and classify a wide variety of different fruits.

“This class introduced me to the various environmental issues in Kentucky and around the world. It inspired me to take action as a part of the next generation of leaders.”

*Jerome Soldo,
Hopkinsville High School*

Business, Accounting & Entrepreneurship



Playing a new variation on Monopoly helps the scholars better understand shifts in property prices.

Bellarmino University

With the help of the Kentucky Society of CPAs, scholars in **Scott Takac's** Business, Accounting & Entrepreneurship focus area had the opportunity to explore the wide variety of careers and opportunities related to accounting. The class welcomed some outstanding guest speakers who were able to share their insights about and experiences with accounting in the real world.

Other in-class activities included a lively discussion of personal finance, particularly emphasizing the college financial aid process. The scholars also played a variation on Monopoly™, the property trading game, where the sets of properties were auctioned off at the beginning of the game to reduce the impact of chance and to demonstrate how real estate prices can shift quickly according to location and development. This exercise also showed scholars how integral business is to everyday life and how important it is to manage cash flows efficiently.

The scholars traveled throughout the Commonwealth, visiting a number of locations including the FBI office in Louisville; the headquarters of YUM! Brands; Rio Tinto Alcan; and the headquarters of Junior Achievement, where they met with college students who have already had success with entrepreneurial enterprises. These opportunities to see accountants and entrepreneurs in action greatly expanded the scholars' appreciation of the opportunities available to them as business leaders in general and, specifically, as accountants.

Centre College

The goal of faculty member **Brian Gardner's** class was to familiarize scholars with the fundamental concepts of business and economic theory. The scholars expressed a particular interest in learning more about entrepreneurship, which they satisfied by speaking directly with several entrepreneurs who visited the class. These individuals were able to share their personal experiences starting and growing their businesses. They also offered the scholars a number of valuable insights and real-world examples, many of which stressed the importance of problem solving strategies and the necessity of confronting and overcoming issues and challenges in the process of attaining success.

Turning their attention from start-ups to the other end of the corporate spectrum, the class considered big business models and their management strategies. Working together in groups, the scholars created and presented their own business models and fielded questions from their classmates. A field trip to the Zappos distribution center in Shepherdsville afforded scholars the opportunity to see first-hand how a large factory operates and how a successful company manages a large workforce.

Murray State University

The scholars in the focus area led by **Matt Alkridge** and **Charlie Myers** explored the fundamentals of economics and business through a variety of means, including site visits, classroom discussion, guest speakers, and their own independent research. The class's site visits included Kentucky Dam, the Murray State University Regional Business and Innovation Center, the Warner Brothers recording studio in Nashville, and an institutional food service facility, all of which provided interesting and welcoming settings from which to explore business-related topics. The scholars also interacted with a number of speakers knowledgeable about topics ranging from health-care to international business to government involvement in land usage.

For their culminating project, the scholars were challenged to select a specific topic and explore it from one of three perspectives—Economics, Entrepreneurship, or Business Administration—and to present their findings to their classmates. Working in groups of three, they developed their presentations by incorporating information from all of their activities inside and outside of the classroom, and ultimately produced clear and concise presentations dealing with their respective topics.

During a tour of Winslow Dining Hall, scholars learn about all of the economic factors involved in the preparation of their food.



"I really appreciated the great speakers and the hands-on experiences. I learned a lot about business concepts that affect my life every day."

*Katie Lockhart,
Lexington Catholic
High School*

Communication & Social Studies

Bellarmine University

Together with faculty member **Matt Burgess**, scholars in this focus area explored the history, culture, and demographics of the state of Kentucky, and used the information that they discovered to create a number of advertising concepts dedicated to Kentucky tourism. The class visited Kentucky landmarks ranging from Locust Grove Historic Home and the Newport Aquarium to Natural Bridge State Resort Park and Mammoth Cave. They considered these and other attractions, as well as a number of iconic Kentucky traditions, in terms of their cultural significance to the people of the Commonwealth. Then, working together, the scholars compiled a “bucket list” of one hundred things that every Kentuckian should do, including watching a horse race at world-famous Churchill Downs (where the scholars enjoyed a behind-the-scenes tour) and eating an original Hot Brown at Louisville’s historic Brown Hotel (which they did).

Armed with their own heightened appreciation of the bluegrass state, the scholars set out to instill similar sentiments in others. They drew upon their class experiences, discussion, and research to create a campaign entitled “Kentucky: Leave Your Assumptions at the Border” with video and print materials designed to combat regional stereotypes. Professionals from Louisville-based Doe-Anderson Advertising and Public Relations, which has experience with the Kentucky tourism account, spoke with the scholars about the various aspects of their business to help the scholars with the creative process. Later, they provided evaluations of the class’s finished campaign and remarked that some of the advertisements that the scholars had created were truly “professional quality work.”

Murray State University

Scholars in **John Darnell’s** Communication and Social Studies class spent the first few weeks of the Program analyzing the way people communicate. They participated in exercises that forced them to communicate complex emotions using only hand gestures and body language.

After understanding how vast the world of human communication is, the scholars focused particularly on studying various professions devoted to communication. A trip to St. Jude Children’s Research Hospital allowed scholars the chance to study public relations and marketing within a company that has annual outreach expenditures exceeding \$700 million. Scholars also spoke with Kate Lochte, the station manager of WKMS-FM. She challenged the scholars to consider the wide variety of ways in which they receive information everyday and explained the challenges that these new forms of communication—particularly social media—present for radio broadcasting. In turn, the scholars offered suggestions to help make radio stations like WKMS relevant and accessible to members of their generation.

Throughout the program, the scholars volunteered weekly at the Weaks Senior Citizen Center and studied the generation gap between teenagers and senior citizens. The class hosted events such as a carnival and car washes and even offered manicures and learned to play bridge in order to create opportunities to interact one-on-one with senior citizens. While meeting with the seniors weekly, the scholars communicated on an individual and group basis and made fast friends with some of Murray’s longest residents. From their discussions with the seniors, the scholars learned about many of the stereotypes that older citizens face in our society. They also spoke with two family physicians, one from Murray and one from Greenup County, who discussed the aging process. Finally, the scholars put together a scrapbook to commemorate a summer spent with new-found friends.



At the Brown Hotel, each scholar tries an original Hot Brown—crossing one item off of their “bucket list” of things all Kentuckians must do.

“Before this class, I was only vaguely aware of how diverse Kentucky truly is. After all of our interesting field trips and discussions, I have realized the full beauty and uniqueness of our state. I wish every Kentuckian could see Kentucky the way I have; if they did, they would appreciate it much more.”

*Brook Puckett,
Jenkins High School*

Scholars engage in an art project—and open communication—with residents at the Weaks Senior Citizen Center in Murray.

Creative Writing & Literary Studies



As part of their exploration of the physical process of writing, scholars learn how to make their own ink.

Bellarmine University

Under the leadership of faculty member **Frank Ward**, scholars in Creative Writing & Literary Studies focused on several key areas. The primary structure of the class directed scholars to expand their writing in the genres of narrative, poetry, and drama. A variety of activities including “people watching” field trips, “instant fiction” round robins, and genre workshops were used to engage the scholars in the process of creative writing. Scholars met with regional professional writers including mystery novelist Bill Noel, science fiction novelists Carolyn Clouse and Ryck Nuebe, and Kentucky historian Reed Polk. Nancy Gall Clayton, a Kentucky dramatist, also visited the class to lead a workshop on writing for the stage. Each week, the scholars shared their works in progress, all of which were peer reviewed in a writers’ round table and posted online for the entire GSP community’s perusal.

In addition to this emphasis on their own writing, scholars explored the ways in which the physical process of writing has changed over the centuries as they made their own inks and quill pens. They even used this ancient medium to compose some of their own works! As a companion activity, the class also toured a modern publishing house

and spoke with working writers about the business of professional writing in the 21st century. Finally, the class worked in conjunction with the Visual Arts and Music focus areas to create a multi-media presentation in which other scholars used the creative writers’ short prose and poetry pieces to generate complementary visual and music art creations. Together, the three classes shared their seventeen collaborative works of art with the entire GSP-Bellarmine campus during the Community Arts Showcase.

Centre College

In **Tony Crunk’s** class, scholars studied literary work by prominent Kentucky writers. Through a series of writing exercises, they also explored and developed their own process of writing creatively. They drafted complete works of poetry and fiction and discussed them in a workshop setting to develop their critical, as well as their technical, skills.

Scholar MacKenzie Rich of Campbell County High School summarized the value of these exercises, saying “This class nourished a love for reading and writing that my high school English classes could not emulate. Through studying Kentucky writers, I have learned a lot about what it means to be a Kentuckian and what it means to be a Kentucky writer.” Ellen Findley of Lexington Christian Academy expressed similar appreciation of her focus area experience. She remarked, “I love how my class has grown so close over the past few weeks that we can share ourselves through our writing without fearing our vulnerability. Although we each came from different backgrounds, we have blossomed in our own ways into a garden of writers.”

Together with faculty member **Leigh Koch**, scholars in this class embarked on a sensory journey during which they discovered what it means to become a sponge and soak in your surroundings. They accomplished this journey of saturation through experiences that enabled them to connect to the world around them by focusing on a specific sense and incorporating this knowledge into their writing.

The scholars engaged in this sensory process through a variety of means: exercises in listening that focused on conversation and music, activities involving smells and the associations connected to them, interpretations of visual material through photography, food tastings that revealed the connections between flavor and emotion, and even a blindfolded partner walk that connected touch with feeling. The scholars also heightened their creative senses by working with Wilhemina Koch, a woman from China who helped them hone their abstract techniques through exercises in photography and jewelry making.

A blindfolded partner walk through campus allows scholars to better connect with the world around them by learning to focus on their sense of touch.



A scholar practices the art of being a Kentucky writer.

“This class has nourished a love for reading and writing that my high school English classes could not emulate. Through studying Kentucky writers, I have learned a lot about what it means to be a Kentuckian and what it means to be a Kentucky writer.”

*MacKenzie Rich,
Campbell County
High School*



In addition to all of their on-campus explorations, the scholars repeatedly ventured into the larger world. Their travels included a trip with the Drama class to see a Kentucky Shakespeare production in Louisville, an adventure in African cooking with the International Relations class, and a trip to interact with the exhibits in The Muhammed Ali Center in Louisville.

Throughout the course of the summer, members of the class improved their ability to appreciate and critique their own and others' works. They achieved this by reflecting on their own writing as they read it aloud to their peers and received feedback from their fellow scholars. This became a regular process, along with their daily journaling, as scholars shared a written piece they had created each week. At the end of the Program, scholars demonstrated their growth as attuned writers by learning how valuable writing can be in the world we live in today and by constructing a final, culminating piece borne out of their five-week sensory journey.

Murray State University

Scholars in **Ron Reed's** Creative Writing and Literary Studies focus area explored ways to broaden their experiences by closely considering a writer's traditional tools: ink and paper. They began the summer by learning to make their own quill pens from feathers and then by making their own paper using a deckle. Later, they even couched the paper as was done centuries ago. Given that very tactile beginning to their writing process, the scholars were better able to appreciate the power of effectively placed words to capture experiences.

With this in mind, the scholars imagined the stories waiting to be told at a number of settings: the photography at Yeiser's Art Gallery, the awe-inspiring quilts of the National Quilt Museum, the natural world made manifest by a hike at Kenlake State Park, the tall sailing ships at Grand Rivers Inlet, a selection of songs by an eclectic group of musicians, and even by observations made in a shopping mall. The scholars also wrote using the art produced by the Visual Arts class as their inspiration. Both classes then met one night so that both artist and writer could talk about their related products. Writers such as Constance Alexander, Squire Babcock, and Kentucky Poet Laureate Maureen Morehead also visited the class to work one-on-one with scholar writers.

