



# 2012 Academic Report

*Building the Future Since 1983*



Governor's Scholars Program





**Publishers  
Printing Company**

Printed by Publishers Printing Company  
Shepherdsville, Kentucky

*Habitat for Humanity project cover photos courtesy of GSP faculty member Jeanie Adams-Smith.*



Governor's Scholars Program



# Governor's Scholars Program 2012 Academic Report

## Contents

|   |    |
|---|----|
| Letter from the Executive Director .....      | 2  |
| 2012 Scholars by County .....                 | 3  |
| Community Life .....                          | 4  |
| Focus Area Classes .....                      | 6  |
| Agribusiness & Biotechnology .....            | 6  |
| Architectural Design .....                    | 6  |
| Astronomy .....                               | 8  |
| Biological & Environmental Issues .....       | 9  |
| Business, Accounting & Entrepreneurship ..... | 11 |
| Communication & Social Studies .....          | 12 |
| Creative Writing & Literary Studies .....     | 13 |
| Cultural Anthropology .....                   | 14 |
| Drama .....                                   | 15 |
| Engineering .....                             | 16 |
| Film Studies .....                            | 17 |
| Healthcare Industry .....                     | 18 |
| Historical Analysis .....                     | 20 |
| International Relations .....                 | 20 |
| Journalism & Mass Media .....                 | 21 |
| Modes of Mathematical Thinking .....          | 22 |
| Music .....                                   | 23 |
| Philosophy .....                              | 24 |
| Physical Science .....                        | 25 |
| Political & Legal Issues .....                | 26 |
| Psychology .....                              | 27 |
| Spanish Language & Culture .....              | 29 |
| Visual Arts .....                             | 30 |
| General Studies Classes .....                 | 31 |
| Scholar Experience Survey Results .....       | 34 |
| Scholar In-State College Enrollment .....     | 36 |
| Additional Information .....                  | 37 |

# Letter from the Executive Director

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

**This year, the Governor's Scholars Program celebrated its 30th summer.** To commemorate this important occasion, the scholars and staff on the GSP-Bellarmine campus undertook a unique and meaningful challenge. With the generous support of the Governor's Scholars Program Foundation, they partnered with Habitat for Humanity of Metro Louisville to build a house for a family in just four weeks—a process that normally takes three months. As the scholars gathered in the rain to celebrate the dedication of that house on Saturday, July 14<sup>th</sup>, their excitement was palpable. They recognized the significance of their achievement: on what had been a vacant lot, they had worked together to construct a home for a deserving Kentucky family. **In a very literal way, our Governor's Scholars built the future.**

More than a year ago, when we first began planning the Habitat for Humanity project, I believed that it would be an excellent opportunity for our scholars. It served as a seamless way of connecting two of our most important goals each summer: building the GSP community and giving back to the greater community. I was also enthusiastic about the opportunities that our faculty members would have to use the build as the foundation for the creative, nontraditional teaching that they do so well. In these ways, and in so many more, the impact of the Habitat project far exceeded my expectations. For our scholars and our staff alike, it was a resounding success—a deeply meaningful, life-changing experience of service and learning. What I did not anticipate, though, was what an appropriate commemoration of the Program's 30th summer this project would turn out to be. As the walls went up and the flooring went down, a home took shape as a physical testament to the impact of the GSP: **the Governor's Scholars Program has been building the future since 1983.**

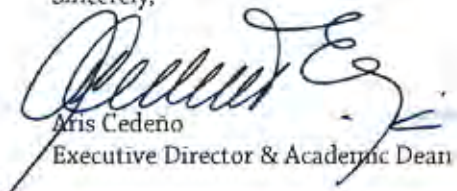
Each summer, we begin this work anew. In 2012, we welcomed 1,073 students representing all 120 Kentucky counties to our three GSP campuses. Over the course of five weeks, these students became scholars, living and learning together in a community that celebrated all of the talent and opportunity that our Commonwealth has to offer. Although their time on campus was brief, the community that they built is strong and far-reaching. Before leaving the Program, 99% of them reported having developed "a network of relationships with scholars from across Kentucky." **By creating this community of scholars from across the Commonwealth, we are building Kentucky's future.**

Our scholars' commitment to Kentucky persists long after they leave their GSP campuses. In fact, an impressive 82.4% of the 2010 scholars chose to enroll in a Kentucky college or university after completing high school, accepting an average of more than \$62,000 each in four-year scholarships. Even more importantly, these scholars stay in Kentucky as they pursue their chosen careers. Of more than 1,900 GSP alumni that participated in a recent survey, nearly 72% identified themselves as current Kentucky residents. **By keeping these scholars in the Commonwealth, we are building Kentucky's future.**

Our alumni base is a powerful force. After thirty summers, the Governor's Scholars Program now boasts 24,289 living alumni! I am proud to report to you that, in anticipation of the Program's 30th anniversary, efforts are now underway to shape the GSP Alumni Association into a dynamic organization that will serve scholars at every stage of their collegiate and professional careers. To jump-start this process, over 200 GSP alumni gathered at the IdeaFestival in Louisville on Saturday, September 22<sup>nd</sup>. They expressed a strong interest in mobilizing as enthusiastic ambassadors not just for the Governor's Scholars Program, but for our entire Commonwealth. **By strengthening this network of scholars throughout the Commonwealth and the world, we are building Kentucky's future.**

So, as I reflect on the summer of 2012, I recognize the true significance of the Habitat house. For those of us who have the privilege of being involved with the Governor's Scholars Program, the sense of elation and accomplishment that the GSP-Bellarmine scholars experienced as they looked in pride at the house that they had built should be a familiar feeling. **We at the Governor's Scholars Program are building the future every day.** As we celebrate the completion of thirty successful summers, I look forward to continuing to work with you. Together, we are building the future of the Governor's Scholars Program, and, through it, the future of our Commonwealth.

Sincerely,



Aris Cedeño  
Executive Director & Academic Dean



# 2012 Scholars by County

## Counties with 1—3 Governor's Scholars Selected in 2012

|          |            |           |            |            |           |         |
|----------|------------|-----------|------------|------------|-----------|---------|
| Ballard  | Crittenden | Harlan    | Leslie     | McCreary   | Nicholas  | Trigg   |
| Bath     | Cumberland | Harrison  | Letcher    | McLean     | Ohio      | Wayne   |
| Bourbon  | Elliott    | Henderson | Lewis      | Menifee    | Owsley    | Webster |
| Bracken  | Estill     | Hickman   | Livingston | Metcalfe   | Perry     | Wolfe   |
| Butler   | Garrard    | Jackson   | Lyon       | Monroe     | Powell    |         |
| Carlisle | Green      | Knott     | Magoffin   | Montgomery | Robertson |         |
| Clinton  | Hancock    | Lawrence  | Martin     | Morgan     | Spencer   |         |

## Counties with 4—6 Governor's Scholars

|           |          |            |            |
|-----------|----------|------------|------------|
| Adair     | Casey    | Lee        | Russell    |
| Allen     | Clay     | Logan      | Simpson    |
| Anderson  | Edmonson | Mason      | Trimble    |
| Breathitt | Fulton   | Muhlenberg | Union      |
| Caldwell  | Gallatin | Owen       | Washington |
| Carroll   | Hart     | Pendleton  |            |
| Carter    | LaRue    | Rowan      |            |

## 7—9 Governor's Scholars

|              |         |            |
|--------------|---------|------------|
| Bell         | Grant   | Marshall   |
| Boyd         | Graves  | Mercer     |
| Breckinridge | Henry   | Rockcastle |
| Clark        | Johnson | Taylor     |
| Fleming      | Knox    | Todd       |
| Floyd        | Lincoln | Whitley    |

## 10—14

Barren  
Boyle  
Calloway  
Grayson  
Greenup  
Hopkins  
Jessamine  
Laurel  
Marion  
Meade  
Pike  
Scott  
Woodford

## 15—25

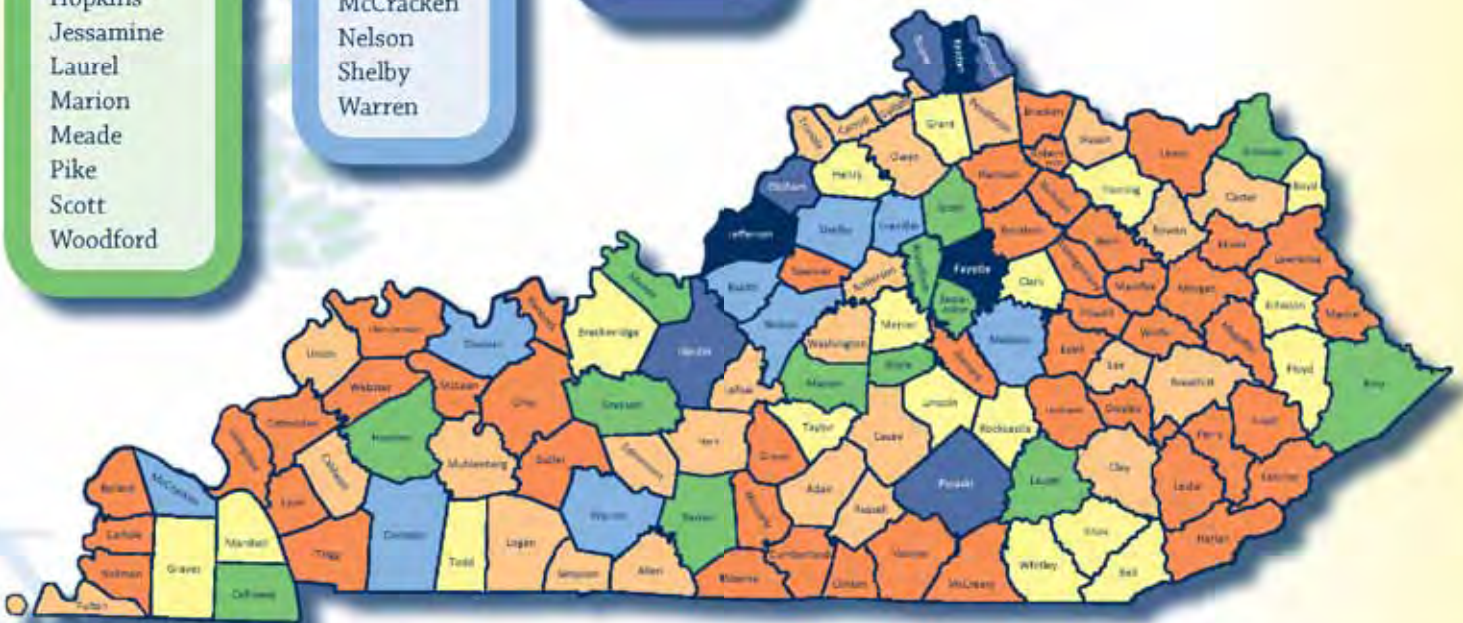
Bullitt  
Christian  
Daviess  
Franklin  
Madison  
McCracken  
Nelson  
Shelby  
Warren

## 26—50

Boone  
Campbell  
Hardin  
Oldham  
Pulaski

## 51+

Fayette  
Jefferson  
Kenton





*GSP-Bellarmine scholars and staff gather on a rainy Saturday morning for the dedication of the Habitat home that they built.*

## **Bellarmine University**

The Governor's Scholars Program is an intellectual experience in which scholars learn just as much outside of the classroom as they do during their classes. On the GSP-Bellarmine campus in 2012, this notion was exemplified by the Habitat for Humanity project. Thanks to the generosity of the Governor's Scholars Program Foundation, GSP partnered with Habitat for Humanity of Metro Louisville to build a home for a family in four weeks—a process that usually takes three months. The entire GSP-Bellarmine community—414 scholars and staff members—physically participated in the build, either on site or at the nearby Habitat warehouse. This project gave Governor's Scholars the opportunity to literally build the future.

On the scholars' first night on campus, they gathered for a convocation called "Home" that introduced them to the Habitat for Humanity project they would be undertaking. Rob Locke, the director of Habitat for Humanity of Metro Louisville, was there and talked with the scholars about Habitat's mission in general and, specifically, about the home that the GSP community would be

building. GSP Executive Director Aris Cedeño also spoke, emphasizing the importance of service to true leadership. Most significantly, the Habitat soon-to-be homeowners—Omar Muse, his wife Ubah Adan, and the six children in their family—participated in the convocation to share with the scholars the story of their journey to Kentucky from war-torn Somalia. By the end of the evening, the members of the GSP-Bellarmine community were fully committed to serving Omar and Ubah's family by building a home for them.

The Habitat project created a singular, uniting theme for the summer: "home." During the scholars' five weeks on campus, this theme reverberated through their classes, their convocations, and even their extracurricular activities. The house itself served as a hands-on learning opportunity for scholars in the Architectural Design and Engineering focus areas, among others, and the build ultimately generated experiences and ideas that became central to every class on the GSP-Bellarmine campus. The scholars in the Journalism & Mass Media focus area, for example, spent their summer documenting the construction process and its impact on everyone involved (visit the GSP website, <http://gsp.ky.gov>, to read their finished stories). The members of one general studies class learned how to quilt and then worked together to create a beautiful quilt for the family as a housewarming gift.

Every scholar and staff member of the GSP-Bellarmine community was present for the dedication of the house on the fourth Saturday of the Program, as were many supporters and friends of GSP. Louisville Metro Mayor Greg Fisher and GSP, Inc. board chair Alice Sparks both spoke during the ceremony, which was also attended by board members Alex Gerassimides, Pete Mahurin, and Bill Malone, as well as representatives of several elected officials, including Congressman John Yarmuth.

## **Centre College**

In 2012, scholars on the GSP-Centre campus built the future in two important ways. First, the GSP-Centre campus placed great emphasis on helping the scholars to prepare for college life. In addition to the ACT preparation classes, the college fair, and the visit from the Kentucky Higher Education Assistance Authority that the campus has traditionally offered, the scholars had the opportunity to take part in a whole series of college preparedness activities. This began with a visit from John "Buck" Rogers, a college counselor who offered advice on how to choose the college or institution that best fits an individual student. Later, Centre College faculty member Dr. Joe Workman spoke about preparing for medical school. His primary advice to the medically-inclined scholars? Don't make medical school the driving force in your life; enjoy both high school and college and pursue your inter-



*GSP-Centre scholars attended convocations featuring a number of accomplished Kentuckians, including Lieutenant Governor Jerri Abramson, rower and college president Tori Murden McClure, former Secretary of State Trey Grayson, and cellist Ben Sollee.*

"We built a house and we changed the lives of one family; but also, I think, we changed the lives of about 414 people on this campus who will never forget this experience."

