

Governor's Scholars Program 2013 Academic Report



1983

Celebrating 30 Years

Nurturing Kentucky's Future Leaders

25,349 Alumni

2013



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

Thank you for joining us as we celebrate the 30th Anniversary of the GSP. As the Program marks this important milestone, it is fitting that we take a moment to reflect upon all of the ways in which **the Governor's Scholars Program has been making Kentucky's future brighter since 1983.**

Bright Minds. Governor's Scholars are chosen from a pool of applicants representing every public and private secondary school in the Commonwealth, as well as home schools. In order to succeed in the GSP's highly competitive selection process, a student must excel both inside and outside of the classroom, demonstrating the commitments to intellectual growth, community service, and effective leadership that characterize our Commonwealth's future civic and economic leaders. **For each of the last four years, the GSP has been proud to include scholars representing all 120 Kentucky counties.** As always, every student selected to be a Governor's Scholar attends the Program entirely without charge.

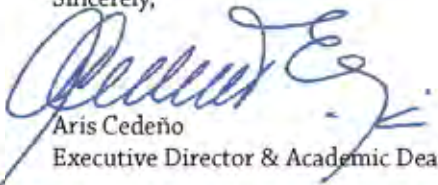
Bright Ideas. The GSP community emphasizes the value of learning for learning's sake. There are no grades or tests; instead, the threefold curriculum—which includes a focus area class (*see pages 6-31*), a general studies class (*see pages 31-33*), and a discussion-based seminar—is designed to illuminate the connections between seemingly unrelated subjects and to ignite scholars' interest in new or different fields of study. **For our high-achieving students, the GSP provides a safe place to take intellectual risks under the guidance of passionate, highly-skilled faculty members, residential staff, and administrators.** As a result, 92.1% of the 2013 Governor's Scholars reported that they had "meaningful" classroom experiences at GSP and 94% reported that GSP "challenged them to think in new ways and to do new things." (*For more Scholar Experience Survey results, see pages 34-36.*)

Bright Opportunities. Nearly every college and university in Kentucky offers generous scholarships to GSP alumni. As a result, **85.1%** of the 2011 scholars chose to pursue higher education in the Commonwealth in the fall of 2012 (*see page 36 for more information*). Whether they attended college within or outside of Kentucky, those students accepted an average of **\$68,782** each in four-year scholarships. In fact, about half of the students who have completed the Governor's Scholars Program since 2004 have provided their scholarship data to the Program; together, **those scholars have accepted an astounding \$303,658,672 in merit-based funding.** Just imagine what that total must be for all of the scholars in the Program's 30-year history!

Bright Lives. Today, the Governor's Scholars Program boasts 25,205 living alumni. **Approximately 77% of them live right here in the Commonwealth,** but whether they reside around the corner or around the world, they are doing great things. They are educators, entrepreneurs, and artists; Olympic athletes and Congressmen. Through their service and their leadership, they serve as beacons whose impact radiates within and beyond their communities. (*For more information about GSP alumni, see page 3 or visit the GSP Alumni Association online at <http://gpsync.tumblr.com>.*)

For 30 years, the Governor's Scholars Program has been nurturing Kentucky's best and brightest students in order to make our Commonwealth even better and brighter. With your support, we will continue igniting the potential of our future leaders for decades to come.

Sincerely,



Aris Cedeño
Executive Director & Academic Dean



Governor's Scholars Program 2013 Academic Report

Contents

2013 Scholars by County	2
GSP Alumni: Then and Now	3
Community Life	4
Focus Area Classes	6
Agribusiness & Biotechnology	6
Architectural Design	6
Astronomy	7
Biological & Environmental Issues	9
Business, Accounting & Entrepreneurship	10
Communication & Social Theory	12
Creative Writing & Literary Studies	13
Cultural Anthropology.....	14
Dramatic Expression.....	15
Engineering.....	16
Film Studies.....	17
Healthcare Industry.....	18
Historical Analysis	19
International Relations	20
Journalism & Mass Media.....	21
Modes of Mathematical Thinking	23
Musical Theory & Performance.....	24
Philosophy.....	25
Physical Science.....	26
Political & Legal Issues	27
Psychology & Behavioral Studies	28
Spanish Language & Culture.....	30
Visual Arts	31
General Studies Classes	31
Scholar Experience Survey Results	34
Scholar In-State College Enrollment.....	36
Additional Information	37

Printed by Publishers Printing Company
Shepherdsville, Kentucky

2013 Scholars by County

Counties with 1—3 Governor's Scholars Selected in 2013

Allen	Breckinridge	Edmonson	Greenup	Leslie	Martin	Nicholas	Washington
Anderson	Caldwell	Elliott	Hancock	Letcher	McCreary	Ohio	Webster
Ballard	Carlisle	Estill	Harrison	Lewis	McLean	Owsley	
Bell	Casey	Floyd	Jackson	Lincoln	Menifee	Perry	
Bourbon	Clinton	Fulton	Knott	Livingston	Metcalfe	Powell	
Bracken	Crittenden	Gallatin	Lawrence	Lyon	Monroe	Robertson	
Breathitt	Cumberland	Green	Lee	Magoffin	Morgan	Todd	

Counties with 4—6 Governor's Scholars

Adair	Garrard	Marshall	Spencer
Bath	Harlan	Mason	Trigg
Butler	Hart	Owen	Trimble
Carroll	Henderson	Pendleton	Wayne
Carter	Henry	Rockcastle	Wolfe
Clay	Hickman	Russell	
Fleming	Laurel	Simpson	