Many Governor's Scholars come to Creative Writing and Literary Studies with little experience writing in an accepting, encouraging environment; therefore, the goal of **Phyllis Schlich's** Creative Writing class was to create such an environment for artistic and thoughtful written expression. The class began by reading and discussing selections from Anne Lamott's *Bird by Bird: Some Instructions on Writing and Life* which gives readers permission to write, to make mistakes, and to experiment.

The scholars undertook these three challenges as they began composing and sharing their own works. For their first project, the scholars wrote personal essays entitled "My Kentucky," in which they each explored what they valued about their own parts of the Commonwealth. Next, drawing their inspiration from pictures, quotes, outdoor excursions, and even a book of modern short stories by writer Kevin Wilson, each scholar composed his or her own work of fiction. Wilson, a writing instructor from the University of the South, spent a day with the class, helping the scholars to better understand his writing techniques and to hone their own. The class also enjoyed visits from Murray-area writers Constance Alexander and Squire Babcock, who participated in engaging writing workshops with the scholars. This class even had the honor of hosting and working with Maureen Morehead, the current Poet Laureate of Kentucky.

In addition to their many on-campus activities, the class participated in two important field trips. During visits to the Land Between the Lakes and the Art District of Paducah, scholars experimented with character sketches, dialogue, poetry, and short fiction. Finally, after learning about websites such as Figment and WordPress that would allow them to continue sharing their writing with each other and with other writers even after the conclusion of the Program, the scholars each selected one piece from their portfolios to revise and contribute to a class collection.

During their visit to the Art District of Paducah, scholars use their surroundings as inspiration as they compose character sketches, dialogue, poetry, and short fiction.



A scholar fashions her own quill pen from a feather.

"In this class, I learned that I'm not the only teenager in Kentucky who actually *enjoys* writing. At home, people see writing as a 'school thing' or a chore, but here I met other scholars who know that it can be so much more. For us, it's a different kind of necessity, and I love that."

*Alexie Basil,
Bryan Station High School*



Cultural Anthropology



The class prepares to present a series of skits about homelessness and placelessness for the entire GSP community.

Bellarmino University

Scholars in **Terence Gaskins's** Cultural Anthropology class dedicated their summer to an exploration of the historical and cross-cultural meanings of place. The class examined the meaning and practice of creating a sense of place in a variety of contexts: material, social, and philosophical. To enhance their discussions, the scholars participated in a Friday Speaker Series, which focused on place in a global context and allowed students to interact with persons from cultures around the world, including Africa, Alabama, and the Americas.

The class also collaborated with the Architectural Design and Communication & Social Studies focus areas to explore the existing Louisville Parks system designed by Frederick Law Olmstead and the proposed 21st Century Parks Project. Scholars considered these park systems as places designed both to accommodate current Louisvillians and to attract new residents to the city.

Finally, as part of a campus-wide project to raise awareness of homelessness, scholars in the Cultural Anthropology class prepared and presented a series of vignettes on the myriad ways in which persons find themselves experiencing placelessness or being without a home.

Centre College

Bill Randall's Cultural Anthropology focus area began with a historical overview of anthropological approaches to Japan, concentrating on Ruth Benedict's classic study, *The Chrysanthemum and the Sword*. Then, using primary documents like Ozu Yasujiro's movie *Late Spring*, the music of Hanatarashi, and the televised drama *Haikei, Chichiue-sama*, scholars constructed a model of Japanese culture in recent history. The class also used the works of scholar C. Douglas Lummis and journalist Michael Zielenziger to better understand how the traditional anthropological models have broken down relative to the study of Japan.

Some of the class's activities included an investigation of Japanese architecture, a discussion with a GM executive who spent four years working in Tokyo, and a close look at the recent Tohoku tsunami and its aftermath. Finally, to better understand the relevance of Japanese anthropology to their own lives, the scholars conducted ethnographic fieldwork. Their subjects—their peers in the Program—gave them an opportunity to better understand the unique culture that GSP formed in Danville for five weeks.

Murray State University

Scholars in **Larry Grabau's** class studied the culture of the Yanomamo people of Venezuela and Brazil as a model system for better understanding the practice of cultural anthropology. More specifically, they looked at how individual cultural anthropologists' predispositions can affect the observations that they make and the inferences that they draw. Since they could not engage in firsthand observation of the Yanomamo, the scholars viewed several ethnographic videos that have been produced from multiple vantage points, including by the Yanomamo themselves. Each ethnography resulted in a different conclusion: while one cultural anthropologist in the field concluded that the Yanomamo are a fierce people, constantly fighting, another believed them to be tender-hearted and caring. After watching these ethnographies, the scholars appreciated that objectivity and open-mindedness are key attributes for successful cultural anthropologists. However, they also became concerned that the clarity of such attributes may depend on the "eye of the beholder."

To test their own capacity for objectivity and open-mindedness, the scholars engaged in a small-scale ethnography of an important Western Kentucky culture. The class visited five different barbecue restaurants and studied the heritage, cooking methods, and customer base of West Kentucky barbecue. The scholars came to diverse conclusions about the differences among those five restaurants, but were generally in agreement on one point: they all found some sort of barbecue that they could enjoy!

To test their own skills as anthropologists, scholars study the tasty culture of Western Kentucky barbecue.



"I love this Program, and especially this class. Cultural Anthropology has given me a broader perspective on life, as well as renewed my passion for hearing the story everyone has to tell."

*Katie Scott,
Madison Southern
High School*



Scholars perform their modern interpretations of selected scenes from Macbeth for the entire GSP-Centre community.

Centre College

In faculty member **Jane Dewey's** Drama focus area, the scholars became theatre artists as they engaged in active learning. They explored theatre skills and concepts ranging from exercises created by theatrical education pioneers Viola Spolin and Uta Hagen to techniques from Shakespeare's Globe Theatre. Each of these activities aided in the scholars' development of a number of crucial acting skills, including physical action, vocal expression, imagination, and ensemble creation. The scholars applied all of these skills in their work with Shakespeare's *Macbeth*, several scenes from which they ultimately polished and presented for the rest of the GSP-Centre community.

"I had never brought so many different ideas together into one piece before—learning how that works was a wonderful experience."

*Melissa Stravitz,
Paul Laurence Dunbar
High School*

In addition to their daily class explorations of theatre games and exercises, the scholars thoroughly enjoyed several special opportunities, including field trips to professional productions at Pioneer Playhouse and the Cincinnati Opera and even workshops with professional actors.

Reflecting on her Drama focus area experience, scholar Laurel Henning from Mercy Academy remarked, "Learning a new creative way to perform an old classic really opened my eyes to the number of possibilities for every performance. There are always new things to try."

Murray State University

Together with faculty member **Melanie Kidwell**, scholars in the Drama class dove deep into the creative process this summer. They began by exploring the very basic concept of stage pictures, asking a number of questions and challenging themselves to discover the answers. This process led the scholars to better understand what the arrangement of bodies in a playing area can say to the audience about relationship, about conflict, and about setting. They also grew to appreciate how a stage picture can immediately capture an audience's attention, without the actors' saying a word. The scholars even began to realize that a stage picture can sometimes dictate the words that are to be spoken!

After exploring these concepts within the confines of the theatre, scholars took their questions to the Murray Cemetery to see what they might learn from this unusual "stage." They found some amazing answers. The arrangement of the tombstones gave them a stage picture rife with meaning and interest; in fact, they found the setting to be so inspiring that they used it as the basis for their own original production. The names, dates, and epitaphs in the cemetery became the opening text for the scholars' work. They then chose to incorporate traditional hymns and liturgy to create a powerful beginning and ending. Excited with what they had unexpectedly found at the cemetery, the scholars returned to campus and dug up Edgar Lee Masters' *Spoon River Anthology* to help them shape the body of their performance. From this collection, the scholars selected those monologues that spoke to them most deeply. By collaborating as a group, they were able to successfully weave the monologues together into a cohesive whole. Then, having created their own original work, the scholars brought their characters—both real and fictional—to life by employing the theatrical techniques of vocalization, physicalization, and characterization. In the end, the class created and presented a beautiful piece of theatre that honored the dead of Spoon River, of Murray, and of their own lives.

Taking the inspiration for their work from traditional hymns and liturgy, the Spoon River Anthology, and even the Murray Cemetery, scholars rehearse their original production before performing it for the rest of the GSP community.



Bellarmine University

Creating machines from common materials such as glue and sticks, constructing roads and boat ramps, and solving problems in automotive design are some of the many activities that scholars in **Glenda Jones's** and **Jaby Mohammed's** Engineering focus areas tackled this summer. As they engaged in these projects, scholars had the opportunity to interact with professional engineers from the U.S. Corps of Engineers, Toyota, Lexmark, and East Kentucky Power Cooperative. Each of these interactions allowed the scholars to explore some of the fundamentals of the engineering field, while also considering topics that are particularly pertinent in today's world, such as how to design a more efficient printing process and how to produce cleaner energy. While working with the U.S.

Corps of Engineers and with Toyota, the scholars not only developed solutions to the research problems posed, but even received feedback about their ideas directly from the professional engineers.

Jones's class focused particularly on the importance of problem-solving and teamwork in engineering. To do this, they used the book $E=mc^2$ by David Bodanis to examine how critical thinking and collaboration have shaped the scientific community over time. The scholars also utilized everyday materials to build a class Rube Goldberg machine. Constructing this machine required the scholars to spend many hours collaborating with one another on planning, building, and problem-solving.

Scholars in Mohammed's class focused on applying critical thinking, science, and math to real life problems. The scholars specifically discussed the engineering design process and its many stages, which include research, conceptualization, feasibility assessment, establishment of design requirements, preliminary design, and detailed design. Scholars applied the design process as they developed several projects—including a cubic puzzle, a hydraulic arm mechanism, and a direct-drive wind turbine—each of which they ultimately constructed.

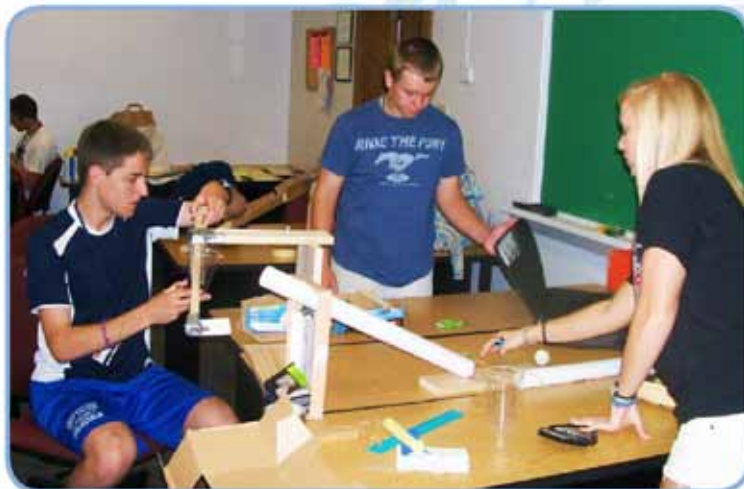
At the end of their five weeks on campus, scholars from both Engineering focus areas reflected on how they had grown as learners and as potential future engineers throughout the course of the Program. Margaret Grogan of Oldham County High School remarked, "The Engineering Focus Area has opened my eyes to the opportunities an engineer has. I have enjoyed all of our field trips and feel that I have learned so much about my options as a future engineer. This class has given me a lot of confidence in myself and my ability to be an engineer." Scholar Kelly Ezell of Franklin Simpson High School had a similarly positive experience in her Engineering class. She explained, "The best part of the Engineering focus area has been getting to work with actual engineers and complete complex projects like those that real engineers do."



Scholars collaborate with one another and with professionals from the U.S. Corps of Engineers to determine the best location for a boat ramp and access road at Taylorsville Lake.