*Byron Buck (GSP '06),  
Assistant Campus Director  
GSP-Bellarmine Campus*

ests in addition to thinking about preparing for medical school. For additional events in this series, GSP faculty member Nick Gowen led a popular workshop on writing college essays and the Centre College admission office offered a behind-the-scenes look at the admission process at selective colleges.

The scholars' second foray into building the future involved investigating what it means not just to live in Kentucky, but to be a true citizen of the Commonwealth. Three native Kentuckians—college president and famed rower Tori Murden McClure, Lieutenant Governor Jerry Abramson, and former Kentucky Secretary of State Trey Grayson—spoke to the scholars about the importance of being involved and making a difference in the life of Kentucky. World-famous cellist Ben Sollee, a Lexington native, gave a concert in which he spoke about his commitment to sustainable coal mining and his belief that his art is not about recruiting customers, but rather about building community. He invited several scholars onto the stage for a performance art piece that modeled how to use art to build the future of Kentucky. Additionally, the entire campus took two field trips committed to better understanding Kentucky. The first was Explore Kentucky Day, when students traveled to a variety of locations around the Commonwealth, including the Thomas D. Clark Center for Kentucky History, Keeneland Racetrack, Natural Bridge State Resort Park, and important cultural sites in Louisville and Bardstown. The second community field trip took the scholars to the Field-to-Fork Festival in Garrard County, where scholars met vendors from around the state and attended workshops on Kentucky agriculture. Overall, the Centre College campus stressed the idea that these young Kentuckians are the citizens who will be building the future of the Commonwealth.

## **Murray State University**

In this presidential election year, the faculty and staff of the GSP-Murray State campus sought to equip scholars to build the future by helping them become more informed, involved citizens of the Commonwealth, the United States, and the world. To this end, the campus's annual "The State of Kentucky" convocation focused on politics this year. Four major political parties—Democratic, Republican, Libertarian, and Green—were all represented, and the scholars had the opportunity to take part in discussions about the parties' specific platforms, as well as the general role of a political party at the state and national levels. In conjunction with this convocation, the members of the Political & Legal Issues focus area developed a presentation about voter registration and shared it with the entire GSP-MSU campus community. They later organized a voter registration drive, during which approximately forty individuals registered to vote in the upcoming election.

GSP-Murray State scholars also took part in "The Real World" convocation, which offered them the opportunity to become more familiar with societal issues that have the potential to profoundly affect their lives in the future. Ron Crouch of the Education and Workforce Development Cabinet took part in this event and spoke with the scholars about the implications of demographics for the future of Kentucky and the U.S. Other speakers included Bruce Gadansky of the Better Business Bureau, GSP alumnus Michael Aldridge of the American Civil Liberties Union, and GSP-MSU campus director Charlie Myers.

Both inside and outside of the classroom, scholars on the Murray State campus had many opportunities to expand their horizons. The "Get Your Feet Wet" afternoon offered scholars a safe venue for trying something that they might not ordinarily do—or even something that they had never imagined undertaking. Making jewelry, setting a world record, arranging flowers, belly dancing, and guitar playing were just a few of the unfamiliar tasks that the scholars attempted. The "Turnabout is Fair Play" activity similarly pushed them outside of their comfort zones. For this project, all of the GSP focus area teachers traded classes with one another on a pre-selected day. The scholars had no prior notice of this change, which was designed to provide them with insights into the relationships between different areas of study, to broaden their thinking, to help them recognize opportunities for collaboration, and to expose them to different faculty members' areas of expertise.

Armed with an understanding of the political system, an awareness of the challenges facing our society, and a willingness to take appropriate intellectual risks, the scholars of the GSP-Murray State campus are well on their way to becoming engaged, informed citizens who will take an active role in building the future of our Commonwealth and of our country.

"We put together a series of talks and workshops designed to demystify the college application process. We want the scholars to dream big and to have the tools to make their dreams come true."

*John Kinkade (GSP '90)  
Associate Campus Director,  
GSP-Centre Campus*



*GSP-MSU scholars commemorated the Fourth of July by engaging in community service and parading through the Murray State campus.*

# Agribusiness & Biotechnology

## Murray State University

The goal of **Melissa Travis's** class was to allow the scholars to observe and participate in a variety of aspects of agriculture, agribusiness, and biotechnology. Scholars visited several agribusinesses, including both small and large production farms, a family-owned ham processing facility, and a company that designs and sells computer programs for agricultural use. Members of the class also had the opportunity to take part in hands-on activities at Murray State University's Animal Health Technology building and at the Breathitt Veterinary Center.

As they delved into the world of biotechnology, scholars performed a plant propagation activity with Murray State's Dr. Pat Williams at the Pullen Farm. They also viewed the movie *Gattaca* and discussed the ethics involved with attempts to apply genetic engineering to humans. Following this discussion, the scholars were treated to visits to Kentucky Bio Processing and to the Owensboro Cancer Research Program, where they toured labs in which scientists are attempting to use genetic engineering to produce proteins that will treat cancer and other diseases.

Finally, since the U.S. Congress is currently in the process of revising and reauthorizing the Farm Bill, scholars researched the twelve different titles contained in the bill and discussed the ways in which politics influence agriculture.



*Scholars try their hands at plant propagation.*

"My favorite part was watching the other scholars—who don't necessarily know much about this way of life—find a new interest, appreciation, and respect for what our farmers do."

*Andreas Kuffus,  
Warrens Hills High School*

# Architectural Design

## Bellarmino University

Scholars in **Bryan Orthel's** Architectural Design focus area explored the idea of design as a decision-making process and problem-solving activity that has broad applicability to everyday life. The exploration built on three layers of design tenets: the abstract construction of space (e.g. line, point, and form), the human understanding and use of space (e.g. function and reaction), and the technical aspects of design (e.g. material considerations and physics). Through a variety of field trips and on-campus activities, the scholars increased their recognition of these contexts as the summer progressed. For example, a field trip to Louisville's Olmstead-designed parks and a presentation by Christen Boone about the 21-Century Parks effort fostered class discussions about the scope, scale, and vision required to design spaces for 100 years of use. The scholars were subsequently challenged to think through this process as they designed their own 100-year parks.

For their highlight project, the scholars tackled the challenge of designing a temporary pavilion using only balloons, a small amount of glue, and string. The design process for the balloon pavilion included the five stages followed by professional architecture firms. The resulting pavilion was constructed near the residential halls to showcase the scholars' work. Its design emphasized the play of light, color, and spatial experience.



*Scholars work on a small-scale model as they prepare their solution to the balloon pavilion challenge.*



## Centre College

Together with faculty member **Bill Candan**, scholars in this focus area investigated architecture from two distinct vantage points. First, they researched the history of Modernist architecture in the 20th century, especially the innovative utopias invented by figures like Le Corbusier and Paolo Soleri. This research contrasted with their investigation into traditional vernacular architecture. Its best example was the Chiiori House in rural Japan, and its best articulation came from Christopher Alexander's Pattern Language method.

The second vantage point involved understanding architecture as a metaphor, particularly as it relates to patterns of thought and memory. The story of Matteo Ricci, a Jesuit known for his "House of Memory," provided a point of entry to recognizing how built form influences our memory and phenomenological experience.

Having laid this foundation, the scholars entered a design studio phase. As they focused on their own campus experience, scholars formed groups to design temporary, portable architectural design solutions to problems that they had experienced. Using iterative processes in drawing, diagramming, and model building, the scholars analyzed problems, designed solutions, and translated them into physical form. At each step in the process, the scholars defended their work before a panel of critics. Having accomplished these goals, the members of the class concluded their summer by considering how they might design solutions to problems in their own home communities.

Scholar Dawn Dunaway of Grayson County High School raved about her focus area experience, saying, "This class was nothing like what I expected, in a good way. We drew people, hid memories, and learned about fictional garbage barges from architectural competition proposals. I learned both about architecture and about myself, life, and how to grow as a person."



*A scholar creates a model as he works to design a solution to an architectural problem.*

## Murray State University



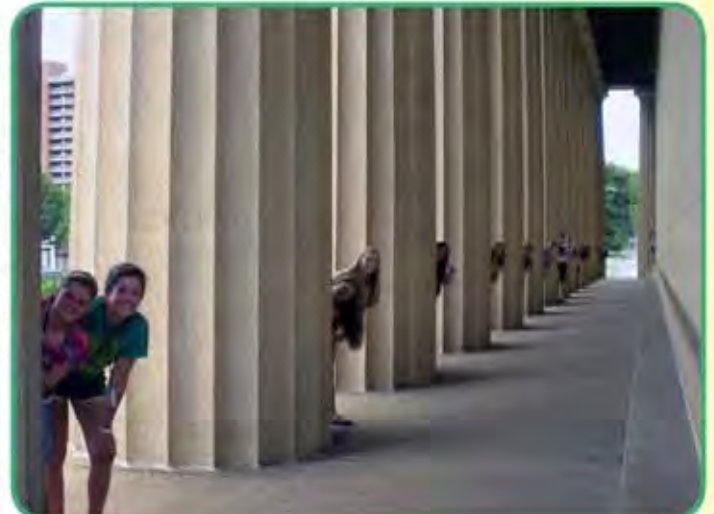
*Scholars practice building mini-shelters out of cardboard in preparation for a full-scale build.*

received constructive, insightful feedback regarding their proposed projects. By the end of the summer, the scholars had learned the basic techniques involved in drafting and design, as well as the valuable art of interacting with a client and clearly presenting ideas.

Scholar Slade Ransdell of Mercer County High School described the impact of his focus area class as follows: "You get the life that you build. Teresa has taught me that to be an architect, I need to start with a firm foundation and learn to trust my imagination. I've found that this applies not only to architecture, but to all aspects of life."

Scholars in **Teresa Henderson's** class focused primarily on the idea of shelter. After studying many different types of shelters, the scholars began to design and create their own. Their projects ranged from drawing up floor plans for their own dream homes to building cardboard structures that could successfully shelter at least one human being.

The scholars even had the opportunity to put their new-found skills to work in the real world. After touring a site and meeting with a client—the Main Street Program's Board of Trustees—the members of the class were challenged to design new floor plans for a historical home that was currently under renovation. They presented their complete plans to the Board and



*Architectural Design scholars from the Murray State campus study classical architecture at The Parthenon in Nashville.*

# Astronomy

## Bellarmino University

This year, **Rico Tyler's** Astronomy class revolved around the question, "How do we discover the answers that we believe to be true?" This theme began on the very first day with a discussion of the shape of the Earth. That discussion eventually led to the scholars' working with volunteers in Muscle Shores, Alabama, and Santiago, Chile, to directly measure the actual size and shape of the earth.

Most major class activities continued this theme. Every astronomy scholar built a working telescope and used it to collect information about and images of the sun, moon, and planets. They carefully studied Mars images as they searched for evidence of past oceans. They built and flew test rockets looking for patterns that would allow them to build rockets that would fly even higher.

The class also devoted a great deal of time to observing the skies. Midway through the Program, the Astronomy scholars hosted a visit from traveling astronomer Bob Summerfield of Astronomy to Go. Together, Mr. Summerfield and the members of the class hosted an Independence Day Star Party for the entire GSP community on July 3rd. On two other occasions, the scholars traveled to the home of Dale and Leslyn Rushing in LaGrange to enjoy evenings of stargazing.

## Murray State University

Scholars in **Michael Feedback's** focus area spent the summer making connections between the art and the science of astronomy and learning to appreciate the beauty of the night sky. They also made good use of the Land Between the Lakes recreational area. There, they engaged in dark-sky observations, using refracting telescopes that they built from wood and PVC pipe to study the moon and other objects.

The Astronomy scholars were able to explore their creative sides by researching interesting topics such as neutrinos, black holes, and dark energy. They then shared the information that they had learned by creating animations and posting them online. In other efforts to pass along their newfound knowledge, the scholars taught nighttime observation techniques to other classes. They even sponsored a community-wide Star Party, giving their fellow scholars the opportunity to appreciate in-

credible views of Saturn and other deep-sky objects.

Other class activities included a discussion of meteorites and what can be learned from them. Following this discussion, the scholars searched for and recovered micrometeorites around the Murray State University campus. On another occasion, the scholars acted as early astronomers by observing and sketching sunspots.

*Scholars collaborate to construct the base of one of their telescopes, which they created using surplus optics, wood, and PVC pipe.*

"Just as every astronomer needs a telescope, every person needs a sharp, analytical mind. Through five weeks of mind-blowing exercises (measuring the size of the earth with a golf tee!), view-challenging discussions (is the earth really a sphere?) and amazing classes, I've gained both."

*Alex Trunnell,  
Covington Catholic  
High School*



*Astronomy scholars pose with the telescopes that they built during the first week of the Program.*



*Scholars on the Bellarmine campus prepare for the GSP community-wide Independence Day Star Party.*



# Biological & Environmental Issues

## **Bellarmino University**

Under the leadership of faculty member **Greg Smith**, scholars in this class studied biological issues that affect them daily. They began the summer by learning about the importance of clean water worldwide and then conducted a shoe drive to help Edge Outreach, a Louisville-based non-profit organization, provide potable drinking water to communities in third world countries. The scholars also learned about food production in the United States and created a presentation about their findings to share with the entire GSP-Bellarmino community.

Finally, scholars considered conservation and population control, focusing particularly on the ways in which hunting can be a tool for wildlife managers. They also learned techniques for game identification, as well as survival skills and basic first aid. They then visited a local shooting range where each scholar had the opportunity to try his or her hand at shooting skeet.

## **Centre College**

Botany. For many, the very idea would be enough to induce total biological boredom. However, using Michael Pollan's book *The Botany of Desire* as a guide, scholars in **Jamie Hester's** class learned of the hidden relationships between people and domesticated plants. Pollan masterfully links four fundamental human desires—sweetness, beauty, intoxication, and control—with the plants that satisfy them: the apple, the tulip, marijuana, and the potato. From turning photosynthesis into a dramatic production to the realization that peanuts are actually a type of dry fruit, this course opened scholars' eyes to the vast array of practical applications of Kingdom Plantae.