7—9 Governor's Scholars

Barren	Knox	Rowan
Boyle	LaRue	Union
Calloway	Marion	Whitley
Clark	Meade	Woodford
Grant	Montgomery	
Jessamine	Muhlenberg	

10—14

Boyd
Graves
Grayson
Hopkins
Johnson
Logan
Madison
Mercer
Pike
Taylor

15—25

Bullitt
Campbell
Christian
Davies
Franklin
Hardin
McCracken
Nelson
Scott
Shelby
Warren

26—50

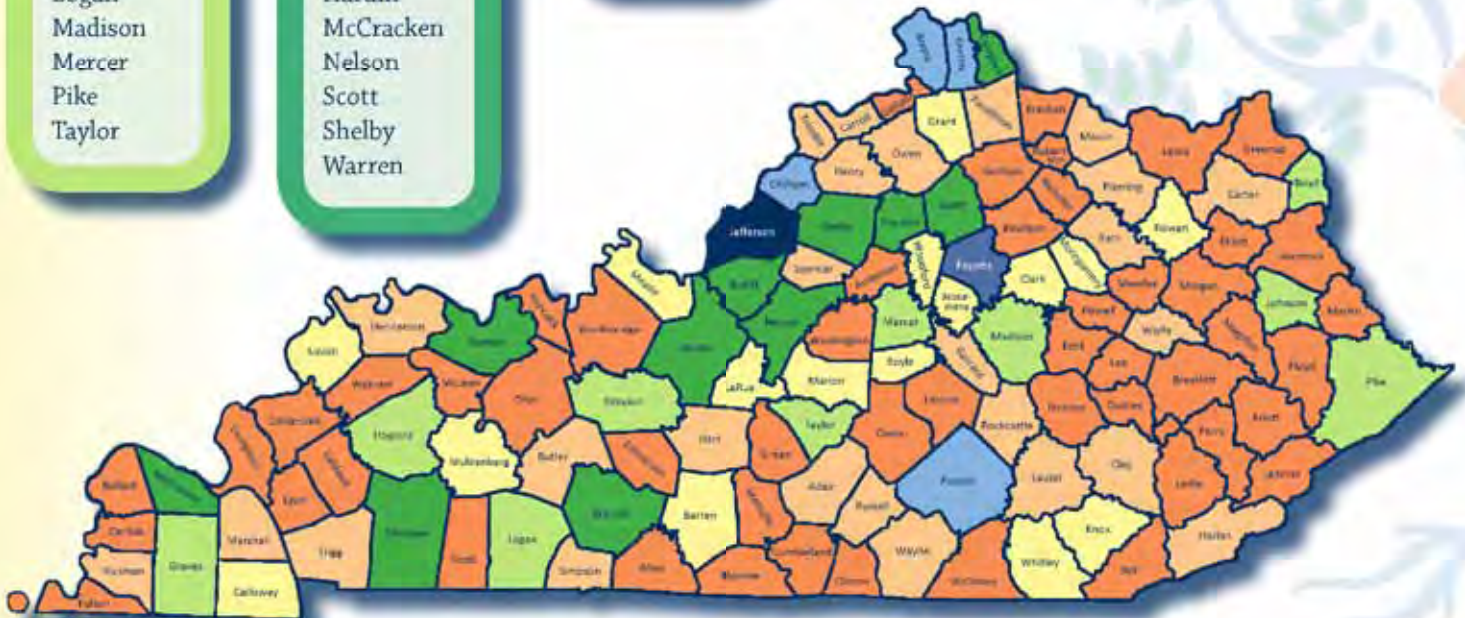
Boone
Kenton
Oldham
Pulaski

51—75

Fayette

150+

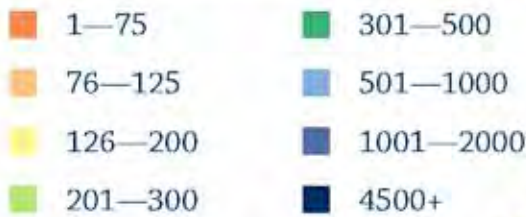
Jefferson



Where did they come from?

25,349 students have completed the Governor's Scholars Program since its inception in 1983. The map below shows how many of those scholars have called each of the Commonwealth's 120 counties "home" at the time of their acceptance into the Program.