Officials from East Kentucky Power Cooperative help scholars prepare for a tour of the Spurlock Power Plant in Maysville, which uses clean coal technology.



As they work in groups to build Rube Goldberg machines utilizing only everyday materials, Engineering scholars learn the importance of problem-solving and teamwork.

Bellarmine University

Craig Miller's Film Studies class explored the multi-dimensional world of filmmaking through various mediums, including animation, narrative short films, and documentaries. The class was centered around the idea that inspiration comes from one's own voice; therefore, scholars devoted much of their time to exploring techniques for honing their own creative voices throughout the film development process. They particularly considered certain aspects of moviemaking, including screenwriting, cinematography, editing, and directing. The class also viewed a number of notable works in cinematic history.

During a field trip, the scholars participated in a photographic exploration of downtown Louisville that challenged the scholars to create photojournalistic compilations. At the same time, the scholars had the opportunity to view cutting-edge artwork at 21c Museum and Hotel.

All of these activities prepared the scholars for their two major projects. Each scholar wrote, directed, and edited his or her own one-minute narrative short film as well as a five-minute documentary. The documentary served as an ongoing video blog charting the scholars' growth and experiences throughout the entire summer at GSP. The culmination of the class was a short film festival during which the scholars screened their original films for the entire GSP-Bellarmino Community.



Viewing cutting-edge artwork at 21c Museum Hotel in Louisville inspires scholars to take risks with their own art: their original films.

draft their screenplays. The cameras rolled, day and night, as the scholar-filmmakers staked out locations around campus, shooting movies in every genre from psychological thrillers to silent romantic comedies. When their shooting wrapped, the scholars entered Murray State's media lab and refined their editing skills using the software programs Adobe Premier and Final Cut Pro to edit their projects. The class's filmmaking experience culminated with a screening of the scholars' creations for the entire GSP community in a film festival format.

To further enhance their study of the filmmaking process, the scholars watched classic films including *Meet Me in St. Louis*, *The Purple Rose of Cairo*, *Bringing Up Baby*, *A Face in the Crowd*, and *Splendor in the Grass*. This program of films served to highlight the work of such directors as Vincente Minnelli, Woody Allen, Howard Hawks, and Elia Kazan. The scholars also hosted guest speaker Bill Myers, a Louisville-based film composer. Myers spoke about his thirty years as a composer for various projects and offered practical advice for exploring careers in the media arts.

When asked about her Film Studies experience, scholar Mara Minion of Lexington Catholic High School replied, "The class highlighted elements of screenplay and cinematography that contribute to the universal resonance and appeal of film. I'm also leaving this focus area with a product I'm proud to have helped create."

Out and about on the Murray State campus, a scholar directs the filming of a scene for his group's original movie.



Scholars become familiar with filmmaking software, including iMovie and Final Cut Pro, as they learn video and audio editing techniques.

Murray State University

Scholars in the Film Studies focus area with **David Goodlett** experienced firsthand the complex and labor-intensive process of filmmaking. Beginning with a treatment, a narrative version of the script that served to introduce their film idea, scholars pitched these concepts to the entire group. Once their treatments were completed, the scholars worked collectively to scout locations and then to



Healthcare Industry



Healthcare Industry scholars enjoy a truly hands-on experience with real human hearts.

“The Healthcare Industry focus area was a great opportunity for me. It gave me a chance to explore all aspects of healthcare while taking me out of the traditional classroom setting and introducing a new type of learning.”

Dillon Staples,
Wayne County High School



Bellarmino University

Faculty member **Cindy Brainard** sought to expose the scholars in her class to the healthcare industry as a whole and to allow them to explore many of its manifestations. When they arrived on campus, many of the students in the class expressed interest in one or more specific areas of the healthcare field; others were still considering their many options. To help scholars better appreciate the depth and breadth of the industry, the class visited many different institutions and actively participated in some amazing activities. They toured institutions of pharmacy, dentistry, surgery, rehabilitation, mental health, and various specialty clinics. During their visits, the scholars interacted closely with working professionals and with students who are currently pursuing these programs of study. They asked many questions about the education and training processes and learned a great deal about “real life” as a medical student or practitioner. The scholars enjoyed some truly amazing opportunities, including practicing minimally invasive surgery on the simulators used by medical students and even getting to hold real preserved human brains and lungs. This year’s class also visited a gross anatomy lab, where scholars viewed the dissected inner human body and identified all of its major structures.

Even as the scholars undertook this broad exploration of the healthcare industry, they also had the opportunity to engage in a thorough consideration of two specific topics: cancer and the human brain. As a class, they read the national bestseller *Cancer, The Emperor of all Maladies*. By dividing the book into sections and assigning each scholar one particular section, the class was able to trace the history and study of cancer with all of its ups, downs, heartbreaks, and triumphs. The other specific study that the scholars researched and explored was the human brain. Scholars constructed models of the brain and identified and labeled its different sections, including the function of those particular sections. They also thoroughly explored the similarities and differences between left- and right-brain thinking strategies.

Finally, scholars combined all of these components to conclude that caring for health is a convoluted and complex process that must encompass the care of the entire human body—both physical and mental—and that necessitates the cooperation of every field of the healthcare industry.

Scholars in **Teresa Hoffmann’s** focus area spent their summer considering three distinct, but interconnected, topics: health, care, and the healthcare industry. For the “health” component of their class, scholars learned what constituted a healthy lifestyle. They gained hands-on experience with healthy exercise habits in the campus gym and with preparing their own healthy food. They also researched the effects of an unhealthy lifestyle on the citizens of



Two scholars pose with the equipment in a micro-invasive surgery simulation lab.

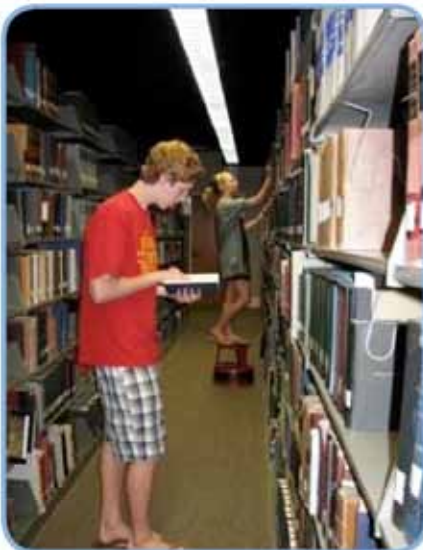
Kentucky with a particular focus on the connections between socio-economic status and population health in the Louisville area.

Turning their attention to “care,” the scholars developed their sense of compassion and caring by volunteering weekly at a daycare center for mentally disabled adults. They also hosted a Special Olympics dance for over one hundred disabled residents of the greater Louisville area and visited Cardinal Hill Rehabilitation Hospital to learn about physical and occupational therapy.

Finally, the class considered the healthcare industry as a whole, as well as many specific fields of practice, as the scholars engaged in a variety of activities ranging from simulated minimally-invasive surgery to an intensive seminar about the pathway to practicing in the medical profession.

Scholars learn about the “care” component of the healthcare industry by spending one day each week working with the clients at an adult daycare center.

Historical Analysis



Working in the Centre College library, scholars research a topic that they believe to be of particular historical significance.

Centre College

Scholars in Historical Analysis with **Kristen Harris** used James Loewen's book *Lies My Teacher Told Me* to explore the ways in which American history textbooks distort historical accounts. As the scholars learned, textbooks and traditional history classes often present students with incomplete narratives and simplified synopses, thereby misrepresenting everything from the signing of the Declaration of Independence to the Montgomery Bus Boycott. In order to fill in the gaps left by this approach and to practice their skills reading, writing, and thinking like historians, the scholars turned their attention to primary source evidence. They relied solely on primary source materials as they presented the Declaration of Independence to the entire GSP community, rewrote the textbook account of Rosa Parks, and even weighed the credibility of John Smith's two accounts of his encounters with Pocahontas. As a culminating exercise, the scholars each selected a historical event or person and constructed their own interpretations of the significance of their topic within the course of history.

Another highlight of the course was an engaging discussion with a Fulbright Scholar concerning the necessity of history classes in high schools. During this interaction, the scholars shared the beneficial

skills and knowledge they had gained from the Historical Analysis focus area. Scholar Hannah Guy of Allen County Scottsville High School sums up those skills as follows: "In Historical Analysis, I learned to think. Kristen taught me how to analyze history and the facts behind it. She helped me understand how to make my own interpretations of those facts."

Murray State University

Scholars in **Steve Easley's** Historical Analysis focus area spent their summer discussing the lies, fallacies, and ideas left out of American History textbooks. Through careful analysis and discussion of James Loewen's bestselling book *Lies My Teacher Told Me*, scholars learned about the textbook industry and its effect on what they learn in their American History classrooms. They began to appreciate the real history behind such figures as Christopher Columbus, the Pilgrims, and even Helen Keller.

The class also spent a considerable amount of time analyzing historical documents and local places of historical significance, including historical markers on the Murray campus, the Jefferson Davis Monument, and the National Quilt Museum in Paducah. Back on campus, the scholars spoke with guest experts about another branch of history that is often left out of their high school history courses: genealogy.

For their culminating project, scholars were challenged to test their new skills by writing their own version of history, specifically the history of "The Glorious Clark College Wars." To this end, members

of the class obtained firsthand accounts from other scholars and GSP RAs, collected photographs, text messages, and other evidence, and ultimately wrote the history of this "historic" event.

As scholar Mary Wagner of Mercy Academy described, "I loved this class because instead of having to remember and memorize facts, events, people, and places, we got to analyze textbooks. We discussed how textbooks are written and what groups get left out. At the end, we were able to write our own mock textbook to apply what we learned."

The National Quilt Museum in Paducah is one stop on the scholars' tour of historical sites in and near Murray.



After scrutinizing the textbook industry, scholars collaborate to create their own mock text chronicling GSP-MSU 2011 campus history.



International Relations

Bellarmine University

Faculty member **Kyle Anderson** sought out to introduce the scholars in his International Relations class to the history, geography, religions, and peoples of Southeast Asia. Because of increasing political attention on the area and the presence of a large Southeast Asian refugee community in Louisville, the region naturally suggested itself as a timely, relevant topic for scholars to explore.

Throughout the course of the summer, scholars in this class achieved five objectives. First, they became familiar with the geography and strategic political importance of Southeast Asia. They then turned their attention specifically to the problems of modern Burma and the legacy of Aung San Suu Kyi. They even mastered the basics of the Thai language! Fourth, the scholars learned about and worked with Louisville's refugee community, which includes a number of individuals originally from the countries that the class had been studying. Finally, the scholars sought to develop the lifelong habit of being knowledgeable and compassionate global citizens.

Of the many activities that they undertook, the scholars most enjoyed practicing metta meditation, trying their hand at learning the difficult Thai language, learning how to make red curry, and working face-to-face with local refugees at the Kentucky Refugee Ministries, Catholic Charities, and Iroquois Library.

At the end of the summer, scholar Sara Sproull of Lexington Catholic High School described how she, personally, had grown as a result of her focus area experience. She explained, "International Relations instilled in me not only a deeper understanding of, but also a greater respect for foreign cultures. I have learned to look beyond my own borders and appreciate the importance of global perspectives and politics. From teaching English classes to learning Thai to practicing Buddhist meditation, I now view the world as one community of exciting and diverse peoples."

Centre College

This class, taught by **Salome Nnoromele**, offered scholars the opportunity to examine some of the political, economic, and cultural issues that affect our world today. Scholars looked at the question of global trade and how policies made in one country invariably shape the quality of life in other countries, as well as how technology is changing the nature of trade and relationships.

After reading the novel *Purple Hibiscus* by Nigerian writer Chimamanda Adichie, the class looked at the question of women's rights in both developed and developing countries. In conjunction with this consideration, scholars became familiar with international policies intended to improve women's lives and weighed some of the successes of and obstacles to global gender equity.