Highlights of the class included producing 55 apple pies from scratch to celebrate the Fourth of July; visiting a local beekeeper, suiting up in beekeeper gear, and "smoking" the bees to calm them; temporarily turning off their sweet taste buds to unveil the hidden flavors of favorite snacks; and discussing with local and state law enforcement the most common drugs on the street as well as the consequences of using or being caught with such drugs.

As scholar Amy McAdams of Grant County High School explained, "This class reminded us to connect back to our natural roots. We concluded that the line separating humans from nature may not be as definite as we once thought, if it is present at all." Megan Helson of Eastern High School expressed a similar sentiment, saying, "I've learned to step outside myself as a person and see the world through the eyes of a plant."

This summer, scholars in **Greg Jacobelli's** class were introduced to the idea that potable water is scarce and, furthermore, that its scarcity may well be the cause of many future political and social problems. As they learned, most of the world's population lives near water, but most of that water is undrinkable.

This class looked at the pressures that humans are putting on the world's water supply, the possible results of these pressures, and the potential economic and environmental opportunities associated with providing clean water. The scholars began identifying the major stressors on the world's water resources, both at home and abroad. They then looked at how population growth and density can affect water availability and quality in both developed and developing nations. The scholars also considered where domestic water comes from and identified potential threats to those supplies. Specifically, they explored the problems associated with pesticide runoff and pharmaceutical residue that are plaguing many U.S. public water supplies. They also researched the availability of water in countries like India, where sanitation is the main concern.

After comparing how water is used in the U.S. to how it is used in the rest of the world, the scholars built rain barrels to help them more efficiently use captured rainwater at home. The class then explored the natural filtration of water and discussed the advantages and



*To practice their outdoor survival skills, Biology scholars from the Bellarmine campus take part in a primitive camping trip.*



*After learning how plants—specifically, the apple—fulfill the human desire for sweetness, scholars prepare 55 from-scratch apple pies for the campus Independence Day celebration.*



*Scholars on the Centre campus build rain barrels to help them more efficiently collect and use rainwater once they have returned home.*

“This is a great class. It taught me how much of an impact we have as individuals... and that you can’t fix a problem until you know it exists.”

*Chandler Sparkman,  
Letcher County Central  
High School*

Scholars began the summer by viewing the earth as one component of the entire observable universe. This perspective allowed them to focus particularly on the sun’s heliosphere and to better appreciate how dramatically it impacts the earth’s environment, making life possible for the millions of species that live here. The class then turned its attention to the earth’s ecosystems and their inherent biodiversity. They chose the unbridled habitat of Antarctica, home to the Emperor Penguins, as their primary case study.

For class projects, the scholars worked in groups to research a specific marine habitat, to discover the particular environmental issue(s) that habitat is currently facing, and to share their findings with the rest of the class. Each team designed and built a hand model of its assigned ecosystem/habitat from biodegradable materials. As they presented their work to their classmates, the scholars discussed potential solutions to environmental issues such as climate change, global warming, pollution, habitat loss, overfishing, and oil spills.

Other class activities included short lectures, videos, and guest speakers, as well as hands-on experiments both in the classroom and outside. The scholars also embarked on a number of field trips to locations including the Planetarium and Nature Station (Freshwater Ecology and Backyard Safari) at the Land Between the Lakes, Kentucky Bioprocessing, and the Cancer/Pharmaceutical Research Center in Owensboro.

When asked about his focus area experience, scholar Spencer Bolton of North Laurel High School replied, “Biological and Environmental Issues is an exciting focus area that gave us a glance at the problems and solutions facing the world’s major biomes. I became familiar with the impact of human activity on the diversity of plant and animal life. The class presents scholars with an alternate way of thinking about the world.”



*During a field trip to the Land Between the Lakes, scholars consider the ecology of a freshwater biome.*

disadvantages of natural treatment.

Among the highlights of the class was a visit to the sustainable village in Berea to see water conservation and treatment in practice. Other excursions included visits to McConnell Springs and to Natural Bridge to study groundwater and examine evidence of water action over millions of years.

At the end of the Program, scholar Chandler Sparkman of Letcher County Central High School suggested that his focus area had both enlightened and inspired him. He explained, “This is a great class. It taught me how much of an impact we have as individuals...and that you can’t fix a problem until you know it exists.”

### **Murray State University**

Under the guidance of faculty member *Irene Chapman*, scholars in this focus area sought to explore various ecosystems of the earth and to design models of more pristine natural habitats for the earth’s environment.

# Business, Accounting & Entrepreneurship

## **Bellarmino University**

Together with faculty member **Scott Takacs**, scholars in this focus area learned about the diversity of opportunities available in the accounting field by visiting Brown-Forman Corporation, the FBI, and Yum! Brands. Scholars performed tasks ranging from researching potential careers to repeatedly developing new products and sharing their ideas with their peers.

Turning their focus to their own futures, each of the scholars developed strategies for fiscal responsibility in and beyond college. They also learned a great deal about the variety of college and career paths available to them within the Commonwealth. A recurring theme—the importance of personal finance—kept emerging during these discussions. As a result, the scholars developed a keen awareness of the economic impact of their college decisions.

The scholars also visited the Kentucky Society of CPAs, whose generous support made many of this class's activities possible.

## **Centre College**

Faculty member **Brian Gardner** designed his focus area class to expose scholars to the inner workings of real businesses and to engage them in an exploration of business successes as well as failures. Several speakers visited the class to provide real-life examples of how to start and manage an effective business. Brian McCarty, co-founder of Malone's Restaurant, discussed the extensive employee training his company provides in order to maintain the highest standards of quality. Alan Stein, the founder and first owner of the Lexington Legends baseball team, explained his belief that customer satisfaction is the top priority of any successful business. During a tour of the extensive facilities of the R. J. Corman Railroad Company, Mr. Corman himself explained to the scholars that there is no substitute for hard work, in business or in life, and that the scholars should strive to achieve their goals, no matter how lofty they may be.

In addition, the scholars worked in groups to develop their own products and business plans. Through the course of the Program, the class discussed how these plans could be refined and improved. The students learned how to choose the best legal entity for their particular business as well as how to tackle the issues involved with hiring and firing employees. As raising capital is essential to any start-up business, the class devoted a great deal of time to understanding the complexities of this process. Finally, the scholars learned that effective money management, both in business and personal life, can be a tool that pays long-term dividends to their financial wellbeing.

## **Murray State University**

Scholars in **Elizabeth Crouch's** class focused on learning how to succeed in the world of business. The scholars developed their own "product," formulated a business plan, composed a commercial to advertise their product, and explored economic, cultural, and societal reasons why a product might fail or succeed in today's economy. In addition to learning about the private sector of business, the scholars also explored the public sector. They tried to "fix" the national deficit through explorations and practices in government budgeting.

The scholars also examined a variety of types of business. Visits to the local funeral home, hospital, and prison opened their eyes to how businesses actually operate and convinced them that textbook business and accounting principles are actually quite applicable in the real world.

Throughout their five weeks at Murray State, the scholars spoke with various city and county officials, as well as local businessmen and -women, about how the real world of business truly works. The director of finance and budgeting for the city of Murray met with the class to discuss the differences between private and public accounting. The Murray Calloway County Hospital CEO conversed with scholars about the business aspects of the healthcare industry. Even the Murray Dairy Queen owner stopped by to discuss how much it costs to make an ice cream cone and the economic conditions that affect ice cream sales! As a result of all of these experiences, the scholars garnered a wide variety of business perspectives over the course of the summer.



*During a trip to the YUM! headquarters organized by the Kentucky Society of CPAs, scholars got a taste of real world accounting applications and the history of a world famous Kentucky business.*

*"The real-life business examples that we have surveyed have given me a better understanding of business than I had gained from my whole previous high school career."*

*David Brinson  
Washington  
High School*

## Centre College

In faculty member **Leigh Koch's** class, scholars focused on prejudice and the insidious means by which people communicate a belief in their own superiority. The class began by defining prejudice and then exploring how words and body language can reveal a person's lack of acceptance of another. Next, scholars formed groups and chose a case study to conduct related to prejudice and communication. They presented their findings to the rest of the class during the final week of the Program.

Several guest speakers met with the class and inspired the scholars to address prejudice. After meeting with Victoria Murphy, the manager of Danville's local food pantry and the soup kitchen Harvesting Hope, scholars created a campus food drive centered around the book and movie *The Hunger Games*. Other guest speakers included Leah Little, a retired gymnastics coach at the University of Kentucky, who spoke on what it meant to be a female in a male-dominated profession during Title IX enactment. A retired Marine Corps Colonel, John Eric Stone, spoke on the importance of value-based decision making.

Additionally, scholars learned the value of stepping outside of their comfort zone. Experiences such as dancing with a Flamenco troupe and visiting the Danville Community Arts Center allowed them to experience the non-biased pleasure of artistic expression. They then visited the Great American Dollhouse Museum, where they viewed and discussed the representative social history of America depicted in miniature. Scholars also talked about common stereotypes associated with being a Kentuckian and were able to address some of those stereotypes by talking to local farmers.

During the final week of the Program, scholars put the pieces together by writing their own "I believe" statements, looking at inspirational stories of people who bridged the gap between in-groups and out-groups, and reflecting on how they could break down prejudice and be a force for change in their home communities.

## Murray State University

Scholars in **John Darnell's** focus area spent the summer studying the effect that street art has on society. During the course of the class, scholars studied the works of Banksy, Slinkachu, Space Invader, and Mr. Brainwash, among others, to determine what their art says about the society they live in. Scholars were encouraged to think in depth about the art and its purpose. They then attempted to answer a number of questions, including, "Are these artists vandals?" and, "Does this art hold as much artistic value as the Mona Lisa?"

After arriving at their own definition of street art, scholars set out to cover the Murray State campus with their own versions of street art. During this process, they were encouraged to think about what their art said about them as individuals, as well as what the art said about the Governor's Scholars community as a whole. As they designed their art, the scholars worked through each step of the creative process in order to understand what it was they were trying to express.

The class also engaged senior citizens at the Weaks Community Center on a weekly basis. While at the senior center, the scholars formed relationships with various seniors and worked with members of another GSP focus area to create photo essays. Their finished products, which included both pictures and biographical stories, were given to the seniors, who proudly displayed them for all of their visitors to see.

The highlight of the summer occurred during the fourth week of the Program, when the students were asked to be responsible for creating the set for the Drama focus area's performance. As they designed the set, scholars researched the Rodney King beating, as well as pop culture from 1992, in order to better understand what the period art should look like. Scholars created the set in true graffiti fashion, using spray paint and stencils.

At the end of the summer, the scholars came to their own conclusions regarding the validity of street art as an art form and also the important role it plays in today's society. Sarah Rodriguez, a scholar from Lafayette High School, remarked, "This class introduced me to the lives and views of people that society historically labels as vandals." Scholar Andrew Arnold of Lee County High School chimed in, "My eyes were opened to a world of underground art. It doesn't receive as much recognition as mainstream art, but is equally as important."

"I learned that prejudice reaches far beyond the color of one's skin or the money in one's wallet. We are each faced with some form of discrimination and are therefore responsible for working to eliminate it."

*Sarah Beth Hayden,  
Bethlehem High School*



*Scholars pose with a street art-inspired banner depicting GSP-MSU Campus Director Charlie Myers that they created for their 4th of July celebration.*

# Creative Writing & Literary Studies

## **Bellarmine University**

Two major goals were at the heart of **Frank Ward's** focus area on the Bellarmine campus this summer. The first was to engender in scholars a greater appreciation of the importance of the individual word in the communication process. The second was to extend that appreciation into the practical applications of writing, both in their personal lives and in potential career areas. Students generated their own work in a variety of genres from drama to poetry and provided directed weekly feedback to each other using the professional writers group model.

Over the course of the summer, the scholars met with a variety of full and part-time professionals, including Kentucky playwright Nancy Gall Clayton, mystery novelist Bill Noel, and science fiction and fantasy writers Carolyn Clouse and Ryck Neube. The class was also introduced to the practical business and financial considerations associated with a career in literary studies, including a tour of the Publisher's Printing facility in Lebanon Junction.

In order to increase the scholars' appreciation for the deliberative thought process needed for effective composition, members of the class were encouraged to avoid working with computer word processing programs and, instead, to use traditional writing materials. To this end, the scholars created their own inks, paper, and quill pens. Each scholar ended the summer by creating a single "illuminated manuscript" page of his or her best work from the five weeks, again using only traditional quill, ink, and paper. Finally, all of the scholars worked in conjunction with the Visual Arts and Music focus areas to create a multi-media presentation in which their short prose and poetry pieces were independently used by other scholars to generate complementary visual and musical art creations.

## **Centre College**

In preparation for their own creative writing work, scholars in **Tony Crunk's** class read and discussed a wide variety of literature by contemporary Kentucky authors. Through a series of guided writing experiments, scholars explored and developed their own creative processes. Each scholar ultimately produced two finished pieces of writing, in poetry and prose, which they read and discussed in a workshop format. A highlight of the class was a visit from Kentucky native Maurice Manning, a finalist for the 2011 Pulitzer Prize in Poetry.

At the end of her five weeks on the Centre campus, scholar Haley Wilson described how her focus area had transformed her. She explained, "I came into the Program dreading this class because I was not a writer. However, as time went on, I came to love writing, and I plan to continue writing when I get home. I couldn't have asked for a better opportunity."

## **Murray State University**

Together with faculty member **Phyllis Schlich**, scholars in this class concentrated on the short story form this summer. Together, the scholars read and studied short stories from various modern authors including Stephen King and Kevin Wilson; individually, each developed an original story for a final class compilation entitled *18 Stories*. The title was a spinoff of the *One Story* literary magazine, which features one story each month by a promising author. The scholars studied the craft of writing short fiction in part by reading stories that had been featured in the magazine.

They drew material for their own stories from participating in writing activities in class, as well as interacting with visiting writers like Murray's own Constance Alexander and Jenna Wright from University of Tennessee at Martin. The scholars also studied sections of Stephen King's *On Writing* and spoke with literature doctoral student Katie Bell, who has studied King extensively.

Journeying outside of the classroom in search of inspiration, the scholars enjoyed a writing excursion to Paducah's Quilt Museum and Yeiser Art Gallery. They also participated in a writing retreat at the newly refurbished Cherokee Park. The Creative Writers capped off their summer by orally presenting their works at a GSP Coffee House reading and in a "masterpiece" reading with their classmates.