Governor's Scholars by County, 1983 - 2013



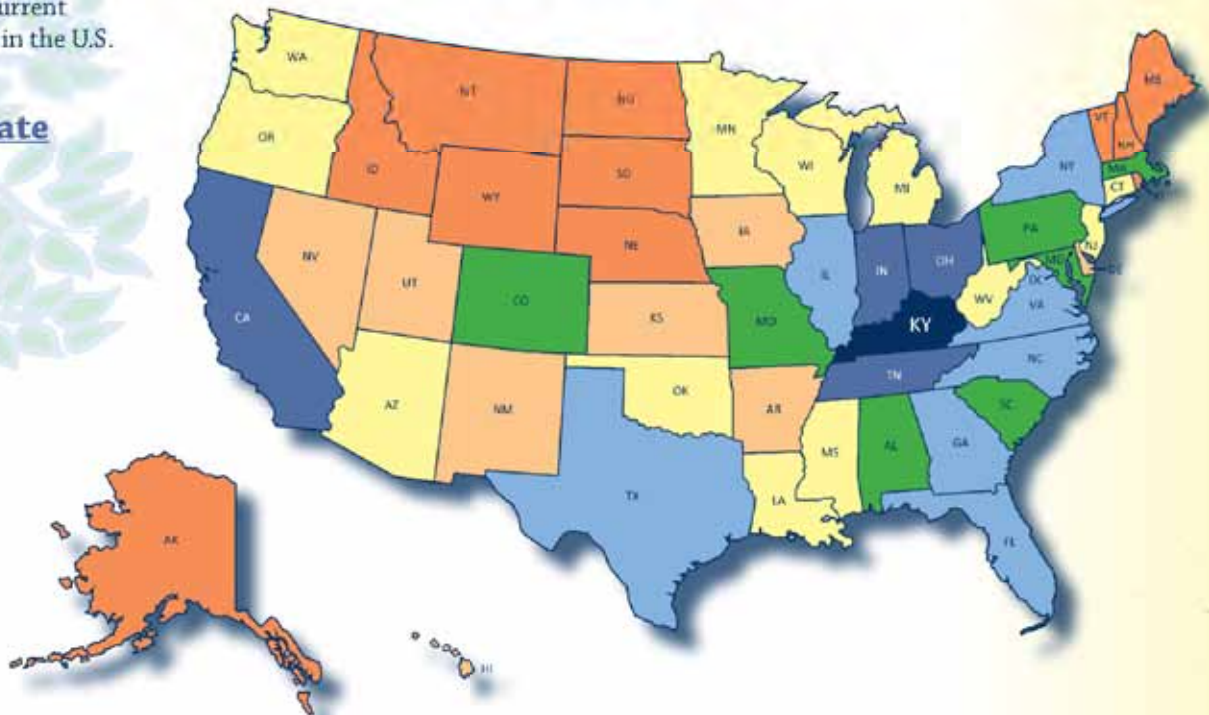
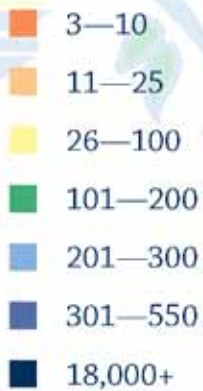
Where are they now?

As of August 2013, the Governor's Scholars Program has address information for 23,767 of its 25,205 living alumni. Their addresses indicate that there are at least three GSP alumni living in every state in the U.S., with 62 alumni currently residing in other countries. **Of the 23,767 alumni for whom the Program has addresses, 18,319—or 77%—live in the Commonwealth of Kentucky.**

The map below shows the current distribution of GSP alumni in the U.S.

GSP Alumni by State

as of August 2013





During the first week of the Program, GSP-Bellarmino scholars took part in a scavenger hunt to become better acquainted with the campus and with one another.

Bellarmino University

The scholars of the GSP-Bellarmino campus enjoyed numerous opportunities to improve their leadership skills, both by engaging with accomplished leaders from across the Commonwealth and by serving others in a myriad of ways. On one particularly memorable day, the scholars listened to words of wisdom from Kentucky Governor Steven Beshear and then posed questions to the Governor about such diverse topics as education reform, health care, and economic development. Also visiting campus this summer were Lieutenant Governor Jerry Abramson, college president and globe-trotting adventurer Tori Murden-McClure, counter-terrorism expert Tom Preston, former Kentucky Secretary of State and GSP alumnus Trey Grayson, and noted musician Ben Sollee. From these distinguished guests—all of whom took the time to engage the scholars in one-on-one dialogue in addition to addressing the entire assembly—the scholars gained invaluable insights into the traits and tactics of leaders in widely diverse fields.

The faculty and staff of the GSP-Bellarmino campus also placed tremendous importance on serving others, both within and outside of the Commonwealth.

As a result, during their five short weeks on campus, the scholars collected over 2,000 books to start a children's library in Burma, gathered shoes to raise money for a water purification project in Africa, and purchased music players to assist those suffering from memory disorders in Kentucky. In addition, every member of the GSP-Bellarmino community (scholars and staff) participated in a Civic Engagement Day, during which they fanned out in groups to perform intensive, hands-on community service at nineteen different locations within the Greater Louisville area. The scholars even hosted a blood drive on campus in conjunction with staff and students of Bellarmino University.

During their five weeks together, the scholars at the GSP-Bellarmino campus exhibited a commitment to challenge themselves intellectually and take active leadership roles in solving the problems of their local communities, Kentucky, the United States, and the world. As a result of their participation in GSP, they are now better equipped to fulfill their current and future leadership roles.

Morehead State University

As the GSP returned to the campus of Morehead State University this summer, Program administrators initiated a new tradition: the Leadership Colloquium. The Leadership Colloquium involved a series of presentations by influential Kentuckians designed to acquaint scholars with different leadership styles as well as the characteristics of leaders in a variety of institutional settings. The purpose of this series was to help scholars recognize and develop their own leadership styles. Leadership Colloquium presenters included Wayne Andrews, the president of Morehead State University; Ron Tritchler, the CEO of Webb Companies; Jane Burks, CEO of Volunteers of America of Kentucky; and Dr. Aris Cedeño, Executive Director of the Governor's Scholars Program.