The class also explored the difference between westernization and modernization as scholars tackled the essential question of whether modernization and economic growth must always entail that non-western cultures sacrifice or modify their essential cultural values and identities. Most importantly, through different readings, class discussions, and field trips, scholars were given the opportunity to evaluate their own views and attitudes toward international issues. As a result, they gained a deeper appreciation of their own roles as key participants within the many concerns that affect our global community.

Their field trip to The Muhammed Ali Center reinforced the idea of each scholar's individual significance, impressing upon them that any individual can strive to make a difference using the talents that he or she has been given. As the scholars learned, the only tools that they need to create real, meaningful change are a dream and the courage to try to realize that dream. Building upon this topic, guest speakers from the University of Louisville's Muhammed Ali Institute for Peace and from the International Book Project in Lexington challenged the scholars to think critically for themselves and to seek ways to become active participants in local and global affairs. These experiences motivated the scholars to initiate a campus-wide book drive that ultimately yielded a sizable collection of books that the scholars donated, through the International Book Project, to people who need them in schools and community centers throughout the United States and in other countries.

Thanks to the scholars' efforts, the drop-off bin at the Hub coffee shop overflows with books donated to be sent to schools and community centers throughout the U.S. and beyond.



As part of their study of Southeast Asia, scholars make their own Buddha.

"This class really has changed my perspective on the world, from short-sighted to open and eager... It has helped me tremendously in developing my passion for seeing the world and trying to make it a better place to live."

*Calvin Penn,
Barren County High School*



Journalism & Mass Media

Bellarmine University

Together with faculty member **Jeanie Adams-Smith**, scholars in this class explored the ever-changing world of editorial journalism, including newspapers, broadcast media, and multimedia presentation/online journalism. Anne Lamott's *Bird by Bird* served as the class text, encouraging the creative writing and outside-of-the-box thinking that became a hallmark of the Journalism scholars' GSP experience.

Over the course of the summer, the scholars learned how to research and construct journalistic stories that they then posted on the class blog, together with their own journalistic-style photographs. The class also toured *The Courier-Journal* and WAVE TV. As they prepared their own publications and reviewed stories written by their peers and by professionals, the scholars garnered a heightened appreciation of importance of the First Amendment; they particularly developed respect for the necessity of ethical decision-making in editorial publications.

Centre College

Drawing upon the conviction that all journalists need to be comfortable with video and audio storytelling, scholars in **Mel Coffee's** focus area particularly emphasized broadcast media as they embarked on an exploration of journalism across its many platforms, also including print and online media. In the course of this investigation, the scholars were introduced to and discussed a wide variety of issues, including media bias, ethics, law, and diversity. They specifically considered the modern news business model, which challenges journalists and editors to weigh profit against content.



Scholars pose for a picture on the news set at WKYT-TV in Lexington.

Murray State University

Scholars in **Ron DeMarse's** Journalism class explored the many forms of mass communication at play in modern society and enjoyed the opportunity to put their new knowledge and skills to use. Alternating between exploration during the day and hard work at night, the scholars experienced both theoretical and applied mass media. The class spent time examining the history, implications, and value of the First Amendment to the U.S. Constitution—especially as it relates to mass communication and professional journalists. This study culminated in an evening discussion with First Amendment attorney Jon Fleischaker about the importance of maintaining American free speech, free press, and freedom of religion.

The scholars also visited a variety of professional media outlets and met with an array of practicing journalists. They examined large- and small-scale newspaper operations at the *Paducah Sun* and the *Murray State News*, respectively, and adopted the same approach with regard to broadcast news as they visited Paducah's WPSD-NBC 6 and MSU TV 11. The scholars also visited WKMS-FM 91.3 and explored the fields of online journalism and documentary filmmaking.

Early in the summer, the scholars in the Journalism class accepted the ambitious task of shooting and editing all of the GSP Showcase performances. This undertaking became the most memorable of the scholars' many activities. Beginning with four-camera event coverage, the scholars spent countless hours synchronizing and editing each individual acts and encoding them for DVD. Ultimately, they produced a quality record of the 2011 GSP-MSU Showcase series.

During their tour of Paducah's WPSD-NBC 6, scholars have the opportunity to practice using a green screen.



A scholar practices his photojournalism skills.

“My Journalism experience was not only fun, but also enlightening. I have learned to analyze issues without revealing bias and to consider the ethics of a story before I tell it.”

*Cami Griffith,
Breathitt County
High School*



Modes of Mathematical Thinking

Centre College

Scholars in **Duk Lee's** focus area began each class period in a way that is familiar to math students: by trying to solve math problems. However, that is where the resemblance to a "normal" math class ended. The problems that the scholars sought to solve were not out of a textbook; instead, they came directly from national and international mathematics competitions. Although the questions seemed—and often were—very challenging, the scholars began to realize that the concepts needed to solve them were familiar ideas from algebra, trigonometry, geometry, and number theory.

The class also spent a great deal of time considering fractal geometry, particularly focusing on its connections to nature and music. In fact, this study led to a cooperative venture with the Music and Creative Writing focus areas that became one of the highlights of the summer. Using the fractal geometry concept of the L-system, the math scholars created a melodic line. They then shared their melody with the members of the Music focus area, who added harmony to turn the original composition into a beautiful composition. After listening to the piece, the Creative Writing scholars added lyrics. The resulting song was a pleasure to hear. This experience helped the scholars in all three focus areas understand that mathematics truly is integral to all aspects of life, including music and the arts.

Expanding on this concept, the math scholars turned their attention to the study of scientific origami. They learned about origami not simply as a children's craft, but rather as a powerful tool for creating complex models of geometric and organic structures.

Together, these activities reshaped the scholars' perceptions of the mathematical field. In just five short weeks, they came to understand math not simply as the process of solving symbolic equations to get the right answers, but rather as a wonderful language that can describe music, nature, and even art. They also learned to appreciate math not as distinct from, but in harmony with, the arts and humanities.

Murray State University

This focus area, led by **Elizabeth Crouch**, was a wide-ranging introduction to applied math through the lens of economics and statistics. The scholars, most of whom had no formal exposure to economics prior to their GSP experience, learned the foundations of economic analysis and how to apply these concepts to everyday life. They then employed these principles as they considered a number of different questions, including how universities determine stadium size, how safe airplane rides really should be, and why the citizens of some nations are rich while the inhabitants of other nations are poor.

A number of field trips helped illustrate and underscore the concepts that the scholars were learning in class. For instance, by visiting factories in the Murray area, they learned the economic principle of economies of scale. Spending time at the Land between the Lakes helped them appreciate natural resource economic principles, including net present and future value. They even learned how to play poker and blackjack and, in the process, learned about risk preferences, the mathematics of odds, and risk-return ratios.

Many of the scholars were surprised to learn that there were so many applications of economic principles in areas outside of the traditional economic and financial fields. As a result, they particularly appreciated visits from professionals, such as the family physician from Murray who spoke to them about the rising costs of healthcare associated with the baby boom generation.

When they turned their attention to statistics, the scholars quickly learned that there are many ways to "lie" with demographic and economic data. To help discover the truth, the class examined the biases built into data sets, what the "average" really means, and many other commonly misused statistical terms. Thanks to all of these activities, the scholars left campus with newfound respect for how powerful numbers can be.

At the Land between the Lakes, scholars learn important economic principles regarding natural resources, including how to consider their net present and future values.



Scholars admire the origami models that they have created of complex geometric and organic structures.

"This class challenged us to see math as more than just a subject in school. Math is an art... and a means of understanding creation. It can seem difficult, but the key is to understand it as a language describing the world."

*Grace Silverstein,
Homeschool*



Bellarmino University

Scholars in **Nan Richerson's** Focus Area explored music through many different avenues. Each week, the scholars participated in activities called Works in Progress, in which scholars performed for their peers, and Peer Teaching, in which the scholars worked in pairs to teach one another fundamental skills on their primary instruments. The class also regularly used two texts, *A Soprano on Her Head* and *What to Listen for in Music*, to inspire class discussions about performance anxiety, rhythm, and melody. Throughout the course of the summer, the scholars' interests led them to delve into a number of related fields, including music therapy, music technology, and the music industry.

In addition to studying music performance and its related fields, the scholars spent a great deal of time looking closely at the music itself and the composers who create it. To this end, they focused their attention on the elements that comprise music. They used this knowledge to create rhythmic compositions, to rehearse speech choruses, and even to build an 18-person rhythm machine. Turning their attention to composers, the class particularly considered Peter Tchaikovsky and Stephen Foster. After studying these composers, listening to their music, and learning about their lives, scholars traveled to Cincinnati to see a live production of Tchaikovsky's opera *Eugene Onegin* and to Bardstown to see *The Stephen Foster Story*.

The culminating event for the class involved a collaborative project with the Visual Arts and Creative Writing focus areas. For this project, the Creative Writing scholars wrote poems and distributed them to the Visual Arts and Music classes. Using these poems as their inspiration, the artists painted and the musicians composed. As part of this process, the Music scholars became proficient using the Finale Notepad® composition software. All three classes shared their final products with their GSP-Bellarmino colleagues during the Community Arts Showcase.



Centre scholars rehearse a rhythmic dance.

Thinking focus areas to compose and orchestrate an original composition. Ultimately, the scholars performed a culminating concert consisting entirely of music that they had arranged themselves.

Murray State University

With the help of faculty member **Tana Field**, scholars in the Music focus area contemplated the various ways in which music can create unity and also give voice to social issues. After studying the music of the Civil Rights era, the scholars discussed contemporary artists who work to make issues known through music. They then wrote lyrics and composed songs about important issues within their own lives. Next, the scholars pondered the unifying power of music on a local level, examining music indigenous to Kentucky and building their own folk musical instruments.

Finally, the class considered the power of musical productions both to unify and to convey messages. Using Greek theatre as their model, the scholars designed and performed their own musical work in the Murray State University amphitheatre. As a class, they selected an issue to emphasize, wrote dialogue and created characters, composed songs, designed all facets of the production, and even incorporated their folk instruments into the musical work.

Other class highlights included visits to the National Civil Rights Museum in Memphis, the Luther F. Carson Four Rivers Center in Paducah, Warner Brothers Records and the Parthenon in Nashville, and a viewing of a live Metropolitan Opera broadcast.

After designing and creating their own folk instruments, the scholars learn how to play them. Ultimately, they used these instruments for their performance in the MSU amphitheatre.



Before attending a dress rehearsal of the opera *Eugene Onegin*, scholars pose in the lobby of the Cincinnati Music Hall.

Centre College

Together with faculty member **Frieda Gebert**, scholars in the Music focus area explored their subject in several non-traditional ways, including investigating the psychology of music and the latest neurological discoveries. They attended a professional opera and two musical theatre performances, learned several dances, and even explored the connections between music and poetry. The scholars also learned about numerous software programs and editing techniques from a guest composer. They put this knowledge to work as they collaborated with the Creative Writing and Modes of Mathematical

"This class was a mind-broadening experience. We explored, examined, and experienced so many different aspects of music that I am certain I will never view music the same way again."

*Cole McDowell,
Bethlehem High School*



Philosophy



All decked out in togas, these Philosophy scholars are ready for their "Symposium Day" activities.

Jeremy Stangrom's *Do You Think What You Think You Think?*, a book of tests and puzzles for examining philosophical intuitions—and classic—such as Plato's *Crito*, a dialogue concerning justice and right action. The class also screened several philosophically-themed films including *Blade Runner* and *Run Lola Run*. Other activities included library days, a "Symposium Day," and collaborations with scholars in the Cultural Anthropology and Psychology focus areas.