*A scholar reads One Story literary magazine as he prepares to write his own short story.*



*Kentucky playwright Nancy Gall Clayton leads the scholars in a writing exercise.*



# Cultural Anthropology

## Centre College

**Andrea Abrams's** class, "Anthropology of the Senses," explored the relationship between human senses and culture. Through ethnographic readings, field trips, and hands-on experiences, the scholars examined the core anthropological principles of universalism, adaptation, cultural change, and cultural relativism.

For instance, in the section on taste, the scholars focused on sugar during European colonialism, especially considering its role in economic expansion and the ways in which both social classes and genders were divided by their access to and use of sugar. Through a collaborative project with the physical science class, the scholars made their own perfume and learned about different cross-cultural attitudes concerning body odor. They also considered the experiences of those who do not have sight and those who are hearing impaired with field trips to Louisville's Printing House for the Blind and Danville's Kentucky School for the Deaf. In the final week of class, the scholars learned about cross-cultural understandings of the sixth sense with a focus on magic, ghosts, and ESP.

For their cumulative project, the scholars studied the sensory culture of the GSP-Centre campus. They interviewed scholars from other classes about the sounds, smells, tastes, sights, and textures experienced while at GSP. For example, participants were asked to identify foods and scents while blindfolded and then to describe the memories, people, and events associated with each. The scholars categorized the responses into themes concerning gender, class, dynamics of inclusion and exclusion, and other factors discussed throughout the class.



*To better understand the sensory culture of the GSP-Centre campus, Cultural Anthropologists lead blindfolded scholars from other focus areas through an experiment testing associations between taste, smell, and memory.*

## Murray State University

The scholars in **Ron Reed's** Cultural Anthropology class examined the way stories transmit culture. They began the summer by telling those stories handed down in their own families and discussing what those stories meant. They also listened to a professional storyteller relate why stories are an important part of culture.

Three Murray State students—one from Poland, one from Thailand, and one from South Korea—shared the history of their cultures and key stories within those cultures. The scholars then joined the Communications & Social Studies class to run a culture simulation called "Ba Fa, Ba Fa" that helped them understand the differences between cultures.

Armed with that understanding, each scholar picked an ancient culture and researched both the stories that were integral to that culture as well as the culture itself to glean connections between story and people. Going out before dawn one morning, the scholars told their researched stories to each other as they watched the sun rise. On another occasion, the scholars researched the mythologies of stars and constellations before going out for a late night stargazing session with the Astronomy focus area.

Later in the course, the class attended a lecture given by Dr. Kit Wesler, the primary archaeologist at the Wickliffe Mounds. The class then visited the Mounds, exploring the remains and learning how to throw a spear using an atlatl. Finally, the scholars worked together to develop an invented culture complete with mythology and relics—a project that they typed, illustrated, and sent off to be printed as a memento of their summer experience.

*Scholars enjoy story-sharing in an outdoor setting on the Murray State campus.*



"After learning about the senses, I can now better understand society, my own role in society, and many other aspects of life that our senses have a huge part in determining—most of which we don't even notice."

*Robert Curran  
Centre College High School*



## **Bellarmino University**

Scholars in the Drama focus area led by **Conrad Newman** developed an original movement piece around the GSP theme of “Home” and performed it during the final Community Showcase. While building the performance, they gained an understanding of theatre outside the normal conventions. Emphasis was placed on Mary Overlie’s Viewpoints technique, which led to the discovery of elements like space, time, and shape and their utility upon the stage. The “Home” performance not only represented the physical construction of the house the scholars had built with Habitat for Humanity, but also reflected their overall journey through GSP.

The class took two field trips: one to see *The Stephen Foster Story* in Bardstown to experience the power of live theatre and the other to Actors Theatre of Louisville, where they toured the different stages and facilities of Kentucky’s state theatre. With each passing day, the scholars grew more comfortable with one another in activities and performance, supporting the class goal of developing enhanced personal confidence when presenting to others.

## **Centre College**

Scholars in **Jane Dewey’s** Drama focus area spent five weeks as theatre artists. They began each session with actors’ warm-ups and creative explorations of the actors’ tools: voice, body, and imagination. The goal of this work was to create an ensemble who would form a theatre piece based on the story of *Sadako and A Thousand Cranes* for performance during GSP-Centre’s Evening with the Arts.

To this end, the scholars experimented with a variety of creative processes including tableaux, improvisation, and writing exercises. They explored the text using movement and voice, created a script, and brainstormed about props and costume pieces. The scholars worked with guest artists from Centre’s campus—the College’s design professor and students—on creating set pieces and lighting for the performance. The class also took part in a workshop on playwriting exercises with Actor’s Theatre of Louisville’s Education Director Steven Rahe and engaged in joint sessions with the Creative Writing scholars to help guide the writing process.

Other highlights of the summer included taking a field trip to see a professional production of *Picasso at the Lapin Agile* at Pioneer Playhouse; participating in a workshop on lighting and sound with Mark de Araujo, Centre College’s Technical Director; and working with a group of Centre students who were creating a theatre piece to bring to the Edinburgh Festival under the direction of Tony Haigh.

## **Murray State University**

Scholars in **Melanie Kidwell’s** class explored theatre as a means of speaking out on social and political issues. They used Anna Deavere Smith’s documentary theatre piece *Twilight: Los Angeles, 1992* as their primary text. In reading and studying the verbatim words of people who had experienced the Los Angeles riots that erupted in the wake of the Rodney King incident, scholars were able to think critically about racial tensions, fear, fairness, speaking out, and justice. As they considered their roles in the production, scholars were encouraged to choose a character very different from themselves—in age, race, ethnicity, socio-economic status, and even gender—in an effort to better understand another’s perspective. They worked with a linguist to unpack what the speech patterns, spellings, and syntax might reveal about the person they were portraying; they identified one key costume piece to capture the essence of their character; and they worked to stage their piece in such a way as to clearly convey their message. Finally, scholars presented a thoughtful, engaging production that challenged the entire GSP-MSU community to think about the realities of our larger society.

*Having chosen their characters, designed their costumes, and created their sets, scholars perform Twilight: Los Angeles, 1992 for the GSP-MSU community.*



*Scholars rehearse their original movement piece, “Home.”*

“I love it that I didn’t learn to ‘act’; rather, I learned to breathe, walk, talk, and ask myself ‘why?’ before falling into my roles.”

*Rachel Dixon  
Travis Creek High School*



## **Bellarmine University**

Building survey equipment, developing road plans, and preparing for safe windshield installation are just a few of the activities that scholars in Mark French and Jaby Mohammed's Engineering focus areas experienced. Scholars interacted with professional engineers from the U.S. Corps of Engineers, Toyota, Lexmark, and East Kentucky Power Cooperative as they undertook these challenges.

Throughout the course of the summer, Engineering scholars were presented with various scenarios and asked to use their problem-solving skills to develop solutions. This process was facilitated both by the instructors and by engineers from the afore-

mentioned organizations. The resulting interactions afforded scholars the opportunity to work in the same way as professional engineers do and also to receive feedback regarding their proposed solutions. In addition, the scholars explored a number of issues that future engineers will face, including the need for cleaner energy production and the environmental concerns involved with manufacturing.

The scholars in French's class worked in teams to build historical-type land survey equipment from simple parts for use in creating a topographical map of the Bellarmine University quadrangle. Once they had constructed their equipment, the scholars trained and practiced the basic operations of land surveying and the survey field note format. Each team then completed a topographic map drawing using a one-foot contour interval, resulting in a visualization of the land surface in the quad.

Members of Mohammed's class used their critical thinking and problem-solving skills to design puzzle cubes consisting of twenty-seven mini cubes. The scholars were given an objective and numerous constraints and, based on those parameters, they had to come up with three conceptual designs by sketching. They then completed close analyses to

select their best designs. After finalizing their designs, the scholars each created prototypes of their puzzle cubes. They used their finished products as real-life examples to illustrate the statistical concepts in engineering.

Scholar Nathan Gaddis of Hopkins County Central High School raved about his experiences at GSP, saying, "I really enjoyed the Engineering focus area because we worked on a lot of hands-on activities and interacted with many professional engineers. This allowed us to enjoy learning about the discipline in practical ways—not just listening to a lecture every day. We experienced real-world applications of engineering."



*The Engineering classes stop for a photo during their tour of the U.S. Corps of Engineers' McAlpine Locks & Dam on the Ohio River.*



*Working in groups, scholars seek to determine the ideal location for a boat ramp on Taylorsville Lake.*



*After constructing historical-type land survey equipment, scholars use it to create a topographical map of the Bellarmine quad.*

## **Bellarmine University**

Scholars in **Ian Frank's** Film Studies focus area explored the dynamic world of cinema through academic, cultural, economic, and artistic lenses. Instead of just passively watching movies, scholars learned to identify what elements filmmakers use, how those elements are technically accomplished, and why they impact an audience the way they do.

Together, members of the class analyzed and contemplated important films ranging in style from the historical drama *Amadeus* to the quirky coming-of-age story *Rushmore*. They examined the defining features of different film genres and envisioned imaginative new combinations. They met with long-time Louisville *Courier-Journal* film critic Roger Fristoe to discuss the past and future of film as an art form. The scholars also investigated the relationship between specific social and cultural conditions and the kind of film they produce.

Scholars turned that question inward as they began preparing for their two major projects: a thirty-second commercial for a product of their own choosing or invention and a one-minute film inspired by their own imagination. These projects offered hands-on lessons as the scholars learned by doing. They worked in teams to write, storyboard, direct, appear in, and edit these films. They organized actors, scouted locations, and arranged shooting schedules in order to bring their artistic visions to the screen. Ultimately, the scholars screened their final product in front of the entire GSP-Bellarmine community during the final week of the Program.

Ashlyn Carey, a scholar from Franklin-Simpson High School, described her reaction to her filmmaking experience, saying, "At first, I was really nervous, but I loved being able to watch [my film] and feel proud of something that I had helped to create!"

## **Centre College**

**Susan Larson** established three overarching goals for her class: she sought to introduce scholars to some of the basics of film analysis, to increase their awareness of film history, and to further their appreciation of how films are put together. Instead of watching feature-length films during precious class time, members of the class attended many of the GSP-Centre Classic Film Series screenings and then discussed those movies during their focus area sessions. The class paid special attention to the analysis of mise en scene (the composition of individual frames or shots), film editing, the structure of the story (screenplays), and the use of sound.

After they had established a working set of film terms, the scholars broke into small groups to make silent short films. For most of them, this was their first attempt at writing a screenplay and shooting and editing their own movies. After critiquing their silent films, the students once again divided into groups and created longer, more ambitious films with dialogue and more sophisticated editing.

The highlight of the scholars' time together was watching and critiquing one another's work and sharing their films with the greater GSP community during Evening with the Arts. The class also enjoyed analyzing important examples of world cinema in order to better understand how camerawork, editing, lighting, and music combine to influence the film spectator in subtle (and sometimes not-so-subtle) ways in other parts of the world, outside of the Hollywood system.

## **Murray State University**

The scholars in **David Goodlett's** Film Studies focus area began their film discussion prior to arriving on Murray State's campus. They were asked to examine the American Film Institute's top 100 films of all time and defend the inclusion of one film on the list that they had viewed. Upon their arrival on campus, the scholars watched Orson Welles's *Citi-*

*Having tried their hand at filmmaking by creating their own silent short films, scholars on the Centre campus tackle a more ambitious project involving dialogue and sophisticated editing.*



*Scholars collaborate to edit their original films.*



"It's really incredible that seemingly trifling details can be so crucial to the effectiveness of a film."

*Ethan Holaday,  
Bowling Green High School*

*zen Kane*, which is the number one film on the AFI list and is often acknowledged as the best film ever made. From this jumping off point, the scholars dove into a discussion of what makes a film great. With their understanding of great cinema as their guide, the scholars divided themselves into small, independent production companies and began the process of creating their own films.

Collaboratively, each group of scholars came up with a treatment from which they drafted a screenplay. In a pitch meeting, the scholars presented their screenplays to all production companies to receive feedback. When the cameras began to roll, the scholars were fully immersed in the production process, making decisions about acting, lighting, cinematography, and editing.

As a service to the GSP community at large, the Film Studies scholars hosted a series of classic films that included *Singin' in the Rain* and *Sunset Boulevard*. They also screened their original films for the entire GSP-MSU community in a festival format.



*After drafting their own screenplays and pitching them to their class production companies, scholars shoot and edit their original films.*

## Healthcare Industry

### Bellarmino University



The scholars in **Cindy Brainard's** Healthcare Industry class were very busy this summer. Their goals were threefold: to define healthcare both in the US and globally; to determine their own ethical and moral roles as potential future healthcare professionals; and, finally, to gain exposure to some of the major healthcare professions. The scholars read the book *Who Killed Healthcare?*, which describes the state of healthcare in the US and offers potential solutions to the current crisis. This opened the door for stimulating debate about the industry as it is and the challenges within today's system. Scholars also researched and discussed the different healthcare systems in place in other countries and came to the conclusion that each of them has inherent advantages and shortcomings.

One question that the scholars continually debated this summer was that of responsibility. They considered tough questions including, "As a professional in a country of plenty, do I have a responsibility to give something back?" and, "Do I have a moral responsibility to all people in need - not just in the US, but all around the world?" Most scholars emerged from these discussions with a renewed appreciation for their personal advantages and unlimited opportunities, as well as an increased understanding of the adage, "Of those to whom much is given, much is expected."

The scholars thoroughly enjoyed accomplishing the last of the class's goals—that of exposure to the various healthcare professions. They visited a dental school, a medical school, a minimally invasive surgery (MIS) lab, a pharmacy school, and an alternative medical center. They also hosted guest speakers from the fields of malpractice law and anesthesiology. During their visit to the Student Outreach Center at the University of Kentucky, members of the class were even able to hold

*At the UK Student Outreach Center, a scholar holds a real human brain. She and her classmates also had the opportunity to handle human hearts.*

real human brains and hearts. At the end of their busy summer, these scholars had a renewed enthusiasm for the healthcare industry and their future roles within it.

Scholars in *Tereza Hoffmann's* class considered "health" as a state of complete physical, mental, and social well-being—not merely the absence of disease or infirmity. As an introduction, the class researched health indicators, including measures and trends of health around the world, in the USA, and in Kentucky.