The scholars acquired first-hand experience with leadership skills as they served the local community through a variety of class-related projects. Every scholar also took part in the campus Community Service Day, during which they went to work throughout Rowan and six surrounding counties to assist agencies and community groups in completing much-needed projects and providing essential services. Thanks to their blood drive, the scholars and staff of GSP-Morehead State were even able to donate 100 units of blood to help save lives in the Commonwealth and beyond.

Scholars on the GSP-Morehead State campus also enjoyed a number of

2013 marked the GSP's return to the Morehead State University campus, which previously hosted the Program from 2006 until 2010.



recreational and intellectual activities that are longstanding traditions across GSP campuses. During the GSP Olympics, the entire community took part in a variety of games, including the ever-popular dizzy bat relay. The Classic Film Series provided an opportunity for the scholars to experience cinema that has withstood the test of time and to discuss classic films' impact on the movies of today. On Community Arts Day, the scholars immersed themselves in creative endeavors—some familiar, some not—and then displayed their final products. Get Your Feet Wet served as a fun, non-threatening way for scholars to try their hands at activities that they had never before attempted. Finally, this year's State of Kentucky exercise focused on health care and involved scholars and a number of experts in discussions about the economics of health care and the major health issues currently impacting Kentuckians.

Scholars spent their final week on the GSP-Morehead campus considering their next steps in learning and leadership. They viewed *The Race to Nowhere*, a documentary about the challenges and issues affecting high school students in their preparation for the college admission process. They then visited with representatives from 27 Kentucky colleges and universities during the campus College Fair. They even had opportunity to seek advice about how to fund higher education when they spoke with officials from the Kentucky Higher Education Assistance Authority (KHEAA), the Morehead State University Office of Financial Aid, and Morehead State's NCAA compliance officer. Finally, the campus sponsored a voter registration drive to ensure that scholars would have the opportunity to demonstrate their leadership by exercising their right to vote in the upcoming election cycle.

Murray State University

In addition to their convocation series and many community service opportunities, Governor's Scholars on the Murray State campus took part in four particularly memorable activities this summer: Explore Western Kentucky Day, Community Arts Day, the Intellectual Buffet, and Between a Tweet and a Blog.

On Saturday, July 13, the entire GSP-Murray State community boarded vans and buses to explore the area of the state that served as their home for five weeks. The majority of the scholars headed to the Land between the Lakes (LBL), where a few groups hiked around Hematite and Honker Lakes while others braved the Central Hardwoods Trail. Several groups also visited LBL's planetarium and the Homeplace, a replica of a 19th century farm. Other scholars headed farther west to Wickliffe Mounds, the remnants of a Mississippian village from about 1200 AD. A final group toured the arts district and the National Quilt Museum in Paducah. Regardless of the sites that they visited and the activities in which they participated, all of the scholars ended the day with a true appreciation of the rich heritage, culture, and natural resources of our Commonwealth's far western counties.

Community Arts Day offered scholars a number of different creative activities. While some scholars created their own political cartoons, others took up the art of weaving. A number of scholars created small keepsake crafts as GSP souvenirs. The day also included an Arts of Community component, where scholars who had created historical research projects, architectural drawings, and models of the ocean floor, among other products, put their work on display for the whole community. In the evening, the GSP community welcomed singer-songwriter Jeri Howell, a 2011 scholar at Centre, who gave a short concert and talked about her career as a full-time student and practicing performing artist.

In the third week of the Program, scholars were invited to partake of an Intellectual Buffet. Faculty and staff offered one-hour introductions to various areas of intellectual interest, from English grammar to yoga to time management. This activity allowed the scholars to become better acquainted with an interesting topic at the same time that they were getting to know previously unfamiliar members of the GSP-Murray State community.

Finally, the Between a Tweet and a Blog series offered scholars the opportunity to hear short, thought-provoking reflections from members of the GSP staff. Speakers had three minutes—and three minutes only—to offer an interesting insight or lesson from their own lives. The covered topics varied greatly, from discussions of what it means to fail and succeed to how to deal with grief and suffering. At the end of the Program, the scholars had their chance to take to the stage. Interested scholars submitted their own Between a Tweet and a Blog essays to the Storytelling general studies class, which selected ten especially impressive submissions for public performance.



After presenting a convocation for the entire GSP-Murray State community, Lieutenant Governor Jerry Abramson took time to speak with scholars individually.

Agribusiness & Biotechnology

"Although I've lived on a farm my entire life, I learned how to better promote and educate people about the agricultural field.

I also learned the importance of defending the practices in which I believe, while respecting the opinions of those who consider those practices unsound."

*Julia Scott,
Hart County High School*

Morehead State University

While production agriculture accounts for less than 2% of all jobs in the U.S., agribusiness accounts for nearly 20%. With this in mind, scholars in **Melissa Travis's** class visited several examples of agribusinesses, including Evans Orchard, Redmond's Garden Center, and the historic Botherum, which is being restored by Jon Carloftis, a nationally-acclaimed landscape designer from Rockcastle County. Scholars also attended the Kentucky Farm and Food System Roundtable, where they shared their varied opinions during a discussion about the welfare of animals on farms. Following the roundtable, scholars met with an agriculture economics professor and the chair of Morehead State's agriculture department to continue that discussion in more detail. The scholars also relished the opportunity to acquire some hands-on experience at Morehead State's Derrickson Agricultural Complex, where they learned how to check a horse's teeth and how to do pregnancy checks on beef cattle.