Centre College

This summer, **Patrick Nnoromele's** class engaged in the exploration of Philosophy as an all-encompassing intellectual discipline. Focusing primarily on critical and creative thinking, the class examined the epistemic status of knowledge claims in our ever-changing cultural milieu. They combined the formal and informal elements of logic as they identified logical fallacies in a number of different claims. Anecdotes and examples from modern institutions, including sports, politics, the media, and entertainment, provided real-life connections to the topics presented in class. Throughout these discussions, the class relied heavily on the Socratic method of learning through questions and answers.

The scholars also focused extensively on language and modes of expression, particularly emphasizing the power of language to affect human action and behavior. Together with the critical and creative thinking skills that they had learned, this ability to understand language as a tool prepared the scholars to effectively structure and express any argument.

Under the guidance of faculty member **John Wilcox**, this class encouraged and supported scholars in the critical examination of their own and their classmates' fundamental beliefs about issues of morality, politics, freedom, personhood, and the meaning of life. Scholars began by reading some of the early dialogues of Plato, which led them to ask themselves the same questions that Socrates asked about how, when faced with conflicting opinions, they could identify what is truly good, virtuous, and just. The scholars then explored the use of the Socratic method to help uncover their own deeper beliefs about these issues. They finally discussed Plato's allegory of the cave as an explanation of why it is so easy to avoid this deeper kind of thinking.

The class also watched the movie *The Matrix*, which the scholars immediately identified as a re-telling of Plato's myth of the cave. Just as Plato's myth has two worlds—one of illusion and one of reality—*The Matrix* also has two worlds—one inside the Matrix that is nothing more than a "computer generated dream world," and one outside the Matrix where people are free from the slavery of believing the dream world to be real.

In connection with the Fourth of July holiday, scholars studied the fundamental American belief that the authority of a government rests with

A scholar leads her classmates in a discussion of one of their readings, "The Power to Divide."

"I like the fact that I have the freedom to choose who to agree with and to form my own thoughts and beliefs. I learned to appreciate the true diversity in the way people think; we're all so different, and that's amazing."

Macy Cox,
Bell County High School





Young philosophers engage in age-old debates about issues first raised by Plato and Socrates.

the consent of the governed. The class traced this idea back historically through John Locke to Socrates and considered the way in which Socrates understood his obligations to Athens as deriving from his own consent to live under a social contract with the state.

The class also examined the debate between free will and determinism, challenging scholars to consider the argument that in order for free will to exist, there must be something more to our conscious identity than the functioning of our biologically-determined brains. In other words, does free will pre-suppose that humans have something like a soul? This brought the class full-circle, back to Socrates's and Plato's questions regarding virtue and the human soul.

Scholar Abbi Phillips used Plato's allegory to help describe her focus area experience. She explained, "Although we trudged through some uncharted territories of the mind and at times even became perplexed by the complexity of the matter, we remained open-minded and were in fact strengthened in our perception of the world. We are no longer trapped and unaware in Plato's cave. Our minds have been freed and we stand in the light of knowledge."

"I've never felt so comfortable talking around a group as I did in this class. We were encouraged to share our ideas and comment on others'. It was good to feel like I could debate another person respectfully and not have it turn into a shouting match."

*Kota Young,
Caldwell County
High School*

Physical Science

Murray State University

In **Madison Sewell's** focus area, scholars investigated the nature, source, and limitations of scientific rules. They set out to determine whether there are rules that govern everything that scientists observe and, if so, whether these rules ever change and whether they can be discovered. The scholars then used the game Candy Land™ as an analogy as they discussed how to go about discovering scientific rules.

After determining that the scientific method relies on measurement and observation, members of the class made measurement devices from scratch. Starting with only a stopwatch, string, and a pendulum bob, scholars created homemade meter sticks and graduated cylinders. They used the homemade meter sticks throughout the summer as they tackled a variety of tasks, from drawing a giant scale map of Kentucky in a parking lot, to predicting how many slinky toys soldered together would be needed to span a seven storey drop, to measuring the speed of a dart fired by blowgun. The class also embarked on a number of field trips focused on energy, including a visit to a hydroelectric dam and a tour of a uranium enrichment plant.

Summing up his experience in the Physical Science focus area, scholar Aaron Pruitt of Southwestern High School said, "I don't think there is anywhere else that I could make a meter stick, draw Kentucky, conduct an orchestra, fire a blowgun, measure microwaves, and build a particle accelerator in five weeks!"

Physical Science scholars take a break from their experiments to pose for a picture in their lab.



"Prior to this class, I had never known that I could actually enjoy science. Now I understand how fun it can be."

*Brandon King,
Harrison County
High School*

Political & Legal Issues



As the culmination of their summer experience, scholars conduct a mock trial in the courtroom at the Brandeis School of Law.

Bellarmino University

Scholars in **Susan Duncan's** Political & Legal Issues class debated some of the most important issues facing society, ran a political campaign, and tried a products liability case. The scholars began their summer by exploring the philosophical underpinnings of justice and how these theories relate to current political and legal issues. In conjunction with this discussion, the class engaged in spirited debates about gay marriage and immigration reform.

Besides learning how to make arguments supported by facts, the scholars also acquired new skills by participating in several simulations and role plays. They learned how to facilitate restorative justice family group conferences, which could be conducted in their high schools as an alternative to the retributive system currently used to handle infractions. Two mediators introduced the class to the concepts of interest-based bargaining and emotional intelligence, as well as to relational skills that are necessary attributes to success in any career pathway. Finally, the scholars learned how to brief legal cases and understand basic legal terminology.

Several field trips enhanced the scholars' understanding of the legal system.

These included a trip to the Judicial Center to watch a criminal robbery trial, a tour of the Jefferson County jail, and a visit to a local law firm. The scholars also enjoyed running a virtual presidential campaign, a challenge that required them to identify a platform, manage polls, and organize fundraisers. The summer experience culminated in a mock trial. For this exercise, the scholars developed theories of the case and worked with practicing attorneys to the direct- and cross-examinations of nine witnesses. The class conducted the trial in the courtroom at the Brandeis School of Law.

Centre College

The scholars in **Karen Esham's** Political & Legal Issues class read and discussed George Orwell's *1984* as a springboard for further exploration of current and historic U. S. alliances and wars. Using Orwell's description of Room 101, scholars read U. S. Federal Torture Statutes and recently-released memos regarding torture and its efficacy. The class also discussed the causes of past and current wars and debated issues that might potentially cause the U.S. to become embroiled in future conflicts. From this broad perspective, they also considered the cost of war, in terms of loss of American life and treasure. They then turned their attention to war's impact on the individual, particularly considering how our current state of "permanent war" affects soldiers and their families. Colonel John Stone, a U.S. Marine Corps retiree who served two tours in Iraq, visited with the class and added his personal perspective to this discussion. Later, the class traveled to Lexington to visit St. James Place, a half-way house for homeless veterans, where the scholars weeded, painted, and cleaned to express their gratitude to these brave individuals. Orwell's concept of "permanent war" also fueled the scholars' discussions about the Fourth Amendment, privacy, the Patriot Act, and the use of contractors like those associated with Blackwater.

Throughout the course of the summer, the scholars engaged in several map exercises, using cut-up maps to configure alliances from World Wars I and II, the Cold War, Operation Desert Storm, and the ongoing conflicts in Iraq and Afghanistan. They then used a world map to outline Orwell's Eurasia, Eastasia, Oceania, and the Quadrilateral—the site where most of the wars in *1984* were fought. Scholars were quite surprised to discover how closely the "hot zones" of the 21st century align with Orwell's Quadrilateral.

This summer, **John Powell** and the scholars in his focus area examined a wide range of issues in order to identify how practical governance works. On a daily basis, the group evaluated the personalities, actions, and strategies employed by Republicans, Democrats, and Tea Party supporters as the debt and deficit negotiations unfold.

Scholars in Karen Esham's class read George Orwell's novel 1984 as a framework for better understanding U.S. involvement in past, present, and future world conflicts.



"I loved this class. It was wonderful to engage with peers who have the same passions that I do and to have the opportunity to share our different opinions."

*Julia Mead,
Lafayette High School*



Working closely with a group of recently-arrived refugees helps scholars explore and understand U.S. immigration policy.

and Max Wise, associate professor of political science at Campbellsville University. The scholars also accomplished a great deal of learning by serving. After a visit from Barbara Klein, the director of the Lexington Office of Kentucky Refugee Ministries, scholars spent three days helping Bhutanese refugees transition into American society by teaching them good nutritional habits and distributing computers for their use.

Murray State University

The Political & Legal Issues class led by **Karen Shelby** concentrated on two central themes: political participation and the collective good. In order to understand the importance of political participation, scholars engaged in an experiment concerning the flow of power and group dynamics. This activity helped the scholars learn both about their own responses to situations of power and about power dynamics that affect their society as a whole. The class also attended a Political Involvement Forum with panelists from the Murray/Calloway County Democratic, Republican, and Tea Parties. The speakers focused on ways of becoming politically involved and offered suggestions for avoiding those elements of contemporary politics that engender alienation or apathy. During a trip to the National Quilt Museum, the scholars learned that quilts served a means of expression when women had little political voice. Then, adopting this tradition as their own, the scholars each crafted their own quilt squares designed to capture their unique voices.

Over the course of the summer, the scholars had the opportunity to gain real world experience with many different facets of local politics. They met with the Fire Marshal of Murray, Kentucky to submit paperwork for a display on campus and learned of the fire department's place in the local political process. They attended a City Planning Commission meeting and met with a civil engineer, who discussed the role and importance of government regulations. The class even visited Cundiff Farms in Cadiz, where many of the scholars had their first experience with the economic complexities of farming. Scholars also heard from a Foreign Service Officer (and GSP alumna) about the challenges and privileges of representing one's nation abroad. The ensuing discussion encompassed a number of issues, ranging from the availability of resources to help diplomats learn a new language quickly to the importance of maintaining a consistent message, even under changing administrations. Finally, on a hiking and canoeing trip to the Land Between the Lakes National Recreation Area, scholars experienced firsthand this natural collective good, held in trust by "We the People of the United States," adjacent to state parks preserved by the Commonwealth of Kentucky.

Scholars show off their quilt squares, which they designed to reflect their unique voices after learning about quilts as a means for political expression during a field trip to the National Quilt Museum in Paducah.

ed, discovering in the process the degree to which politics lies outside the legal and constitutional framework. In addition, scholars studied the evolution of counter-terrorism policy in the United States; the role of immigration in the United States and the current state of the related policy debate; and the Constitution, focusing specifically on first, fourth, and fourteenth amendment cases.

As they pursued these broad goals, the scholars sought guidance and assistance from a number of guest speakers, including the Hon. Eugene R. Siler of the 6th circuit court of appeals; the Hon. Tim Moore, Kentucky House of Representatives; Clay Mason, Lexington Commissioner of Public Safety; Marty Elliott, Boyle County sheriff; Mark Cool, former Kentucky State Trooper;

"This class has given me the opportunity to see the world from different perspectives, and that's something I appreciate both from Political & Legal Issues and from GSP in general. I have grown intellectually as a result of this experience and I feel that I will be a better equipped citizen in the future."

*Sheila Marie Stacy,
Graves County High School*



Bellarmino University

In her book entitled *The Middle of Everywhere: Helping Refugees Enter the American Community*, Mary Pipher wrote an “I am from” piece that inspired the scholars in **Irene Bozio’s** Psychology class to do the same thing. Using meticulously chosen words, the scholars captured the essence of where they come from and who they are. This exercise served as the foundation for their service as ESL Assistants at Catholic Charities. Using facial expression and gestures, members of the class conversed with refugees from Cuba, Nepal, and Somalia. They learned snippets of the immigrants’ stories and grew to appreciate the tremendous courage that inspired these individuals to leave family and country in their attempt to meld into the American culture with its complex language and customs. The refugees served as role models, helping the scholars overcome fears that hold them back from trying something new and limit their ability to reach their full potential. Through various experiences, including field trips to Eastern State Hospital and the cadaver lab, the class analyzed the perception of “fear factors” so that the scholars could gain greater control of their physiological responses and overcome their fears.