During each of the five weeks of the Program, the class focused on one determinant of health. They began by considering individual make-up, which includes gender, age and genetics. Specifically, the scholars researched the causes and treatment of Down's syndrome and Cerebral Palsy. In conjunction with these topics, the scholars undertook several activities that remained central to the class for the rest of the summer. Each Friday, the scholars volunteered at St. Mary's Center for disabled adults and then, later in the Program, they sponsored a Special Olympics dance for disabled individuals from the greater Louisville area.

Next, the scholars turned their attention to the ways in which lifestyle and behaviors influence health. They read sections of the text *Forks Over Knives* and watched the accompanying documentary, which examines the scientifically-based claim that most degenerative diseases that afflict us can be controlled, or even reversed, by rejecting animal-based and processed foods. Gene Baur, who has gained fame through his efforts with Farm Sanctuary and is featured in the scholars' text, led the group in a convocation advocating a vegan diet. The scholars then spent a day learning how to cook healthy, meat-free meals. They were amazed at their own cooking skills and at how delicious vegetarian biscuits and gravy could taste!

During the third week of the Program, the class examined the correlation between socio-economic status and health in Louisville, specifically by studying sections of the documentary *Unnatural Causes* that featured Dr. Adewale Troutman, the former director of the Louisville Metro Department of Health and Wellness. The scholars also used an interactive health map to learn about the relationship between health and socio-economic status in their own home counties. For their fourth and final weeks, respectively, the class focused on the physical environment (water, sanitation, and air pollution) and then considered public access to health services, including government policies and private insurance.

Class field trips included visits to the University of Louisville School of Dentistry; the Center for Integrative Medicine in Midway; and University of Kentucky, where scholars toured the pharmacy school, the outreach center, and the Minimally Invasive Surgery (MIS) lab.



As the summer drew to a close, scholar Chloe Atwater of Berea Community High School praised her focus area experience, saying, "This class has opened my eyes to new opportunities in the field and helped me develop a fresh perspective about health inequalities and issues facing our world. It has instilled in me an empathy for the sick, the poor, and the unfortunate and equipped me with knowledge to take home to my community."

*Scholars pose with a simulated patient during a tour of the University of Louisville School of Dentistry.*



*Scholars simulate a procedure while visiting the Minimally Invasive Surgery (MIS) lab at the University of Kentucky.*

"[This class] has instilled in me an empathy for the sick, the poor, and the unfortunate and equipped me with knowledge to take home to my community."

*Chloe Atwater  
Berea Community  
High School*

# Historical Analysis



Scholars from the Murray State campus take part in a presentation at the Homeplace at the Land Between the Lakes.

"I learned that you have to dig deeper than what you learn from a textbook.

I also learned to form my own opinions instead of just believing what I hear."

*Kandy Hill,  
Whitley County  
High School*

## Centre College

Scholars in *Kristen Harris's* Historical Analysis focus area spent their summer grappling with three questions: "What is history?", "When does history begin?", and "Why am I studying history?" The class read and discussed Jared Diamond's *Guns, Germs, and Steel* and took field trips to the R.J. Corman Group and the Frazier Museum of International History to explore the themes from the book. Scholars then selected an everyday object and traced the object's history as far back as possible, ultimately presenting their findings to the rest of the class. Additionally, the Historical Analysis students wrote, directed, and performed a modern interpretation of the signing of the Declaration of Independence for the GSP-Centre community's Fourth of July celebration. To make the day even sweeter, the class collaborated with three other focus areas to bake apple pies as a celebratory dessert.

## Murray State University

Scholars in *Steve Easley's* Historical Analysis class spent their summer attempting to answer one of their field's most debated questions: who has had the most influence on American history? To answer this question, scholars took part in an NCAA tournament-style championship in which key American historical figures were placed head to head in some very interesting cross-cultural and multi-generational match-ups. At each juncture, the scholars debated their options and had to provide justification as to why their chosen "winner" was truly the more significant of the "contestants." The scholars' historical Final Four were Thomas Edison, Thomas Jefferson, Abraham Lincoln, and George Washington. They ultimately selected Jefferson as the most influential American.

Before beginning the tournament, the class discussed the idea of heroification as James Loewen describes it in his bestselling book *Lies My Teacher Told Me*. They particularly focused on the ways in which heroification affects the public's perception of the most well-known figures in American history. During their five weeks on campus, the scholars also had the opportunity to consider the unsettling statistics that suggest that citizens throughout the U.S. lack basic knowledge of American history. This realization led the scholars into an animated discussion of how this information deficit might be impacting our society.

# International Relations

## Bellarmino University

Through the portal of Robert Kaplan's popular 2010 book, *Monsoon*, scholars in *Kyle Anderson's* class immersed themselves in the study of Southeast Asia. On a daily basis, the scholars analyzed international news sources in a number of languages, including French, Chinese, Spanish, Italian, and English. Over the course of the summer, they explored the geographies, languages, arts, religions, resources, governments, and histories of six Asian countries: India, Myanmar, Thailand, China, Vietnam, and Laos.

The scholars were particularly interested in learning more about Myanmar, both because of the recent democratic reforms there that have headlined the U.S. news and because Louisville is home to communities of the Chin and Karen peoples, both of whom are persecuted minorities from Myanmar. As a result of their interest, the scholars spent extra effort developing their understanding of Myanmar as a former British colony that is now seeking to break free from military dictatorship.



With their maps showing different characteristics of Asian countries behind them, scholars pose with their handmade Buddha figurine.

"This class has introduced me to so many political issues, both domestic and foreign. I indulge in the news all the time on my own now and I am thoroughly enjoying becoming politically savvy."

*Clara Kumara,  
Hopkinsville High School*

## Centre College

The scholars in **Selome Nmoromote's** class focused on global food production and distribution. As their awareness of what and how they eat increased, the scholars delved into the major debates surrounding the growing and distribution of food both within the United States and abroad. They examined key issues surrounding food production, including farm subsidies, food aid, and industrial agriculture as it compares to local farming, GMOs, food safety, and food culture.

On one occasion, a representative from Alltech visited the class to introduce scholars to industrial agriculture and entrepreneurship. The scholars also visited two local farms and a farmers' market. As they considered these different methods, the scholars came to the realization that although much of what we eat is produced by giant corporations, there are also local farmers within the Commonwealth who participate in feeding us, and that supporting them is particularly important to the development and sustainability of local economies.

A visit from the manager of a local food pantry led scholars to evaluate the relationship between poverty and food distribution. This also led to community engagement, as the scholars volunteered at a local soup kitchen and organized a food drive that yielded over 1,000 donations for Harvesting Hope, a local food pantry.

"World hunger is a pressing issue. Through this course, I have learned about the causes of hunger and poverty and, most importantly, what I can do to help."

*Sarah Davis  
(Latin American)*

# Journalism & Mass Media

## Bellarmine University

In keeping with the GSP-Bellarmine campus's emphasis on the Habitat for Humanity project this summer, scholars in **Jeanie Adams-Smith's** class reported on topics related to the build. The nineteen scholars spent time interviewing Habitat staff and volunteers, fellow scholars, and even the partner family in order to create a set of journalistic-style stories for a blog. Their final pieces are available online at <http://gspjournalism2012.blogspot.com>.

The scholars also learned about different forms of media and how they are being used in modern storytelling. To this end, the class visited WAVE-TV, the *Courier-Journal* headquarters, and Publisher's Press, a national printing facility. The scholars also hosted several guest speakers, including famous sports columnist Billy Reed and a WHAS photojournalist. The scholars spent their Fridays watching documentaries and exploring them as a powerful form of storytelling.

Scholars came away from the class with a better understanding of how media impacts our daily intake of information. As Katie Woosley of Christian Academy of Louisville explained, "I know I will return home not only more aware of the news around me, but also much more interested in comparing and contrasting views from the myriad sources now available to consumers."



*A scholar conducts an interview as part of the class's efforts to chronicle the GSP-Bellarmine Habitat for Humanity project.*

## Centre College

In the focus area led by **Mel Coffee**, scholars practiced reporting skills across platforms with a particular focus on broadcast journalism. They learned how to research and write a television news story with emphasis on the different writing styles for broadcast, print, and online journalism. Other important skills that they learned included how to edit in Final Cut Pro, how to shoot broadcast news-style video, how to conduct a proper interview, and how to build a story format with angles that are audience-centered. In addition to these concrete skills, the class also considered abstract elements of journalism by discussing and debating issues of ethics, news judgment, media bias, profit vs. product, and media ownership. For their capstone project, the scholars produced a half-hour newscast documenting their experiences at GSP.

# Modes of Mathematical Thinking

## Centre College

The main goal of *Unir Lee's* course was to expand scholars' perception of mathematics in two distinct ways: first, by exploring mathematical and scientific aspects of origami arts and fractal geometry and, second, by solving extremely challenging math problems. The scholars learned about origami at a deep level by researching its relation to mathematics and science. They then used this knowledge to create origami models that reflected their own interests. In a more traditional twist on the "normal" math class, the scholars were given unique and arduous mathematical problems designed for creative students in advanced mathematics classes. Over the course of the summer, these activities led the scholars to think of mathematics not simply as solving symbolic equations to get right answers, but rather as a wonderful art of analytical processes and a language that can describe science, nature, music, and art.

Origami was just one of several hands-on activities that the Modes of Mathematical Thinking scholars undertook. For example, the class paired with Jamie Hester's Biological and Environmental Issues class to examine what fractal geometry is and how it relates to nature, music, and art. In a similar fashion, the class teamed up with Sandy Adams's Physical Science class to explore the art and science of kite-making with dowel rods and garbage bags. As the culmination of the course, the scholars displayed their math-based creations as part of the GSP-Centre community's Evening with the Arts.

## Murray State University

Faculty member *Jeremy White* introduced the scholars in his Modes of Mathematical Thinking class to some of the patterns and underlying concepts involved in secret communication. Through discussions and individual and group activities, the scholars delved into this field—also known as cryptography—and considered its importance in relation to significant historical events.

One of the scholars' greatest challenges involved trying to understand the concepts from advanced algebra that form the basis for the encryption schemes that are used in the modern world. The class also investigated the current role of secret communication in political interactions and personal lives. These activities encouraged the scholars to think about mathematics not simply as a list of procedures, but rather as a truly powerful tool.

At the end of the summer, scholar Slater Swift from Paul G. Blazer High School raved about his focus area, saying, "My GSP experience was definitely one-of-a-kind, and part of that experience was the Modes of Mathematical Thinking course. There were so many areas of mathematics that the class covered, including cryptography, codes, cryptanalysis, and quantum cryptography. The thing this class did for me more than anything was give me a broader, more inclusive view of the big picture of mathematics. It was a unique learning experience, and I wouldn't trade it for anything."

*Modes of Mathematical Thinking scholars march in the GSP-MSU Independence Day parade carrying an encoded banner that they designed using their knowledge of cryptography.*

"This class was an extreme challenge to both the analytical and creative portions of my mind. My favorite part of the class was problem solving.... Although these problems had definite answers and could be solved analytically, solving them efficiently was a test to my creativity and ingenuity."

*Ally Sarason  
Murray State  
High School*



*After learning about origami's complex relationship to math and science, scholars create original origami models that reflect their own interests.*





## **Bellarmine University**

Throughout the course of the summer, scholars in **Nan Richardson's** focus area explored music through many different avenues. They studied elements that comprise music, created rhythmic compositions, and learned to use the composition software Finale Notepad®. They also participated in two important weekly activities: Peer Teaching, in which scholars were paired and taught one another fundamental skills on their primary instruments, and Works in Progress, in which scholars performed for their peers. Other class activities included studying the fundamentals of singing, conducting vocal rounds, constructing a rhythm machine, discussing performance anxiety, and exploring the fields of music therapy, music pedagogy, and music research. The class utilized two texts, *A Soprano on Her Head* and *The Revelation of Music*, to enhance their discussions and expand their knowledge.

During their five weeks together, the music scholars focused on two American composers: Stephen Foster and George Gershwin. After studying these men's lives and listening to their music, the scholars traveled to Cincinnati to see a live production of Gershwin's opera *Porgy and Bess* and to Bardstown to see *The Stephen Foster Story*. The scholars enjoyed behind-the-scenes access to both shows: they conversed over Skype with a member of the *Porgy and Bess* cast and they took a backstage tour of the *The Stephen Foster Story* production.



*Scholars on the Bellarmine campus rehearse scenes from Porgy and Bess as they prepare to attend a performance of Gershwin's famous opera.*



*In the Cincinnati Music Hall, scholars pose with a member of the Porgy and Bess cast.*

at Murray State University and briefly hosting a class of Korean exchange students, the scholars researched music and instruments from foreign countries, comparing the traditions of various other countries to their own experiences. Scholars also learned how to make various musical instruments out of cardboard and wood scraps and then used their handmade instruments as they created their own songs.

In order to explore the relationship between music and the other humanities, especially literature and the visual arts, members of the class used music by their favorite musicians to tell traditional stories. They then worked with colleagues from other focus areas to create their own pieces of related art. Visiting Paducah's Lowertown Arts District and engaging in service learning by singing in the city of Murray's Freedom Festival concert proved to be two highlights of the summer for the scholars.

*Music scholars on the Murray State campus show off their handmade instruments.*



The culminating event for the class involved an interdisciplinary project with the Visual Arts and Creative Writing focus areas. For this project, the Visual Art scholars created paintings and shared them with the Music and Creative Writing classes. Using the paintings as inspiration, the Creative Writing scholars wrote poems and the Music scholars created short compositions. All three classes shared their final products with their fellow Bellarmine scholars at the Community Arts Showcase during the final week of the Program.

## **Murray State University**

Scholars in **Tana Field's** Music focus area contemplated their own musical traditions, the unifying power of music, and the connection between music and the other humanities. After engaging in dialogue with the international student community

"I loved getting to see the amazing ways in which music can bridge cultural divides."

*Quinn Hillman  
Music Major*

## **Bellarmino University**

Faculty member **Lisa Hicks** structured her class around the theme of “big ideas”—major philosophical concepts such as justice, beauty, and truth. Early in the Program, each scholar chose a big idea to study and research throughout his or her five weeks on campus. Then, as the class progressed, the scholars related their big ideas to the different branches of philosophy (such as ethics and epistemology) and to the sorts of questions with which each branch is concerned (such as, respectively, “What is the right way to act?” and “How do I know that I can trust my senses?”). Ultimately, each member of the class wrote a short reflection on his or her big idea to include in a compilation booklet called *What’s the Big Idea?*

The course’s texts included both classic and contemporary works. The scholars also screened and discussed several philosophy-oriented films including *Blade Runner* and *Examined Life*.