A scholar performs an equine dental exam at Morehead State University's Derrickson Agricultural Complex.

Turning their attention to biotechnology, which involves the manipulation of a natural system for man's use, the class visited the University of Kentucky's Plant Science building, where the scholars performed an experiment to help a professor collect data for his research. The class also watched the movie *Gattaca* and researched related biotechnology topics at the library in order to discuss some of the ethical issues related to this field.

Architectural Design

Bellarmino University

Bryan Ortlieb's Architectural Design course emphasized problem solving and abstract thinking skills through examination of the built environment and scholar-led projects. Field trips within Louisville revealed aspects of the urban form and everyday human condition that are commonly ignored. By seeing the built world in a different way, the scholars were able to respond to the human issues of design with new insight. Teams of scholars independently developed design solutions in response to the challenge to build a space for the entire class to use. To truly ignite the scholars' creativity, the challenge required that they use baling twine as the primary construction material for the spatial form.

As she reflected on her focus area experience, scholar Erin Bradford of Harrison County High School remarked, "I learned a lot about the design process through this class and really enriched my understanding of *why* buildings are built. Also, I discovered the importance of balance in design—whether from a structural or aesthetic standpoint. I really liked having to think outside the box and find ways to build out of less conventional materials."

Murray State University

Scholars in **Bill Randall's** Architectural Design focus area approached the larger field of design through a sustained analysis of the built environment. First, scholars acquired the analytic tools of architects and designers, such as diagramming, mapping, and sketching. They learned these skills in a series of short workshops devoted to analysis of their hometowns and then developed their talents by analyzing the Murray State campus. Because the key to architecture is visual thinking and the key

In response to a design challenge, scholars use baling twine to construct a space in the Bellarmino quadrangle that will hold their entire class. The suspended ceiling of this structure counteracts the outward thrust of the bowed compression supports.



to design is the iterative process, scholars engaged in an exhaustive analysis of the cube. Their theme-and-variation on this essential shape resulted in quite un-cubic forms, providing rich inspiration for their ensuing design projects.

Second, the scholars engaged with the history of European Modernism, the dominant architectural ideology of the 20th century. After taking part in an historic overview of the key figures in the movement, the scholars designed in character: each scholar became the Swiss Modernist architect Le Corbusier. Faced with a client in search of a dream home, each Scholar-Corbusier converted the client's unreasonable demands into clean lines, open spaces, and pure forms. A final exhibit of their drawings displayed the scholars' creativity in standard architectural drawing styles like two-point perspective and axonometric projection.

For their final project, the scholars envisioned the creation of monumental architecture on campus to address the needs of the GSP-Murray State community. While the proposals themselves—which ranged from a spectacular new theater in glass and steel to a floating salon between the residence halls—tended to be speculative and fantastic, the skills that the scholars demonstrated in drafting their proposals included honest analysis of site and community, both of which are important to their future in the design field... and to their transition back home after GSP.

Scholar Elizabeth Hunter of Apollo High School praised her focus area experience, saying, "Architectural Design has been one of the best classes I have ever taken, partially because of the teacher and partially because of the material. Bill taught me to think in new and inventive ways, challenging me to break outside of my narrow scope of ideas. The material presented taught me much about the world around me and the process that happens to achieve its beauty."



On the Murray State campus, scholars practice standard architectural drawing techniques while creating their own designs in the style of European Modernist Le Corbusier.

Astronomy

Bellarmino University

Under the tutelage of faculty member **Rico Tyler**, the Astronomy focus area engaged scholars in a broad range of astronomical topics. Members of the class devoted their first week on campus to building and testing their very own telescopes. This experience equipped them with a basic understanding of the principles of optics as well as the tools that they needed as they turned their attention skyward.

During week two, the scholars became familiar with the night sky. The highlight of the week was an evening trip to observe the night sky from Big Clifty, Kentucky. During the trip, scholars used the telescopes that they had made to observe a number of constellations, as well as Saturn and the Milky Way. The following week, Bob Summerfield from the Astronomy to Go organization visited Bellarmine. Together, Bob and the Astronomy scholars hosted a Star Party for the entire GSP-Bellarmino Community. During daytime hours, Bob showed the class his extensive meteorite collection.



The fourth week of the Program began with celestial navigation. By working in collaboration with a volunteer in Alabama, the scholars were able to measure the circumference of the Earth. They also devoted another evening to an observing trip—this time to a home outside of Louisville—during which

During the first week of the Program, scholars constructed their own refracting telescopes using PVC pipe and surplus optics.

"This astronomy class has been an amazing experience. It showed me the difference between reading books about a subject and getting out there and doing the observation yourself."

*Matthew Lee,
Covington Latin School*



An array of some of North America's largest portable telescopes await the scholars of the GSP-Bellarmine campus before the Star Party begins.

they learned the basic skills of astrophotography. During the final week of the Program, the scholars devoted their attention to astrophysics and spaceflight. They built, tested, and refined different rocket designs. They also considered cosmology and stellar evolution.

Morehead State University

Scholars in **Michael Feedback's** Astronomy focus area explored career possibilities in the space science and aerospace industries. To this end, the class enjoyed a visit from Ryan Saffell, a civilian rocket engineer with the United States Army. Saffell is assigned to the Redstone Test Center in Huntsville, Alabama, and discussed his work testing weaponry and a lunar lander.