Fear was not the only emotion that the class examined. Jonah Lehrer’s book *How We Decide* provided scholars with a vehicle for understanding that two parts of the mind—the rational and the emotional—work as one system in the making of decisions. As a result of this discussion, the class came to value and trust the brain’s ability to make spontaneous decisions without needing rationale to support them; as research has proven, the “gut” often really does know what is best. By the end of the summer, members of the class had learned to face their fears and to trust their gut instinct, two skills that will help prepare them for the important decisions that they face in the near future.

Students in **Lisa Wagner’s** psychology class on the Bellarmine campus began the summer by exploring themselves and others through the lens of social grouping theory. Next, they examined common mental and behavioral disorders that have traditionally been associated with clinical and abnormal psychology. In conjunction with this consideration, they toured the facilities of Eastern State Hospital, the oldest operating mental health facility in the U.S., and learned about the ways in which care for mental health have advanced over the decades. A series of simulations and documentaries helped the scholars better understand the key elements of psychiatric treatment.

In addition, students considered the domain of criminal psychology, which seeks to understand the distinction between “evil” and “ill,” and learned about the relationship between mental illness and criminal behavior. Finally, the class investigated several core themes of positive psychology as it relates to happiness and life achievement.

Murray State University

Faculty member **Adriane Hardin-Davis** asked scholars in her Psychology class difficult questions about human behavior, such as, “Why do some members of our society choose to commit crimes while others conform to rules and norms?” Out of this question came two parallel themes: conformity and deviance. Each week, the scholars examined these themes through field trips, activities, and original research. Initially, the scholars researched significant social psychology experiments and discussed how their outcomes have influenced modern notions of conformity. Then, turning their attention to social networking sites, the scholars focused on the manifestations of deviant behavior online.

During a field trip to the Davidson County Jail in Nashville, scholars met with Jeff Blum, the coordinator of mental health services. He spoke with them about the significant challenges faced by in-

Psychology scholars visit Eastern State Hospital, the oldest operating mental health facility in the U.S., to learn more about the evolution of psychiatric care.



As part of her class’s ESL volunteer experience, a scholar helps refugee children master math skills.

“Before I came to GSP, I was scared of my future and having to accept the fact that high school is almost over... But after focusing on fear in class, it helped me to realize that I have no reason to be afraid of the future because high school is only one chapter in my life. There are better things to come.”

*Paige Elliott,
Grant County High School*



mates who are struggling with mental illness. Scholars also toured the facility and had the opportunity to interact with correctional officers. The class then travelled to the Western Kentucky Correctional Complex, where scholars had the opportunity to converse with two inmates who had been convicted of murder. Scholars asked them about the crimes they had committed, their families, and their hopes for the future. These two field trips led to large group discussions and debate about the idea of 'evil' and what, if any, significance it has within our legal system.

On another occasion, the class visited Thistle Farms, a nonprofit agency in Nashville that employs women who have chosen to leave lives of street prostitution and substance abuse in search of gainful employment. Two of the women there spoke with the scholars about their criminal records, street prostitution, and what it is like to battle an addiction. Members of the class also examined their individual perceptions of deviance when they analyzed their dreams with Kim Greene, a "dream-tender" who has significant training in this exciting field of psychology.

Jay Crocker designed his Psychology class to focus on the concept of the power of the individual. Scholars accomplished this goal by engaging in an in-depth study of behavioral and social psychology. Each week, the class focused on a different aspect of the human psyche and the scholars explored that aspect through experiential learning, field trips, and a broad range of existing and self-designed experiments.

During the first week of the Program, the scholars studied the effects of power and authority on human behavior. After being acquainted for only a few hours, the class participated in an experiment on group dynamics and power structures. The results were shocking and the scholars were able to delve deeper into their own psyches, which led them to examine their own responses to power and powerlessness.

The following week, the scholars immersed themselves in the work of famous psychologists in order to gain a better understanding of psychological principles. They re-enacted a famous experiment and presented information on four others, thereby learning to recognize the power of the specific human responses to and needs for love, compassion, self-worth, hatred, corruption, obedience, and defiance.

After examining these concepts, the scholars visited the Davidson County Jail in Nashville, where they toured a cell block and met with the Coordinator of Mental Health Services, Jeff Blum. Mr. Blum spoke with the scholars about the struggles that many inmates have with mental illnesses and addictions. The class also met with the women from Thistle Farms, a community rehabilitative group that helps women transition from relationships of abuse, street prostitution, and addiction, to ones of positive self image, love, and legal employment.

In the final weeks of the Program, the scholars examined the individual's need for comfort and stability in society at large. They discussed their own positions within society and grew to understand the incredible implications that societal position has for human lives. To contrast their own experiences, the students visited and toured the Western Kentucky Correctional Complex in Fredonia. Here, they learned about the often-negative consequences of corruption and defiance of the law. The scholars toured the prison housing, the prison yard, the athletic facility, and the solitary confinement cells. They also met with two inmates who answered their questions about many topics of interest, but most importantly helped to shatter their preconceived notions of prisoners and the ways humans meet, judge, and empathize with one another.

All of this led to the scholars gaining a new respect for their fellow human beings, as it allowed them to learn not only about the inner workings of their own minds, but also about the power they hold as individuals.

All of this led to the scholars gaining a new respect for their fellow human beings, as it allowed them to learn not only about the inner workings of their own minds, but also about the power they hold as individuals.



Both MSU Psychology classes visit Thistle Farms, a program that helps women who have struggled with abusive relationships learn to love themselves.

"My psychology class has not only opened my eyes to the breadth of knowledge that the term 'psychology' encompasses, but also about how it can be applied to improve individual health and to bring about social justice."

*Devin Miller,
Estill County High School*



A group of scholars prepares a presentation to help the class learn more about a particular aspect of the human psyche.

Spanish Language & Hispanic Culture

Centre College

Faculty member **Genny Ballard** sought for scholars in her class to learn about several aspects of Latino culture and practice the Spanish language in a realistic, meaningful context. To this end, the scholars read, studied, and discussed Hispanic culture. They read and performed parts of Sandra Cisneros's novel *The House on Mango Street* for the entire GSP-Centre community. They watched films about immigration, including documentaries and feature-length films. Margarita Valencia, a native of Michoacán, México, came to Danville to teach the scholars how to cook tamales. Graciela Perone of Uruguay led the class in a flamenco workshop. Peruvian native Kathya Franko taught the class Zumba. Most importantly, the scholars worked together at The Warehouse Summer Program for immigrant and migrant children. Each Wednesday, members of the class interacted with forty-six children that are either



As part of The Warehouse Summer Program, a scholar reads with a child from an immigrant family.

children of immigrants or immigrants themselves. During the fourth week of the Program, after reading the book *We ARE Americans* about undocumented students in the United States, the scholars visited with Kentucky students and professors in Lexington who are advocating for the passage of the Dream Act. The class also visited Backside Learning Center at Churchill Downs, where scholars learned about the work of the track and the people who actually live there. Together, these activities helped the scholars delve deep into the Latino culture here in Kentucky.

Scholars in Spanish Language & Hispanic Culture with **Maggie Roll** participated in a variety of cultural activities this summer. After reading about the Mexican tradition of writing poems to the deceased around el Día de los Muertos (the Day of the Dead), they wrote their own calaveritas (poems) and created Mexican art projects traditionally used in conjunction with this celebration. They made alfeniques (sugar skulls) and papel picado (cut paper banners) to decorate a large ofrenda (altar) that they created as part of the Evening with the Arts installation. Ultimately, they displayed their calaveritas on the ofrenda for the entire community to enjoy.

A guest speaker from Michoacán, México, taught scholars how to make chicken tamales using her family's recipe. For another special activity, the scholars participated with five other classes in a Latin Dance day where they received a brief introduction to Zumba and Flamenco dances.

During class, the scholars made every effort to speak only in Spanish so that they could immerse themselves in the language. In order to enrich this experience, they spoke with several native Spanish speakers about Mexican culture. They even corresponded electronically with pen pals from an English class in Panama City, Panama, throughout the Program.

When asked about his focus area experience, scholar Patrick Allen of duPont Manual High School replied, "My favorite part of Spanish Language & Hispanic Culture was working with local migrant kids. We got to practice Spanish with them and help them have a great summer. I loved being able to use Spanish outside of the classroom."



Scholars make alfeniques to decorate their ofrenda for their Día de los Muertos celebration.



The class visits La Hacienda, an authentic Mexican taquería and tienda in Danville, so that scholars can enjoy real Mexican food and practice their Spanish.

Bellarmino University

Matt Curless's Visual Arts class on the Bellarmino Campus is anything but your ordinary art class. Instead, it is designed to meet the scholars' intellectual and creative needs. As a result, students create a variety of two-dimensional projects that involve both sides of the brain. For example, the analytical brain is used to create self-portraits based on the grid technique. The creative side, on the other hand, came into play as the scholars read poems written by the Creative Writing class and produced paintings to illustrate those poems. Visual Arts scholars spent much of their time outside of the classroom, creating scratchboard etchings of the Bellarmino Campus and undertaking other projects. Members of the class also combined art and science as they drew animal studies at the Louisville Zoo.

Centre College

The scholars in **Siobhan Byrns's** Visual Arts focus area committed themselves to the idea that drawing is a way of thinking. During the summer, they used drawing and the study of color to cultivate a visual perception of the world. They immersed themselves in the study of artistic techniques—from those employed by the masters to contemporary approaches. As the curriculum unfolded over the five weeks, the scholars gained the technical expertise and critical thinking skills to find their own unique vision as artists.

One technique that the scholars particularly embraced is the art of plein air painting. This practice takes only a moment to learn, but a lifetime to master. While painting the world around them, the scholars practiced using transparent watercolor techniques including color mixing, glazing, and brushwork and employed the general artistic principles of composition and perspective. Their subject matter varied from traditional still lifes to epic landscapes. They enjoyed the opportunity to travel to several locations—including the Louisville Zoo, Shaker Village of Pleasant Hill, the Cincinnati Opera, and local historic sites—all of which led them to create inspired works.



Scholars practice the art of plein air painting.

Murray State University

The goal of **Deeno Golding's** visual arts class this summer was to challenge the scholars creatively. Each scholar was asked to execute two major pieces during the experience using his or her self portrait as inspiration. The first project challenged the scholars to render their portraits digitally using industry-standard illustration software. Their second project involved rendering the same portrait using acrylic paint. Though these two projects were similar in content (the self portrait), the goal was to teach the scholars to appreciate the many ways of creating art. Scholars with all types of backgrounds—those with prior experience with the traditional art process, those who are skilled at digital creation, and those who have never attempted an artistic rendering—all had the opportunity to gain experience in both familiar and new artistic fields, thanks to the class's format. In addition to successfully executing his or her pieces, each scholar also gained a better understanding of the creative process.

When they were not busy with their portraits, the scholars engaged in a number of other activities. Early class discussions tackled the definitions of "art," "visual art," and "computer art." Then, as the scholars began to craft their own portraits, they each chose a respected portrait artist to research and presented their findings to the class. The scholars also worked closely with the members of the Creative Writing focus area to create visual interpretations of the written word.

Over the course of the summer, each scholar created two self portraits, one traditional and one digital. Here, a scholar uses industry-standard software to recreate her own image.



In the studio, a scholar works on the composition of her still life.

"This class allowed me to let my artistic ability shine through without the pressures of being perfect."

*Spencer Overstreet,
Garrard County
High School*



General Studies Classes



At the Land Between the Lakes, scholars learn about the challenges facing some of Kentucky's native wildlife.