## **Centre College**

This year, **Patrick Nnoromela’s** Philosophy class focused on critical thinking as a gateway to knowledge. In a world where everyone makes knowledge-based claims, the class focused on the question, “How does one know that his/her claims about reality are true?” After learning about the Socratic method of inquiry, the scholars divided into four groups and used this method to investigate the question of truth and then to report their findings to the rest of the class. This first round of group presentations clearly revealed the epistemological differences between “lower order” and “higher order” philosophical thinking.

After delving into Plato’s *Republic* and further familiarizing themselves with Socratic dialogue, the scholars once again divided themselves into small groups. Working together, they sought to investigate the first three definitions of justice suggested in Plato’s *Republic* and to critically assess these definitions as they related to lower- and higher order philosophical inquiry.

Finally, each student was asked to become familiar with two articles about justice. They used these articles as they developed their respective views of what justice is and then critically evaluated their own positions in terms of clarity, relevance, logical correctness, precision, and consistency.

Over the course of the summer, the scholars arrived at the realization that critical and creative thinking both require rigorous inquiry and philosophical analysis. They also discovered that critical and creative ways of thinking are not enemies, but rather allies in the battle for truth; each requires the other.

The scholars in **John Wilcox’s** class focused on the three main questions of philosophy: “What is most good?” “What is most real?” and “What is most knowable?” They considered how the ancient Greek philosophers Socrates, Plato, and Aristotle posed these questions and noted that they had sought the answers primarily by appealing to human reason.

The scholars then realized that, because these three questions address the meaning of life, they are important within many world religions. However, whereas the Greek philosophers sought answers solely based in human reason, religions attribute the answers to divine revelation and human faith. As a result, much of the class inquiry focused on the relation of philosophy to religion and of reason to faith. As they delved into these subjects, the scholars realized that philosophy provides an excellent means of mediating discussions of religious differences.

*Scholars work in small groups to consider justice as Plato defined it in his Republic.*



*On the Bellarmino campus, scholars take a break from considering big ideas to pose as thinkers.*

“My Philosophy class has given me the priceless opportunity to hold intelligent discussions with people my own age about topics ranging from education to religion to life itself. It was a great, eye-opening experience.”

*Colleen Miller  
Ashley Pugh  
Mack Schell*



## **Bellarmino University**

Scholars in **Allison Horton's** focus area investigated how molecules have impacted and changed history. As their guide, they used the book *Napoleon's Buttons*, which describes 17 molecules that changed history. One theory advanced in the book is that the downfall of Napoleon's great army is traceable to the simple disintegration of tin buttons. To test this hypothesis, the scholars made their own tin buttons and sewed them on a French flag. For five weeks, the scholars exposed the buttons to conditions similar to those of a Russian winter and regularly tested their changing malleability.

As scholars delved into each chapter and considered its corresponding molecule, they undertook a number of related hands-on activities. For example, after reading about so-called "wonder drugs," the scholars synthesized their own aspirin in the laboratory. On another occasion, they investigated the differences between table salt and salt substitutes. They extracted caffeine from tea leaves and considered the properties of glucose. They even learned about the chemistry of fireworks during the week of Independence Day. Finally, the scholars drew on all of their class experiences as they developed a trailer for a hypothetical movie version of *Napoleon's Buttons*. The finished product chronicled their unconventional study of organic chemistry, chemical structures, and the behavior of molecules.

## **Centre College**

Together with faculty member **Sandy Adams**, scholars in the Physical Science focus area explored the effects that 17 molecules have had on the path of history. Starting with the strange theory captured in the nursery rhyme "All for the Want of a Button," scholars explored the validity of the idea that Napoleon's army met its demise due to the fasteners on the soldiers' trousers and jackets. By melting down tin, fashioning it into buttons, and then exposing those buttons to low temperatures, the scholars concluded that the properties of tin do indeed change in extreme cold, turning it into a crumbly, nonmetallic powder.

When the scholars turned their attention to "wonder drugs," they enjoyed synthesizing aspirin in the lab and testing it for purity. They also had the opportunity to visit the University of Kentucky College of Pharmacy, where they tried their hands at compounding capsules, creating gummy medications, and even making IV fluids within a sterile lab environment.

During their ensuing investigation of polymers, the scholars made bouncy balls and nylon. This project helped them better understand the properties of polymers that make rubber such a pervasive product in our society. The class also viewed the documentary *Plastic Planet*, which sparked excellent discussion about the ways in which science can both positively and negatively impact history.

## **Murray State University**

Is scientific knowledge inherently more reliable than other sources of knowledge? Do the rules of the universe ever change and are they—at least in principle—knowable by humans? How significant is life in the astrophysical sense and what is it that makes it significant? To address these questions, scholars in **Madison Sewell's** Physical Science class experimented, traveled, and studied.

They experimented by building an 80-foot slinky and devising a theory to match its expected behavior. They traveled to the Garden of the Gods, where they saw firsthand the huge changes that can occur over geologic time. They studied the relationship between art and science by observing modern art and even building their own musical instruments. As they undertook these and other activities, they learned that the field of physical science is full of surprises, including—but not limited to—the impressive ability to hold a full cup of water upside down without spilling (centripetal force) and the ridiculously slow fall of a magnet through a copper pipe (Lenz's Law). Finally, the scholars prepared for future studies in the sciences by visiting the UK College of Engineering's Paducah campus and Western Kentucky University's physics department.

*Centre scholars experience a sterile lab environment as they make IV fluids at the UK College of Pharmacy.*



*During a visit to the Sullivan University College of Pharmacy, scholars practice compounding drugs.*

"Because the labs were so diverse, I learned how to be flexible. At the same time, I was learning to operate high-tech equipment that I usually wouldn't have gotten to use until college. In both ways, this has been a very beneficial experience."

*Amelia Zhang,  
Madison Sewell  
High School*



# Political & Legal Issues



As part of their discussion of constitutional issues, scholars discuss similarities between the society depicted in George Orwell's *1984* and our world today.

## Centre College

Under the guidance of faculty member **Karen Boham**, scholars in this class focused on constitutional issues such as privacy, equal protection, and the meaning of "cruel and unusual punishment," as well as the ways that endemic fear can erode constitutional rights. Scholars read George Orwell's *1984* to analyze whether and how the author's predictions are manifest in today's world. They also studied the tactics employed by Sen. Joseph McCarthy at the height of the Red Scare in American history and compared and contrasted the fears of that era to the fear of Muslims following the attacks on the World Trade Center. In order to understand some of the adverse effects of war on liberty, the class read and discussed portions of the Patriot Act and then compared some of the police powers that it created with those seen in Orwell's *Oceania*.

Together with the Journalism scholars, the class viewed a documentary on media coverage of the invasion of Iraq in 2002. Their ensuing discussion covered everything from the differences between the media coverage of the first and second Gulf wars to the manipulation of media that has occurred during every American war. In particular, the scholars compared the impact of visual imagery in Vietnam to that of World War II and examined how shooting the exact same footage from a different camera angle can produce a radically different emotional response.

The events of the summer of 2012 served as a global laboratory that allowed scholars in **John Powell's** class to test the relationship between the theoretical ideals of U.S. political and legal systems and their real counterparts. From landmark U.S. Supreme Court decisions in *Arizona v. U.S.* (June 25) and *National Federation of Independent Business et al. v. Sebelius* (June 28) to the foreign policy effects of the elections in Egypt and the ongoing civil war in Syria, the scholars were able to examine case studies in real time. In the process, they learned to better appreciate the complex interactions of history, tradition, politics, and process.

As they studied the full range of cultural and legal factors affecting the outcome of these contemporary issues, the scholars began to better appreciate the ways in which complex events are simplified during election-year political posturing. They also considered legal and political issues related to immigration, the Affordable Care Act, and the economy, all of which offered them daily opportunities to observe and analyze the relationship between policy needs and politically-motivated actions.

In conjunction with their classroom studies, the scholars took a hands-on approach to learning more about the issues surrounding immigration. Throughout the summer, they assisted Kentucky Refugee Ministries in the process of settling two dozen refugees from the Democratic Republic of the Congo in their new homes in Lexington. From preparing the apartments and buying groceries to sharing life stories and playing soccer games, this experience taught the scholars about the immense costs and benefits of global politics.

## Murray State University

Scholars in **Karen Shelby's** Political & Legal Issues focus area spent their summer examining the electoral process, exploring the outcomes of public-private and inter-governmental partnerships, and reflecting upon their own future lives as engaged citizens.

For one of their activities, members of the class polled the public in the Murray town square in advance of a

"Our class discussions delved into some very complicated issues like healthcare reform and immigration. They really helped me define my own positions."

*—Sarah Hill,  
Campus Hobby Artist*

To better understand the issues surrounding immigration, the scholars spend time with recent immigrants like this little girl, who was born and raised in a refugee camp.





*On the day of a local option election in the city of Murray, scholars hold a mock election for the GSP-MSU community.*

Finally, a number of guests visited the class and challenged the scholars to consider their future as involved, informed citizens. They included Elizabeth Sawyer of Emerge Kentucky, Dr. Bob Jackson of Murray State University, civil engineer Mary Austin, and appellate court judge Sara Combs. By sharing their own insights and life experiences, all of these speakers demonstrated the importance of participating in the formation of the laws that shape our communities.

local option election held on July 17. Then, concurrent with the Murray election, the scholars ran an election among their GSP colleagues that posed the same question. The class also presented an original skit about voter registration to the GSP-MSU community and participated in a voter registration drive on campus.

The scholars also took part in several field trips. Visits to the Clarks River National Wildlife Refuge in Benton as well as the Lowertown Arts District, the Carson Center, and the National Quilt Museum in Paducah helped scholars better understand how private individuals and all levels of government can work together to create shared community spaces.

*“This class has changed my plans for the future and made me desire to be much more politically aware. It’s my responsibility to be an informed citizen of this country and I want to fulfill that duty.”*

*Natalie Myers  
(Ballard Memorial)  
(1996-2001)*

## Psychology

### **Bellarmino University**

**Irene Bozic** and the scholars in her focus area spent their summer exploring environmental psychology, using Winifred Gallagher’s book, *The Power of Place: How our Surroundings Shape our Thoughts, Emotions, and Actions*, as their guide. Together, the members of the class experienced real-world examples of the spaces that Gallagher describes so that they could better understand their own psychological responses.

For example, after reading about the value of sacred spaces, the scholars learned the art of meditation so that they could filter out sounds and other sensory distractions to establish an inner realm of peace. Their field trip to Krispy Kreme Donuts allowed the members of the class to use their senses of smell, sight, touch, and taste to better recognize how powerful place can be in the creation of lasting memories. After learning about the human need to be outdoors and experience natural light, the class visited Cherokee, Iroquois, and Shawnee Parks. The scholars embraced Olmstead’s vision of the power of parks and sought to advance that vision by designing a park that would address the psychological needs of current and future patrons.

At the Family Scholar House, the scholars learned about the value of a specific place: a home. Staff and residents spoke with the scholars about how devastating it can be to a family—and, particularly, to children—to not have a permanent home. They also learned about the restorative power that a permanent home can have in: moving a family away from poverty and into a pattern of better education. Specifically, they observed the ways in which the Family Scholar House uses techniques associated with environmental psychology—sound buffers, calming paint colors, and an abundance of natural light—to create a secure space for children that will help them heal past wounds.

*During a visit to the Family Scholar House, Psychology scholars experience the power of natural light, sound buffers, and calming paint colors to create a healing environment.*



"This class has really made me think. It has helped me examine myself and my own behavior, as well as human behavior in general. I think a lot more deeply about my decisions and the consequences of those decisions because of this class."

*Madison L.W.,  
Highland High School*

Finally, members of the class utilized concepts from Feng Shui to analyze to analyze their current living spaces and establish more serene and productive dorm rooms. As they learned, the essence of environmental psychology boils down to being one with nature and living in a clutter-free environment.

As they studied the neuroscience of learning and memory, scholars in **Seth Jones's** class investigated how physical events in the brain result in the psychological phenomena of encoding, storage, and recall of experiences. After acting out the steps of biochemical and electrical communication among and within nerve cells, the scholars then recorded actual nerve signals in cockroach legs using devices that they soldered together themselves. To learn how the different anatomical regions contribute to the various roles of the brain, the scholars crafted brains out of modeling clay. They also discussed how memories are formed (and lost) and interviewed neuroscientists from around the country to learn what techniques they use to study memory. To understand the clinical implications of neuroscience, the members of the class learned how to perform a neurological exam, spoke with a doctor who treats patients with Alzheimer's disease, and visited the University of Louisville's MRI facility.

### **Murray State University**

**Jay Crocker's** Psychology class explored the broad subject of social psychology with an emphasis on relationships that people build for themselves and within their communities. This helped the scholars develop their own sense of place in the world and explore the ramifications of failed relationships in society.

Initially, the scholars were asked to look at their relationship with themselves. To start this process, they each brought in an object from home that represented one of their qualities. After discussion on this topic, the scholars played the game Starpower, developed by social scientist R. Garry Shirts. The game was designed to get scholars to look at their own response to acquired power and the way they treat others in their life once they have achieved a powerful status. Ultimately, they recognized the potential dangers of power and they learned to think about the ways in which they will wield it in the future.

The scholars then began an in-depth study of personality types through the Myers-Briggs personality test. The scholars took the test, researched the various personality types, and worked in groups to further analyze their own types and the data that exists regarding each. Upon further discussion, the scholars decided to administer the test to the entire campus, and they released their findings to their fellow scholars at the final community meeting by creating a human bar graph depicting each of the personality types.

Later in the Program, the class visited the Kennedy Center at Vanderbilt University in order to learn about the ways in which people with developmental disabilities relate to the world, as well as the way they are perceived by others. They met with multiple researchers who discussed research on speech and language acquisition, Autism Spectrum Disorders, shyness, and anxiety disorders. They even visited the EEG lab, where the scholars were allowed to participate in brainwave research that will help to further the study of mental disabilities.



The collapse of relationships was their focus during the fourth week of the Program. In order to explore what happens when a relationship with society is broken, the class visited the Western Kentucky Correctional Complex in Fredonia. While there, the scholars spoke with three inmates and learned about life within the prison as compared to life outside of prison. They also spoke with the Deputy Warden and his staff about the psychological effects of working in a prison as a career. In order to battle the stresses associated with deteriorating relationships, the two psychology classes came together for a morning of Tai Chi that helped the scholars to restore their own inner balance.