The scholars also had the opportunity to speak at length with 2009 GSP-Morehead State scholars Joseph Mattingly and Alex Tsoras. Mattingly talked with the 2013 scholars about his experiences as an aerospace engineering undergraduate at Georgia Tech and his work for Rolls-Royce in Indianapolis. Tsoras, a chemical engineering undergraduate at the University of Kentucky, discussed her summer work for NASA at the Kennedy Space Center.

During the course of the Program, Feedback's scholars built telescopes out of PVC pipe and surplus optics. They also successfully sought out small meteorites on the Morehead State University Campus. To share their newfound enthusiasms for Astronomy with their fellow scholars, the members of the class hosted a "Star Party" for the GSP-Morehead community.

At the end of the Program, scholar Alex Bosse of Mercer County High School described how his focus area experience had transformed his plans for his future. He explained, "Before attending GSP, I never really considered space science as a career path for myself. But after learning about space, I have come to imagine how enjoyable a career in space science could be. After listening to Ryan Saffell talk about his career in engineering rocket engines and motors, I thought how amazing it would be to be a part of a group that sends something into outer space."

Daniel King's Astronomy focus area was divided into two topics. First, the scholars engaged in observational astronomy, relying on both the naked eye and the use of a telescope. They spent several nights out under the stars and a few visits to the planetarium learning the names of stars and constellations visible in the summer sky. Traveling astronomer Bob Summerfield also visited the campus, bringing with him some of the largest portable telescopes in North America. With the help of Bob's telescopes, the scholars were able to observe solar phenomena and several deep sky objects in an incredible degree of detail—more detail than many of the scholars will ever have the opportunity to see again. This section of the class culminated in the construction of the scholars' own portable refracting telescopes made of PVC pipe.

The second topic that the class tackled had to do with alien encounters. Scholars began this study by identifying many of the characteristics of aliens as defined by the entertainment industry and evaluating the validity of these ideas. Scholars then depicted what a "real" alien encounter might look like by applying both science and logic. Finally, scholars compared two science fiction classics, *The Day the Earth Stood Still* (1951) and *Invasion of the Body Snatchers* (1956), to determine which of them was the more scientific and the more plausible in each of five different categories.



A scholar prepares PVC components for his telescope.

"Before attending GSP, I never really considered space science as a career path for myself. But after learning about space, I have come to imagine how enjoyable a career in space science could be. I [think] how amazing it would be to be a part of a group that sends something into outer space."

Alex Bosse
Mercer County High School



Scholars on the Morehead State campus examine meteorites.

Bellarmine University

Just why plants gave up their asexual ways isn't clear; Charles Darwin called it "an abominable mystery." But natural selection now favors the bold, flashy flower by bettering its chance of enticing a pollinator. As fruits and seeds have grown more nutritious, they have become food for a scurrying multitude of warm-blooded mammals. "Without flowers, the reptiles, which had gotten along fine in a leafy, fruitless world, would probably still rule," Michael Pollan writes in his book *The Botany of Desire*. "Without flowers, we would not be."

Like Pollan's book, the study undertaken by **Jamie Hester's** class was divided into four parts. Each section focused on a different facet of human desire and its exploitation of and by domesticated plants: sweetness and apples; beauty and tulips; intoxication and cannabis; control and potatoes. Through multiple hands-on activities—a partnership with the St. Agnes garden project, a field trip to Huber's Orchard and Winery, and an overnight primitive campout, in addition to tasting of a variety of apples, "interviewing" trees, and classifying fruits—the scholars arrived at new ways of looking at things, and, occasionally, whole new mental constructs. As the class queried, "Could that be it—right there, in a flower—the meaning of life?"

Scholars in **Greg Smith's** focus area spent their summer studying survival. Specifically, they considered factors and behaviors that will increase an individual's likelihood of surviving a number of catastrophes: car wrecks and plane crashes, animal attacks, getting lost, falling, and being physically assaulted. As their study progressed, the scholars learned that allowing stress to be a catalyst for quick, thoughtful action is paramount to survival in high-stakes situations. They then designed and performed an experiment, using another class as their subjects, to demonstrate how stress can alter a person's ability to perform a simple task. The scholars also took part in a primitive overnight campout to test their own ability to maintain a positive mental outlook when under stress.

Scholar Morgan Uebelacker of Grayson County High School praised her focus area experience, saying, "In this class, I got to step outside of my comfort zone on multiple occasions. As a result, I learned more about biology and more about myself."

Morehead State University

How dynamic is population? How does the human population differ from those of most other species? How does population ultimately affect the economy? This summer, the scholars in **Greg Jacobelli's** class tried to answer all of these questions and more as they looked at the economics of population. During the first week of the Program, scholars defined population and explored the differences between populations. They studied the work of Ron Crouch, a Kentucky demographer, and were also lucky enough to hear him speak. In the second week, they traveled to the Kentucky Division of Forestry, where Josh Frizer led them on a hike through the Daniel Boone National Forest. Josh showed how tree populations behave and how human populations have affected them. As the class discussion evolved, scholars explored the idea of planned and perceived obsolescence and the role that this idea plays in the economy. In conjunction with this discussion, they looked at some popular products and examined their release history. The scholars came to the conclusion that without product failure/obsolescence, companies would struggle in the current market paradigm. They then posed the question, "How do human expiration dates affect the economy and how are we affected by our own expiration dates?"