"I've found that at GSP, and especially in this class, I can be myself without fear of being judged or ridiculed. I'm thankful for all of the fun that I've had and also for the fact that I have finally come out of my shell and discovered who I really am."

Allison Holbrook,
Leslie County High School



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 2011.

Earth Matters

Murray State University

In **Melanie Kidwell's** "Earth Matters" general studies class, scholars explored a variety of issues impacting our planet through readings, discussion, film, field trips, and hands-on activities. The writings of Kentucky author and activist Wendell Berry provided a model for scholars as they began thinking about their own approach to the natural world. They then researched and debated the practice of mountaintop removal mining and found, in the process, that it is an issue that generates strong emotions and has no easy answers. The class also turned its attention to the idea of sustainable agriculture, searching out those practices that are, in fact, sustainable and then working to locate sources of local food in their own counties.

Using Rachel Carson's *Silent Spring* as their jumping-off point, scholars researched environmental disasters on a global scale. On a visit to the nature preserve in Land Between the Lakes National Recreation Area, the scholars were able to see local wildlife and learn about the difficulties facing some of these species. They also discussed the laws that are in place to protect native plants and animals. Back on campus, the class hosted a screening of the independent film *YERT*, which highlights many of the environmental problems plaguing our planet today as well as innovative, viable solutions to those problems. Finally, the scholars presented their findings—those practices harming our earth as well as those ideas that have the potential to heal it—through maps so that the larger GSP community at Murray State could see exactly what is going on in Kentucky, in the United States, and globally.

Get a Clue

Murray State University

Scholars in **Karen Shelby's** general studies class examined various forms of mystery stories by reading, watching, and deciphering them. In addition, the class interacted with a number of guest speakers and participated in several field trips through which the scholars developed a familiarity with many of the elements of mystery stories. Ultimately, the scholars used all of these experiences as the basis for writing mysteries of their own.

Scholars began the summer by studying the multiple, interrelated mysteries that make up Laurie R. King's *The Beekeeper's Apprentice*. They developed a true appreciation for the author's ability to construct a puzzle that was satisfying in its development and that made sense both historically and psychologically.

A variety of guest speakers visited the class and shared ideas and concepts that proved to be very inspiring for the mystery-writing scholars. For instance, forensic photographer John Gentry gave scholars photography advice and discussed his role in preserving a crime scene for future analysis. Secret Service Agent Nevada Gump shared insights that were valuable to the scholars both in their storytelling and in their future careers.

Field trips to the Land Between the Lakes National Recreation Area and to Murray State University's rifle range inspired settings and plot elements for short "flash mys-

As part of their consideration of mystery plot lines, scholars play the board game Clue™.

teries” that the scholars wrote and shared. Some of their stories were humorous and some had clever plot twists, but all of them were creative and reflective of the scholars’ willingness to “get a clue.”

The most ambitious of the scholars’ many writing projects was the *Murray Muggle Mystery*, an eight-part serial mystery published in the GSP-MSU daily newsletter, the *Scholar Holler*. Scholars worked as a large group and in small teams to complete it, pooling their knowledge and keeping all of the complicated plot elements straight.

Grub Steak

Murray State University

Scholars in **Steve Easley’s** general studies class savored a taste of Kentucky cuisine. During the course of the summer, scholars worked together to prepare many of the foods that make Kentucky unique, including burgoo, Hot Browns, and even their own version of world-famous Derby Pie™. Scholars also spent time learning about one of the most significant local foods in the Purchase Area: Western Kentucky Barbeque. After visiting two local barbeque restaurants, the scholars worked together to create their own smoker using a trash can, a hot plate, and other household items. They then enjoyed the tasty fruits of their labor while drinking Ale-8-One™, another Kentucky institution.

While the class thoroughly enjoyed preparing and eating the best of Kentucky’s cuisine, the scholars also had the opportunity to examine another issue regarding Kentucky food: **obesity** and the unhealthy eating habits of many Kentuckians. Scholars learned about sustainable farming from guest speaker Will Bowling (a 2000 GSP alum),

viewed the movie *Food, Inc.*, and visited a farmers’ market in Paducah to educate themselves about making good food choices in their everyday lives. The scholars also tackled the issue of hunger in the Commonwealth by volunteering at Need Line, a food pantry that serves the elderly population in Murray.



Scholars pause for a quick picture while volunteering at Need Line, a food pantry serving Murray’s elderly community.

Jazzed: American Culture in the Global Spotlight

Centre College

For better or for worse, American culture and American power go hand-in-hand. Scholars in **John Powell’s** class explored the evolution of the culture of the United States, how it was exported to and received in the world, and what its future might be in a happier global community. The class began by examining the experiences of early immigrants to the colonies, the European attitudes of **condescension** toward the early U.S., and finally the emergence of a uniquely American voice in the works of Walt Whitman, Herman Melville, and Mark Twain. Scholars then explored American musical traditions, looking closely at the various strands of both European and African-American music and analyzing how they came together in minstrelsy and jazz. The class also considered the relationship between the arts and the civil rights movement.

Scholars then turned their attention to different perspectives on America, specifically considering the views of Black and Hispanic Americans, whose experiences may be very different from those of citizens of European descent. This exploration led the class to identify specific ways in which

“To really learn, engage and grow as a person, you need to take the time to get to know people of different backgrounds, which is just what we did in this class. We analyzed how the U.S. is perceived by other countries and how we developed into the nation we are today.”

*Madi Gilinsky,
Paul Laurence Dunbar
High School*



Lastingness: Redefining Age

Centre College

Together with faculty member **Leigh Koch**, scholars in this class addressed the question of what it means to be “lasting” in a world often defined by ageist stereotypes. For their first step toward answering this question, the scholars had to address their own beliefs about age. This allowed them to overcome societal stereotypes and to form their own valid beliefs. They accomplished this task by engaging in a series of discussions, readings, and activities designed to make them think, examine their own assumptions, and question the concept that a person’s age is his or her defining feature.

one might be committed to certain ideals while, at the same time, recognizing the inherent weaknesses in the ways those ideals have been implemented.

The class also evaluated a number of statements about the U.S. that are currently emanating from the Islamic world and sought to understand what the people who make such statements perceive to be the critical elements of American culture. The scholars then tried to determine the degree to which these perceptions are (or are not) accurate. Finally, the class dealt specifically with the American view of freedom and what this founding principle might mean for the U.S.'s future role in the world.

Narrative Writing

Centre College

With the guidance of faculty member **Mel Coffee**, scholars in this class focused their discussions on controversial social and political issues. As the scholars grew to understand, the American combination of diversity and free speech means that our society has many voices competing—often in not-so-friendly ways—for attention, resources, and power. With this in mind, the scholars practiced writing narrative and persuasive essays about issues of their choice as a means of communicating difficult concepts in a way designed to build, rather than to destroy, community. By the end of the summer, the scholars were skilled in the art of communicating through narrative writing in a manner that inspires productive engagement rather than dissonant discourse.

“Without this class, I would never have been exposed to such enlightening topics and experiences.”

*Maggie Wetzel,
Caldwell County
High School*



Speaking Gelato

Bellarmino University

Kyle Anderson's general studies class, “Speaking Gelato,” introduced scholars to the language, gastronomy, culture, and cinema of Italy. Scholars split their class time between learning the Italian language; enjoying classic Italian cinema; and exploring the art, business, and science of ice cream making.

Besides learning enough Italian to be able to hold their own when conversing in that language in restaurants and gelaterie, scholars became familiar with the ins and outs of running an ice cream parlor in Louisville and discovered which of the current establishments make the best frozen treats. They also explored how temperature depression, thermodynamics, and emulsifiers can affect the sweet, creamy final product. Their most memorable experiences were visiting local shops and eating their own frozen confections while watching De Sica, Fellini, and Tornatore's memorable characters on the silver screen.

The Pursuit of Happiness

Bellarmino University

The preamble to the Declaration of Independence states that our “inalienable rights” are “life, liberty, and the pursuit of happiness.” This summer, scholars in **Glenda Jones's** class examined positive psychology and the study of happiness, using Harvard professor Tal Ben-Shahar's New York Times bestselling book, *Happier*, as their guide. Not only did the scholars dissect the meaning of happiness, they also analyzed its application to education, work, and relationships. To further apply their studies of happiness in regard to both work and benevolence, members of the class spent time once a week working at Safe Place, a teen shelter for young people in crisis.

The Science of Memory

Centre College

Scholars in **Bryce Meredith's** general studies class focused on the human brain's ability to create and store memories, while also examining the basic neuroscience underlying the ability to remember, some disorders affecting the brain, and a variety of techniques for strengthening memory. The class utilized a text authored by world-renowned neurologist Eric Kandel to investigate principles of neurology and to better understand the basic features of the brain.

The scholars also participated in a number of hands on activities to help them answer questions pertaining to the brain and to the way in which memory functions. They took part in several writing exercises, during which they made connections between the five senses, memories, and emotions. Members of the class even worked together to create a life-sized model of the Papez Circuit, an important pathway in the brain that is central to the process of creating and storing memory. By constructing this circuit, scholars learned a great deal about the cellular details of the brain as well as about the diseases that are often associated with an impaired Papez Circuit, most notably including Alzheimer's Disease.

To challenge the workings of their own brains, and particularly their memories, the scholars explored the science behind logic games and brain teasers, such as Sudoku and word association games. After solving various logic games and



Where's Waldo?

Murray State University

Thanks to the guidance of faculty member **Tana Field**, scholars in this general studies class developed their skills in outdoor navigation. The topics that they covered included map reading skills and the interpretation of topographical symbols, the proper operation of global positioning systems, the use of a compass, and basic hiking skills. The scholars had the opportunity to apply these skills as they engaged in a variety of outdoor challenges that also required problem solving skills, the capacity for leadership, and even artistic creativity.

Some of the activities that the scholars undertook included letterboxing, geocaching, orienteering, wayfinding, and benchmarking. They also designed their own hiking trails using topographical maps of various regions of Kentucky and even created a group geocache and letterboxing series that was inspired by their classroom activities.

Work

Bellarmino University

Beginning with an examination of the basic concepts of work as labor, as passion, and as a way to earn a paycheck, scholars in **Terence Gaskins's** class embarked on a multi-faceted and interdisciplinary examination of when, where, and why people work. To understand the concept historically as well as in terms of its relation to current unemployment in the United States and around the globe, the scholars researched the various jobs now available in industries that are expanding as well as those that are contracting. The class also examined work opportunities and rates of (un)employment in their hometowns to reveal connections to other factors that influence individual and regional quality of life, including access to education, to health care, and to affordable, nutrition-dense food. During a series of field trips to downtown Louisville to visit with Mayor Greg Fischer and other community leaders, the scholars surveyed a diverse assortment of passers-by regarding their ideas about and attitudes toward work. The class compiled the results of these queries into a display that they shared with the entire GSP community. The scholars also collaborated with Lisa Hicks' general studies class to look at the political significance representations of work in popular culture, especially in the film and recording industries.

Scholars survey pedestrians in downtown Louisville to determine their ideas about and attitudes toward work.



studying the intricacies of these puzzles, the scholars each created their own brainteasers.

For their culminating project, the scholars worked in small groups to research a disorder that affects memory and then presented their findings to the rest of the class. This undertaking allowed the scholars to gain an in-depth understanding of a wide range of disorders and phenomena that can affect a person's memory, including everything from schizophrenia to *deja vu*.