In the final week of the Program, the scholars once again examined their own relationships with themselves, particularly noting how that relationship may have changed during the course of the Program. They met with Kim Greene, a self-described "dream-tender," and they learned to analyze their own dreams. They reflected on their experiences at GSP and discussed how to apply all of their newfound knowledge at home. Ultimately, these experiences allowed the scholars to discover more about their relationships within their society and the greater world at large.

Scholars in **Adriane Hardin-Davis's** Psychology class began the summer by asking the question, "What does it mean to be human?" As they sought to answer this ques-

*During a visit to the Kennedy Center at Vanderbilt University, scholars participate in brainwave research by undergoing EEGs.*

tion, they explored a number of different branches of psychology.

They began by examining the concepts of power and aggression. The class participated in a political simulation called "Starpower" that encouraged the scholars to examine the ways in which power manifests itself among unequal groups. For a real-world example of this phenomenon, the scholars also traveled to the Western Kentucky Correctional Complex where they spoke with both inmates and staff. They were able to discuss and examine the psychological effects that the power relationship within the prison environment had on both groups. Focusing on another real-world example of an unequal power relationship, the scholars researched domestic violence in Kentucky and examined DV-related laws.

The class then turned its attention to better understanding the human brain. To this end, the scholars traveled to the Kennedy Center at Vanderbilt University in Nashville, where they toured a neuroscience research facility and spoke with the Center's staff psychologists. This experience launched the scholars into a consideration of psychological conditions ranging from the Autism Spectrum Disorders to Social Anxiety Disorder. As part of this investigation, the class toured a human subjects research lab, where the scholars looked on as one of their classmates participated in an EEG.

Scholars also sought to understand how humans practice self-care. They learned that many psychologists utilize mindfulness when treating clients and, to better understand this practice, the scholars engaged in both mindfulness and meditation during the course of the Program. They also spent time researching the connections between Eastern and Western psychological methods and practices. They even had the opportunity to try Tai-Chi with the help of Murray State University instructor Wayne Harper.

Finally, the members of the class considered their future opportunities as scholars of psychology. Forensic Psychologist Dr. Laural Lilliquist spoke with them about the diverse educational opportunities and career paths within the field.



*Scholars on the Murray State campus try Tai-Chi as a method of achieving mindfulness and practicing self-care.*

## Spanish Language & Culture

### **Centre College**

The theme for Maggie Koza's Spanish Language & Culture class this summer was Latino identity in the United States. Scholars explored Latino identity from a variety of perspectives and through various activities. The class joined with a Political & Legal Issues focus area to explore immigration and related topics, such as deferred action and the Dream Act. Scholars gained insight about why people immigrate to the U.S. through films (*Maria Full of Grace* and *Brown is the New Green: George Lopez and the American Dream*) and conversations with native Spanish-speakers from Spain, Mexico, Panama, and Peru. Scholars also facilitated academic and recreational activities for local migrant children in Danville and Boyle County.

Another focus of the class was Hispanic art. Scholars learned about the Guatemalan tradition of making alfombras (carpets) to celebrate Holy Week and made alfombras to display as part of the GSP-Centre Evening with the Arts. The class also made and displayed alfeniques (sugar skulls). Scholars enjoyed an interactive flamenco demonstration in which they learned about the basic elements and history of flamenco. The class also learned Zumba, a combination of Latin dance and aerobics. Exploring Mexican foods proved to be a highlight of the summer for many members of the class. The scholars learned how to make authentic tamales native to the Michoacan region of Mexico and enjoyed trying tacos al pastor and tasting horchata (a cinnamon-flavored rice drink).

"Before I came to GSP, Spanish was just another class. Now, it's a passion. I can't begin to express how much this class and all of GSP have helped me develop as a student and a person."

*Maggie Koza  
Assistant Professor  
of Spanish*

## Murray State University

In **Rehla Vance's** Spanish Language & Culture focus area, scholars were challenged to look beyond the normal confines of a Spanish class and stretch themselves to consider all things Hispanic in a different light. Through the use of technology, movies, activities, and conversation, the students were able to learn about an array of Spanish-speaking cultures while practicing their language skills. By the end of the Program, students had completed a whirlwind "study abroad" program where they learned about everything from the history of piñatas to the cultural and religious backgrounds of the indigenous peoples descended from the Mayans and Aztecs.

*Having learned about the Guatemalan tradition of making alfombras (carpets) to celebrate Holy Week, scholars make their own alfombras for the GSP-Centre Evening with the Arts.*



## Visual Arts

### Bellarmine University

This summer, scholars in the Visual Arts focus area on the Bellarmine campus worked extensively with elements of art history. Covering approximately the last 150 years of painting, instructor **Matt Curless** introduced the scholars to many great works, including those by Picasso, Cassatt, Lichtenstein, Matisse, Van Gogh, and Sargent. Then, using a style from a selected artist, the scholars created wonderful self-portraits that reflected the same techniques.

Turning their attention to something completely different, the scholars engaged in a GSP-Bellarmine Visual Art class tradition by creating black and white scratchboard etchings depicting various locations around campus. This activity served as a springboard to launch the scholars into their final projects of the summer, during which they each pursued their own artistic interests by producing a set of independent studies using a wide variety of media. Ultimately, the scholars learned that art is as much about the process as about the product.

### Murray State University

In the Visual Arts focus area with **Deeno Golding**, scholars had the opportunity to express themselves and learn a broad range of skills and concepts. They explored materials and techniques used by master artists and discussed the various decision-making practices that artists have used over the centuries. The Visual Arts experience not only emphasized the creative process and exploration through art, but also afforded the scholars enough time to focus on developing their studio skills and realizing a final product.

The scholars began the summer by discussing what can be considered art and pondering what makes a particular art piece beautiful (pleasing to the eye) or ugly (disturbing). In order to learn more about respected artists—some very famous and some less so—each scholar chose a particular artist, researched that individual's life and works, and shared this information with the rest of the class. The scholars also worked with the members of the Music focus area to create a hybrid piece that they presented to the GSP-Murray State community.

Finally, in addition to creating their own art pieces using both traditional and contemporary techniques, the scholars visited the Parthenon Museum in Nashville to get a firsthand look at others' works of art.

*After taking great interest in the work of Roy Lichtenstein during a field trip to the Speed Art Museum, a scholar paints her self-portrait to mimic his comic book style.*



"This class has taught me to branch out and express myself in different ways, to try new things, and not be afraid to fail."

*Sidney Callburn  
Marshall County  
High School*



# General Studies Classes

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

Each general studies class is developed independently by the faculty member, who will often venture outside of 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 2012.

## Cost

### Centre College

How much does a t-shirt cost? How much does a gallon of gas cost? These were the types of questions that scholars in **Greg Jacobelli's** class explored together. As they learned, the initial cost of goods and services—what people pay for them at the counter—can differ from the actual cost of the good or service. They considered the social and environmental costs of different products and, most importantly, asked themselves who absorbs those costs. As they answered these questions, the scholars defined marginal cost and external cost and explored the differences between them. Then, taking externalities into consideration, they calculated the actual cost of some common goods.

The class also considered the cost of the U.S.'s "throwaway culture" and then explored ways in which these costs can be cut by doing simple things like recycling and buying on a more local scale. Scholars volunteered as sorters in Centre's recycling program to become more familiar with the recycling process. They also learned some basic do-it-yourself skills to equip themselves to fix items that they might otherwise have thrown away.

## Evil is as Evil Does

### Murray State University

Scholars in **Adrian Hardin Davie's** class explored the concept of evil. They examined how evilness has been used to define human behavior historically and the ways in which different academic disciplines have contributed to that conversation. They also explored how evil is portrayed in several religious traditions: Christianity, Judaism, Hinduism, and Islam. To this end, the scholars traveled to the Islamic Center in Bowling Green, where they had a discussion with Imam Sedir Agic about concepts of evil in Islam as well as common misconceptions about Muslims in America. They also visited the Sri Ganesha Temple in Nashville to discuss concepts of evil within Hinduism. Back on campus, GSP Resident Advisor Lizzie Engel led the scholars in a Jewish cooking class. While the scholars made challah bread and hamantashen cookies, they learned about the concept of evil within Jewish narratives.

The class then delved into social issues related to the concept of evil. As part of their consideration, they participated in a teleconference with Morris Dees, the founder of Southern Poverty Law Center. Dees spoke with them about hate speech and the intricacies of the first amendment.

Each week, the scholars set aside time to reflect on what they had learned and to discuss appropriate communal, human responses to evil in the world. After realizing evil's connection to violence and suffering, the scholars visited the Merryman House domestic violence shelter in Paducah, where they learned about domestic violence in Kentucky and completed a service project.



## How Did That Get on My Plate?

### Murray State University

Typically, eating and preparing food are processes to which we give little thought. However, scholars in **Steve Easley's** class learned just how complicated it can be to answer the question, "How did that get on my plate?" Scholars began their quest to discover where their food comes from at a local farm in Murray that practices pesticide-free, sustainable farming. After visiting the farm, scholars journeyed to the local Kroger supermarket to get a tour of the operations and business behind commercial food sales. To better understand their options for buying food in an urban environment, they visited the Farmer's Market in downtown Nashville and a Whole Foods grocery store. They even enjoyed a behind-the-scenes tour of Murray State's Winslow Dining Hall, which helped them learn more about the sources of the food that they ate every day while they were on campus.

Throughout the summer, the class discussed a wide range of topics such as community-supported agriculture (CSA), the portion sizes served at fast food restaurants, and the importance of local cuisine in our diets. They also learned about sustainability from GSP alumnus Will Bowling. By the end of the summer, the scholars better understood the importance of asking questions about the origins of their food before they dig in.

## Museums

### *Bellarmino University*

Scholars in **Seth Jones's** class learned to appreciate cultural institutions, to understand how non-profit work to balance various goals, and to recognize the different ways in which museums present information to visitors.

To begin the summer, each scholar introduced him- or herself to the rest of the class by creating a "Museum of Myself." They then visited the Muhammed Ali Center, which sparked class discussions about how to present controversial subject matter and interested the scholars in the relative merits of interactive and conventional exhibits. The members of the class applied these lessons as they designed their own photography exhibit, an undertaking which required them to select black and white photographs, write interpretive captions, and even plan a participatory activity for visitors to their exhibit. To gain further insight into the inner workings of a museum, the scholars considered a list of strategies that a fictional art museum's acquisitions department might

adopt. From these, they chose the strategies that they believed would best balance budgetary concerns, visitor interests, and community involvement.

Finally, the scholars applied all they they had learned as they created the Museum of GSP, which they shared with the GSP-Bellarmino community during the campus's Final Banquet.

## Music and American Society

### *Centre College*

The purpose of **Susan Larson's** general studies class was to explore the relationship of popular music to the social, economic, and political trends in the United States during the twentieth and twenty-first centuries. The scholars paid special attention to the ways in which slaves and immigrants from other parts of the world have contributed to America's remarkably rich and diverse musical traditions. They then listened to a number of different genres—hymns, work songs, ballads, bluegrass, the blues, jazz, rock and roll, punk music, hip hop, and electronica—and considered how each of these musical styles brings together and/or separates various elements of our society. The scholars were particularly interested to discuss the ways in which the music industry attempts to shape the listening habits of millions of Americans by marketing music that is supposedly alternative, rebellious, and/or subversive.

Ultimately, the scholars collaborated to prepare a two-hour radio show that they broadcast live on WRFL 88.1 in Lexington. During this highlight of the course, the scholars had the chance to DJ and present songs that they had chosen for inclusion in the show in order to communicate the themes of their class discussions.

## Roots

### *Bellarmino University*

**Nan Richardson's** General Studies class was based on Alex Haley's 1976 Pulitzer Prize winning novel *Roots*, one of the most important and influential books of our time. Reading approximately twenty-five pages per day, the scholars completed the 888-page novel during the five week Program. Each Friday, the scholars viewed an episode of the 1977 television miniseries that was watched by over 130 million people when it first aired on ABC thirty-five years ago. The scholars also spent time in class discussing the political, racial, social, cultural, and historical issues represented in the book. Additionally, members of the class researched



## Interpretations

### *Centre College*

In **Maggie Roll's** class, scholars explored various kinds of interpretations. They began with an overview of the differences between translation and interpretation. To this end, the scholars read about theories of translation and practiced various kinds of translation. They then learned about the different roles interpreters perform depending on their work environment, specifically considering the differences between the roles of medical interpreters and court interpreters. The class also studied professional legal interpreting, including the modes of interpretation that court interpreters use, their certification process, and their code of ethics. As part of this investigation, the scholars enjoyed a presentation from a local lawyer, who discussed the U.S. judicial system's role in interpreting the Constitution.

Turning their attention to literary interpretation, the scholars used Shakespeare's *Romeo and Juliet* as a case study. They read and acted out Shakespeare's original text as well as a version in contemporary English. The class analyzed and compared several cinematic adaptations of Shakespeare's story, including *West Side Story*, *Amar Te Duele (Love Hurts)*, and director Baz Luhrmann's 1996 movie blockbuster. The scholars even participated in a theater improvisation workshop and brainstormed how they would interpret the story of *Romeo and Juliet*. Finally, with the guidance of Centre College religion professor Lee Jefferson, the scholars examined various translations of biblical texts and discussed how individuals interpret these ancient texts as guidance for their present-day lives.

their own family histories, talked about leaving a legacy (like Kunta Kinte) and composed personal narratives that described the influential people and family members in their lives. During the final week of the Program, the scholars organized and performed a 20-minute reflection on their own roots for the entire GSP community.

## Searching for Diogenes

*Murray State University*

In *Jay Crocker's* Searching for Diogenes class, scholars investigated and examined the widespread nature of cheating in American culture. Through the use of readings, discussion, and films, the scholars were able to learn about the cheating cultures that exist in local and national politics, in the financial industry, in professional and amateur sports, and in academia. After safely and objectively learning about these different cheating cultures, the scholars formed their own opinions on the cheating that had occurred. The class then pondered the possible ramifications that explicit and implicit acceptance of cheating can have on the scholars' own lives and on the world at large.

Eventually, the scholars were encouraged to provide their own definition of cheating and to discuss their personal views on cheating in different areas of life. Although the members of the class were able to arrive at a consensus regarding their understanding of cheating, their ideas conflicted with those espoused by ancient and modern ethicists. This disparity in thinking spurred the scholars to further exploration and sparked animated class discussions.