On one occasion, April Haight, a faculty member at Morehead State University, visited the class and spoke about some of the problems associated with human activity, especially as it affects waterways. The scholars then traveled to Minor Clark Fish Hatchery to look at how humans are managing fish species and how we repopulate areas that have been negatively affected by human activity. The scholars ended their five weeks together by discussing how our population makes decisions and the pressures associated with those social, economic, and environmental choices.

Scholars stop for a picture during their hike through the Daniel Boone National Forest, where they learned about the dynamics of tree populations.



Scholars get hands-on experience with botany thanks to their vegetable gardening project.

"The study of botany and human interaction has been fascinating and has given me a new perspective. I thought that plants were just 'there' and really didn't affect us humans in any way. I was wrong and I will never again look at a plant without respecting its presence."

*Hunter Campbell,
Anderson County
High School*





During a visit to the Land Between the Lakes, scholars learn how to examine organisms in order to learn more about a stream's health.

Murray State University

Together, the scholars in **Josh Woodward's** class focused on water as a unifying topic in biological and environmental issues. The class explored the science that underlies the study of water, including the field methods involved, as well as the political, cultural, and religious significance of clean or polluted waters. They particularly emphasized water's role as a bridge between the many disciplines that scholars throughout the Program were studying, including Cultural Anthropology, Architectural Design, and even Healthcare Industry.

To better understand how people use water and the issues that threaten those uses, the scholars embarked on a number of field trips. They relied on experimentation as well as problem-solving and mediation techniques as they developed plans to sort through the environmental issues that often divide communities.

A series of hands-on field experiences proved to be the highlight of the scholars' summer. At Murray State University's Hancock Biological Station, the class gained experience in collecting and analyzing water quality data. They then used these skills as they visited monitoring sites, learned about and practiced various data collection techniques, and then conducted experiments using the long-term data from those monitoring sites that is archived online. Similarly, scholars joined naturalists at the Land Between the Lakes to learn how examining organisms in a stream can indicate what issues are affecting stream health. The joy of discovering living creatures in the stream enhanced their subsequent study of streams. This trend continued throughout the summer, as the scholars continuously used their field experiences to compliment their lab and library research. As scholar Lindsey Snider of Dixie Heights High School explained, "Through this class, I have been able to relate what I've learned to what goes on outside the classroom. I have been inspired to yearn to learn."

Business, Accounting & Entrepreneurship

Bellarmino University

Together with faculty member **Scott Tabacs**, scholars in this class adopted a project-centered approach to exploring opportunities in the fields of accounting and entrepreneurship. Their classroom education began with *The Everything Accounting Book* and was enriched by a series of guest speakers, including GSP alumna Anita Smith, as well as Kyle Brice, Kent Oyler, Drew Chambers, Sharon Kerrick, and John Reinhart. Together with these experts, the scholars undertook a number of interactive learning projects. Their experiences included short-term, in-class assignments that ranged from a *Shark Tank*-style presentation on how to develop better healthcare products to an engaged discussion about "what you have and where it comes from." The scholars also crafted extensive business development plans, including a multi-part project to develop a new restaurant based on Yum! Brands' existing franchises.

Outside of the classroom, the scholars acquired hands-on experience during field trips to PwC, the FBI Louisville Office, Brown-Forman, and Yum! Brands.

Morehead State University

The goal of faculty member **Danny Blaser's** Business, Accounting, and Entrepreneurship class was to encourage scholars to develop an appreciation for the power of innovation. With a focus on the creative nature of entre-

At the Yum! Brands worldwide headquarters, scholars pose for a picture with one of Kentucky's best-known entrepreneurs.



"The simulation we did taught me about some of the struggles of starting and running a business far better than learning from a textbook."

*Hannah Elliott,
Newport High School*



Stephen Addington is one of several Kentucky business leaders who shared his expertise with the scholars during visits to the Morehead State campus.

sites in the region, including Whole Foods Market, R.J. Corman Railroad Group, and the Food Systems Innovation Center at the University of Kentucky's College of Agriculture, Food, and Environment. During each of these visits, they learned more about the qualities of a successful business and the value of innovation as they witnessed entrepreneurs, accountants, and business leaders at work.

For their culminating project, the members of the class worked in small groups to create their own business proposals. Scholars developed their business pitches and delivered their pitches to a panel of GSP faculty and staff acting as potential investors. These business pitches reinforced the overarching theme of innovation and the necessity of collaboration and communication skills in the modern business world.

At the conclusion of the Program, scholar Monisha Rekhraj raved about the practical knowledge that she had gained from her focus area, saying, "I learned how to expand my mind, how to use creativity and innovation to make an idea concrete, and how to work with others and feed off the creativity of others."

Murray State University

Faculty member **John Sircy** acquainted the scholars in his class with the facts surrounding the economic calamity of 2007-09 and engaged them in a study of its impact on businesses of all sizes, the role of the accounting profession in the debacle, and the prescriptions applied to address the situation. Scholars focused on the causes and ramifications of the 2007-2009 Great Economic Contraction. They read the book *This Time Is Different* in order to supplement their understanding of the recent global economic turmoil by putting it in the context of other financial crises experienced in the last 800 years. As they worked together to analyze key chapters of the book, they arrived at an important conclusion: this time was not different.