We Are What We Watch

Bellarmino University

Together with faculty member **Matt Burgess**, scholars in this course viewed and considered various television programs as a reflection of, and a response to, the historical and cultural contexts in which they were created. The first portion of the course traced a number of important issues in recent American history, including racism (*Star Trek*, *All in the Family*, and *The Cosby Show*), militarism (*The Twilight Zone* and *M*A*S*H*), religion (*Law and Order* and *Law and Order: SVU*), and ethics (*House*). In the second portion of the course, groups of scholars presented shows that they felt were especially relevant in contemporary culture. These projects included discussions of developments such as the rise of fictive kinship groups (*Friends*), sexuality (*Modern Family* and *Glee*), and alternative sources of news (*The Daily Show* and *The Colbert Report*).

“This class has entirely changed the way I think about television. It has made me aware of the many messages that are present in current forms of entertainment while also giving me a greater appreciation of earlier material.”

*Benjamin Fuson,
Meade County High School*

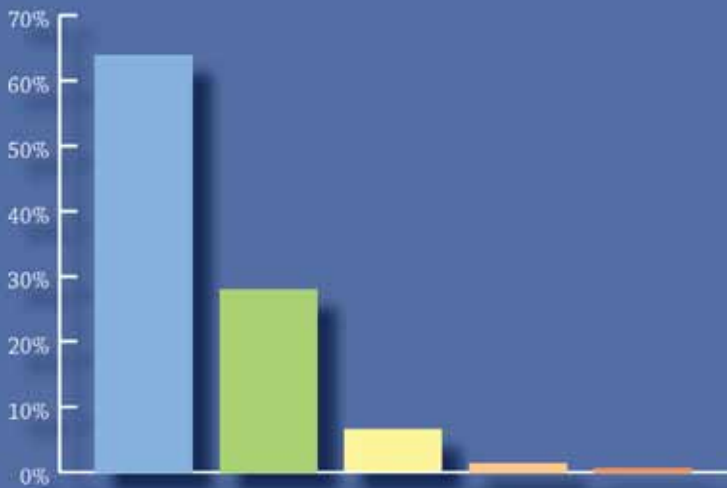
2011 Scholar Experience Survey

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 upcoming summer. The following is a representative sample of results from the 2011 Scholar Experience Survey. For a complete list of the survey questions and detailed results, please see the GSP website, www.gsp.ky.gov.

Overall Results of the 2011 Scholar Experience Survey

In 2011, 1,063 of the 1,074 Governor's Scholars (98.9%) completed the Scholar Experience Survey.

Considering the results of the survey as a whole, the scholars overwhelmingly rated their experience as positive. In fact, on average, participants selected either "strongly agree" or "agree" nearly 92% of the time. In comparison, "neutral" responses made up less than 7% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing "disagree" only 1.4% of the time and "strongly disagree" in only 0.5% of responses. No individual question received a negative response rate above 6.7%.



Average Response Rates

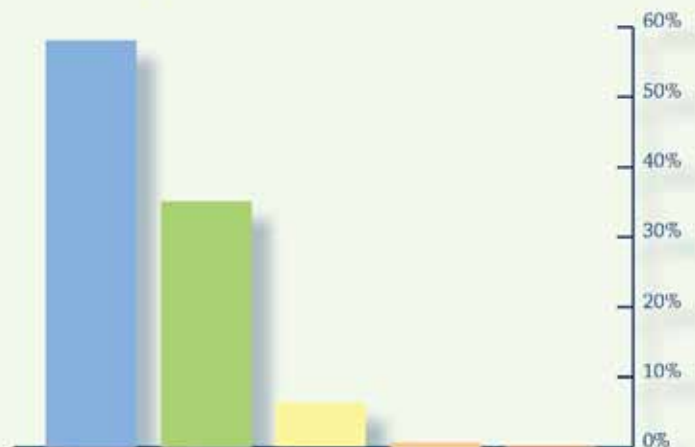
Strongly Agree	63.9%
Agree	27.9%
Neutral	6.3%
Disagree	1.4%
Strongly Disagree	0.5%

A Sample of Survey Prompts and Scholar Responses

"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

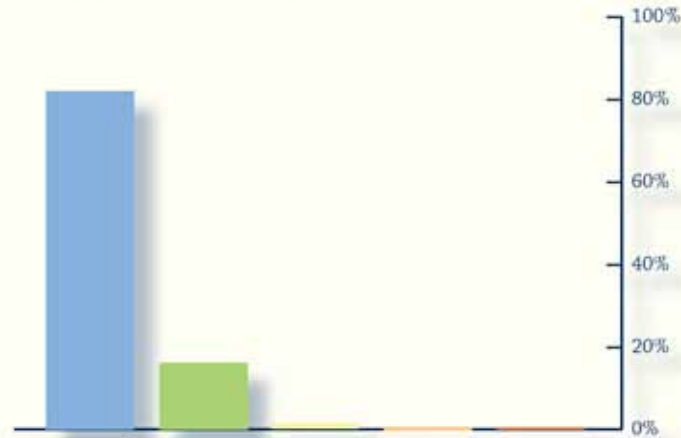
Strongly Agree	58.0%
Agree	35.0%
Neutral	6.1%
Disagree	0.7%
Strongly Disagree	0.2%



“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	82.0%
Agree	16.0%
Neutral	1.1%
Disagree	0.5%
Strongly Disagree	0.4%



“GSP provided me with meaningful classroom experiences.”

Scholar Responses

Strongly Agree	61.0%
Agree	31.0%
Neutral	6.5%
Disagree	0.9%
Strongly Disagree	0.6%



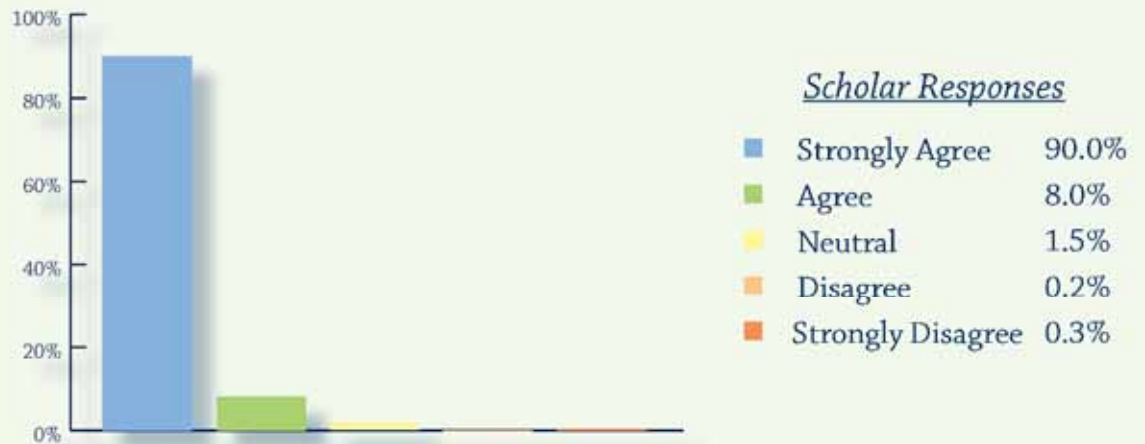
“GSP challenged me to think in new ways and to do new things, both inside and outside of the classroom.”

Scholar Responses

Strongly Agree	63.0%
Agree	32.0%
Neutral	4.0%
Disagree	0.8%
Strongly Disagree	0.2%

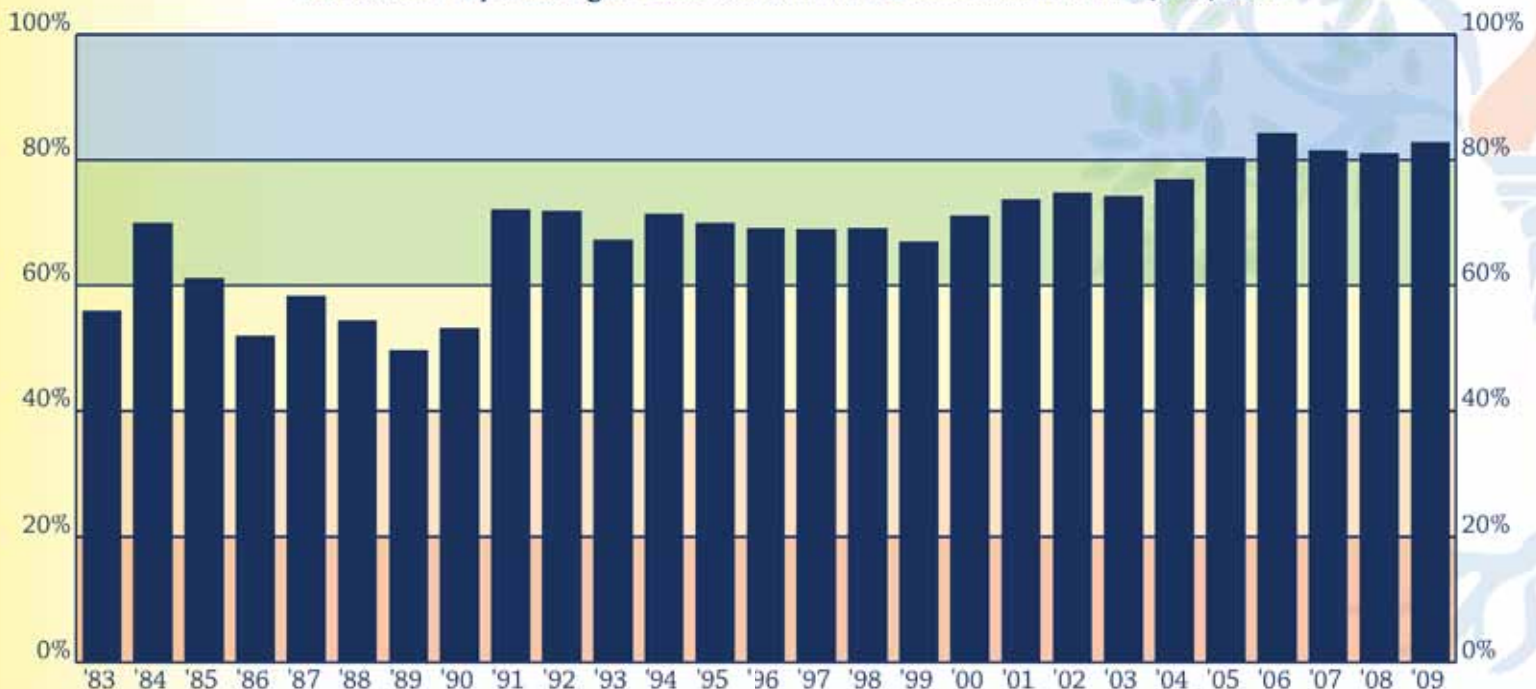


“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the Governor’s Scholars Program.”



Scholar 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. **Of the 2009 scholars, 82.6% chose to pursue higher education within the Commonwealth in the fall of 2010.**



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Contact Us

Governor's Scholars Program
1024 Capital Center Drive
Suite 210
Frankfort, KY 40601

Phone: 502-573-1618

Fax: 502-573-1641

www.gsp.ky.gov



The GSP Foundation

The Governor's Scholars Program Foundation, Inc., is a 501(c)(3) non-profit, tax-exempt organization that exists solely to support the Governor's Scholars Program, Inc. The GSP Foundation supplements public funding to finance the GSP's daily operations and special initiatives.

For more information or to make a contribution, please contact:

The Governor's Scholars Program Foundation, Inc.

Harold H. Smith, President

1024 Capital Center Drive, Suite 210
Frankfort, KY 40601

Phone: 502-573-1618

Fax: 502-573-1641

Online: <http://gsp.ky.gov/Donors/HowtoSupportGSP.aspx>

Since 2009, the Kentucky Society of CPAs has been actively involved with the Business, Accounting & Entrepreneurship focus area on GSP's Bellarmine University campus. In addition to providing financial support, KyCPA helps to arrange excellent in-class speakers and extraordinary field trip opportunities for these scholars.



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Frankfort, Kentucky 40601

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