The culminating project for the class was a trip to Vanderbilt University to visit with the student and staff leaders of the Undergraduate Honor Council. The scholars were invited to ask questions about the purpose and mission of the Honor Council and the Council members gave their advice about maintaining integrity in all aspects of their lives—not just in academics. Furthermore, each scholar was encouraged to return home with a newfound sense of integrity and to consider starting an honor council at his or her own high school.

## What's So Funny?

*Bellarmine University*

The writer E. B. White famously remarked that “analyzing humor is like dissecting a frog. Few people are interested and the frog always dies.” Scholars in *Ian Frank's* class attempted to prove him wrong. By artfully dissecting the what, how, and why of comedy without killing the joy of laughter, the scholars gained insight into a fundamental human experience that crosses all boundaries of race, gender, and nationality. They studied the great American comic minds of the last hundred years and explored how contemporary events shape our collective sense of humor.

In the first part of class, scholars tracked factors like jokes-per-minute and comedic structure in popular television shows like *30 Rock*, *The Office*, and *Arrested Development*. As they did so, they discovered how writers create and groom a laugh. The class also conducted an in-depth analysis of the process of comedy creation by following the evolution of the pilot episode of *How I Met Your Mother* as it moved from draft, to final script, to the screen.

In the second part of class, the scholars used this knowledge to create their own original comedy. They wrote sketches in the style of *Saturday Night Live*, generated captions for *New Yorker* cartoons, and refined their sense of humor through increasingly sophisticated improv exercises. The class culminated when the scholars performed their own entirely original material for their peers during the final week of the Program.



## The Science of Relaxation

*Bellarmine University*

Scholars in *Kyle Anderson's* Science of Relaxation class began the summer by using basic mathematics and the concepts of physics and quantum mechanics to contemplate the harmonious nature of the universe. As they learned, it is a constant interplay of opposing forces. They then performed experiments involving Hooke's Law and hysteresis and ultimately related these constants to the human spirit.

After achieving this realization, the scholars moved into a number of relaxation practices: juggling, plyometrics, stretching, yoga, settled and analytic meditation, nature walks, labyrinth building and walking, figure drawing, and acts of service. The class studied the religious and secular origins of these practices and debated the science corroborating their beneficial effects. Finally, visiting local labyrinths and nature preserves and meditating at the Furnace Mountain Zen Retreat Center helped the scholars appreciate some of the sites in Kentucky that are devoted to human wellbeing.

# 2012 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 2012 Scholar Experience Survey, organized by areas of emphasis within the Program.** For a complete list of the survey questions and detailed results, please see the GSP website, [www.gsp.ky.gov](http://www.gsp.ky.gov).

## Overall Results of the 2012 Scholar Experience Survey

**In 2012, all 1,073 Governor's Scholars (100%) completed the Scholar Experience Survey.**

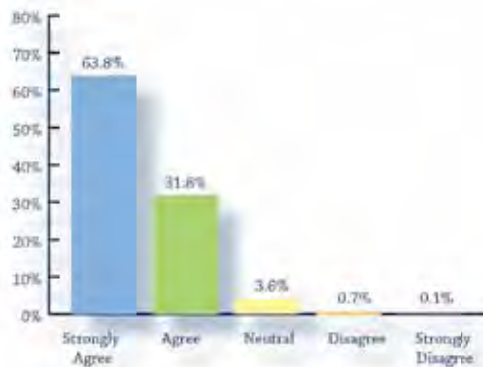
Considering the results of the survey as a whole, the scholars overwhelmingly rated their experience as positive. In fact, on average, participants selected either "strongly agree" or "agree" over 93% of the time. In comparison, "neutral" responses made up 5% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing "disagree" only 1.3% of the time and "strongly disagree" in only 0.3% of responses. No individual question received a negative response rate above 6.1%.



### Average Response Rates

|                   |       |
|-------------------|-------|
| Strongly Agree    | 68.2% |
| Agree             | 25.2% |
| Neutral           | 5.0%  |
| Disagree          | 1.3%  |
| Strongly Disagree | 0.3%  |

## Leadership



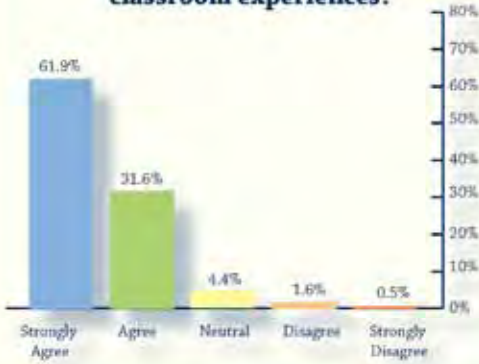
**"As a result of my participation in the Governor's Scholars Program, I am more willing to assume leadership roles in my school and my community."**

**"As a result of my participation in the Governor's Scholars Program, I am better prepared to tackle challenges and seek solutions."**



## Academics

**“GSP provided me with meaningful classroom experiences.”**



**“My Focus Area was a positive learning experience.”**



**“My General Studies was a positive learning experience.”**

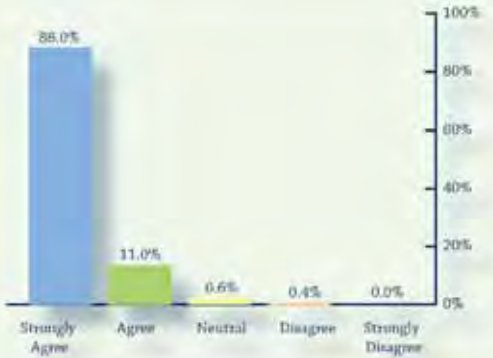


## Kentucky Connections

**“As a result of my participation in the Governor’s Scholars Program, I understand the importance of the goal to keep gifted students in Kentucky.”**



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

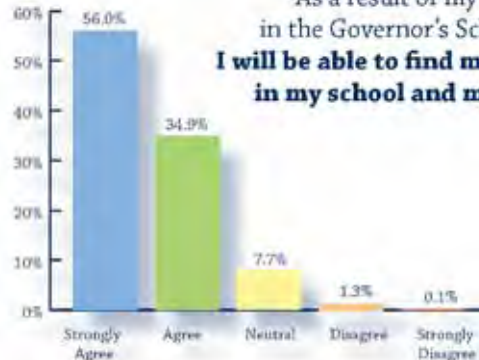


## Community Engagement

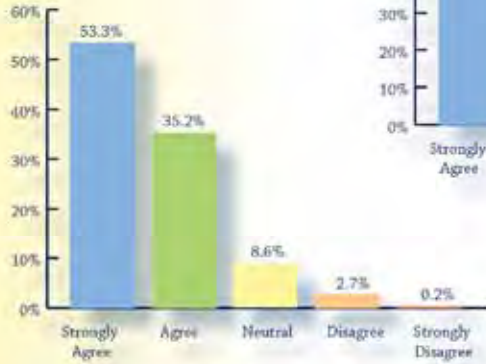
**“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the GSP.”**



**“As a result of my participation in the Governor’s Scholars Program, I will be able to find more opportunities in my school and my community.”**



## College & Career Readiness

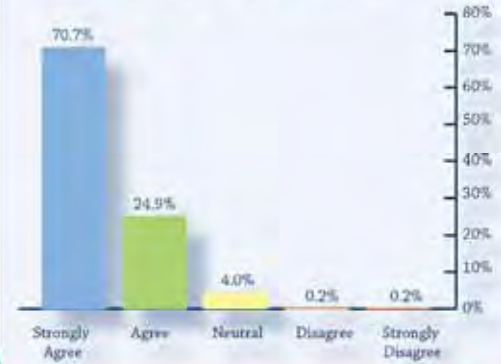


**"As a result of my participation in the Governor's Scholars Program, I have a better idea of how to make decisions about my career and/or academic path."**



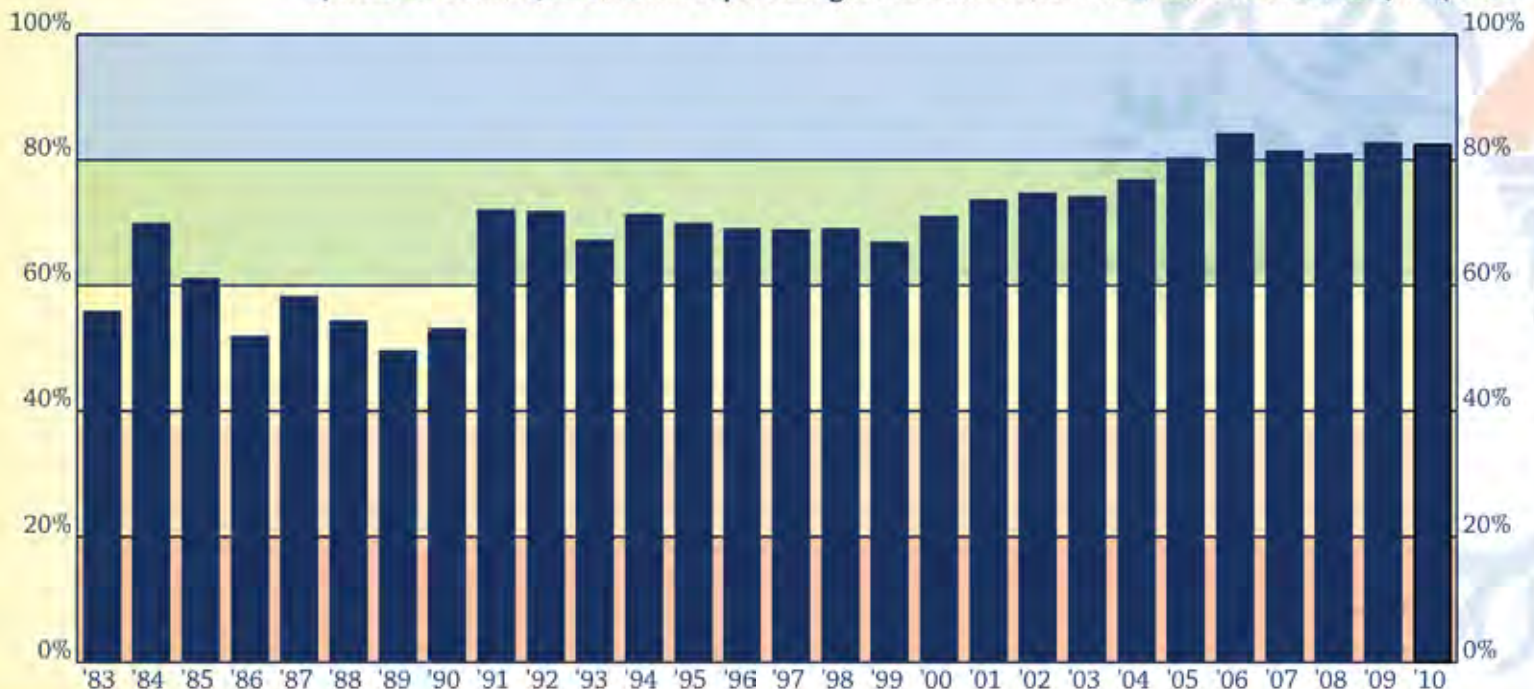
**"GSP challenged me to think in new ways and to do new things, both inside and outside of the classroom."**

**"As a result of my participation in the Governor's Scholars Program, I had the opportunity to receive important information from the college informational activities: the college fair, the college information panel, and the ACT classes."**



## Scholar In-State College Enrollment

With the help of the Council on Postsecondary Education and the Kentucky Higher Education Assistance Authority, GSP tracks the number of scholars who pursue higher education at Kentucky institutions. 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 2010 scholars, 82.4% chose to pursue higher education within the Commonwealth in the fall of 2011.**



# Additional Information

## Board of Directors

### Steven L. Beshear

Governor  
Commonwealth of Kentucky

### Joseph U. Meyer

Secretary  
Education & Workforce  
Development Cabinet

### Officers

**Alice Sparks**, *Chair*  
Fort Mitchell, KY

**Stephen P. Campbell**, *Vice Chair*  
New York, NY

**Ben L. Cundiff**, *Vice Chair*  
Cadiz, KY

**Bill Malone**, *Treasurer*  
Louisville, KY

**Wayne M. Martin**, *Secretary*  
Lexington, KY

### Members

**Dave Adkisson**  
Frankfort, KY

**Andrew G. Beshear**  
Louisville, KY

**Christen McDonough Boone**  
Louisville, KY

**John S. Cain**  
Florence, KY

**Kevin W. Cosby**  
Louisville, KY

**Luther Deaton, Jr.**  
Lexington, KY

**Laura M. Douglas**  
Louisville, KY

**Robert M. Duncan, Jr.**  
Lexington, KY

**Eric G. Farris**  
Shepherdsville, KY

**Kevin Flanery**  
Louisville, KY

**Vince Gabbert**  
Lexington, KY

**Alexandra Gerassimides**  
Louisville, KY

**Trey Grayson**  
Cambridge, MA

**Chip Hamm**  
Louisville, KY

**Terry K. Holliday**  
Frankfort, Kentucky

**Robert L. King**  
Frankfort, Kentucky

**Pete Mahurin**  
Bowling Green, KY

**Paul E. Patton**  
Pikeville, KY

**Sharon Potter**  
Louisville, KY

**Neil Ramsey**  
Louisville, KY

**R. Alex Rankin**  
Louisville, KY

**Nicholas X. Simon**  
Shepherdsville, KY

**Alan M. Stein**  
Lexington, KY

**Jane Stevenson**  
Owensboro, KY

**Mark C. Whitlow**  
Paducah, KY

**Erica Lee Williams**  
Louisville, KY

**Howell L. Williams**  
Louisville, KY

## GSP Staff

**Aristófanés Cedeño**  
*Executive Director &  
Academic Dean*

**Rita Meeks**  
**Sarah Metzmeier**  
**Danielle Moore**  
**Bonnie Mullin**  
**Tina Nance**  
**Kim Sisk**  
**Jerri Tinsley**  
**Jenny Young**

## 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](http://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>

*To commemorate GSP's 30th summer, the GSP Foundation provided the funding for a very special project: in partnership with Habitat for Humanity, 414 Governor's Scholars and GSP staff members worked together to build an entire house in just four weeks.*



## **Governor's Scholars Program**

1024 Capital Center Drive, Suite 210

Frankfort, Kentucky 40601

502-573-1618

<http://gsp.ky.gov>