Teams of scholars then applied what they had learned by taking part in a simulation that challenged them to run computer manufacturing firms. This exercise required the scholars to make decisions regarding production and production capacity, pricing, marketing, capital structure, and cash flow. In addition, the scholars were challenged to understand the components of their companies' balance sheets, income statements, and cash flow statements. As the summer progressed, the scholars authored articles about their various firms' financial performance and published them in the class's financial periodical, *The Wall(drop) Street Journal*. Scholar Hannah Elliott of Newport High School praised this activity, saying, "The simulation we did taught me about some of the struggles of starting and running a business far better than learning from a textbook."

Faculty member John Sircy provides guidance as scholars run their simulated manufacturing firms.

preneurship, scholars engaged in a variety of collaborative activities, developing business ideas for everything from an improved version of the traditional mousetrap to a globally transformative social-entrepreneurial enterprise. The scholars also had the privilege of participating in a realistic business meeting with Stephen Addington, one of Kentucky's leading entrepreneurs in the coal industry. Acting as an investment team with \$10 billion in available funds, scholars listened actively to Mr. Addington's business proposal before asking important questions and making a final determination on the merits of the investment plan.

In addition to their numerous on-campus activities, the scholars traveled to a number of

"This class not only enhanced my knowledge of the ins and outs of the business world, but also spurred my creative side as we came up with innovative ideas. The field trips and group projects provided me with a very unique view of how to become a successful entrepreneur."

*Aditya Basu
Winchester Thurston
High School*



Morehead State University

Has civility escaped us? Do manners matter? What role do morals play in civic engagement? Is civil discourse even possible in the political arena now? How do communities of people sustain themselves, and how does a “sense of place” enhance a local economy and cultural traditions? Does incivility corrupt communities? Has the individualism of the American Dream gone too far? Why do athletes and their fans take competition to uncivil levels?

Scholars in **Amy Maupin's** class pondered these and other far-reaching questions that arose from their readings of essays by Stephen Carter, Wendell Berry, and Scott Russell Sanders. The resulting class discussions centered around big ideas related to civility and community. In addition, the scholars each tackled significant research questions of their own, including an examination the notion of civil disobedience and how it has served our nation. They shared their research findings with their classmates during the last week of the Program.

On one occasion, the class welcomed guest speaker Eduardo Nino-Moreno, former United Nations worker and current Director of Diversity and Inclusion at Transylvania University. Nino-Moreno talked with the scholars about the human development programs and projects that he had directed and his management of UN resources. His presentation sparked enthusiastic conversation among the scholars about human rights and social justice.

Murray State University

What is a place if the people in it always seem absent?

Scholars in **Nick Gowen's** Communication & Social Theory class considered what it means to be “alone together” in a culture where our eyes (and minds) pay more attention to our cell phone screens than to the human beings right in front of us. To remedy this disconnect, scholars learned to be comfortable living in only one state at a time: either being alone, or being together. On weekly “quiet walks,” scholars spent an hour in total silence, sitting in a quiet outdoor space with only their thoughts to keep themselves company. The class then analyzed togetherness as defined by social media like Twitter, Instagram, and Facebook, and considered whether these new “places” nurture or discourage positive social interaction.

After realizing the value of separating the idea of being “alone together” into its discrete parts, the class hosted two campus-wide events to teach others what they had learned. First, scholars led other focus area groups on quiet walks to show them how uncomfortable we have become with the notion of being alone and silent with our own thoughts. Then, the class hosted a formal dinner party for the campus to model thoughtful face-to-face interaction with conversational “moves” that encourage positive, thoughtful conversation. With these two projects, the scholars hoped to teach their generation how to be comfortable being alone and together—just not at the same time.

As scholar Andrew Henderson of West Carter High School explained at the conclusion of the Program, “In a society bogged down by social media addicts and poor conversationalists, there lies a class with the hope of breaking the mold of bland communication. That class is Communication & Social Theory. Through the arts of silence, in-depth discussion, and proper formal interaction, the true purpose of Communication & Social Theory is to get you to question the world of noise we live in and be more attentive to the smaller details.”

Communication & Social Theory scholars hosted a formal dinner party for the entire GSP-Murray State community in order to model thoughtful face-to-face interaction and positive conversation.

“I will admit that, in seventeen years,

I had given little thought to the concept of civility. However, over the past five weeks, I have tackled difficult questions that encouraged—and required—me to think critically.

I was challenged to reexamine manners, morals, and etiquette, and I was even given the opportunity to take a closer look into the civility of civil disobedience.”

*Catherine Clay
(Queenston High School)*



Scholars on the Morehead State campus participate in an informal discussion about a reading on civility.



Bellarmino University

Frank Ward's Creative Writing & Literary Studies class drew its inspiration from several different sources: contemporary social media, pre-printing technology, and an exploration of the written form via literary forms. At the heart of the class was the creation and application of a peer review environment: a writers' support group, in which the work of the scholars was reviewed and assessed by the class as a whole. Over the course of the summer, the scholars created and critiqued over 80 writing pieces. The members of the class then published their completed works on a blog that is open to the public (www.literarystudiesgsp2013.blogspot.com).

As they sought to develop their literary voices, the scholars tried their hands at a number of different activities: techniques in the development of images in poetry, narrative development in character and plot, and writing for specific genres and their different demands. As an exercise in focusing language, the scholars created their own quill pens and learned how to write with them. They made use of image windows as they sought to achieve more concentrated description and diction. They also engaged with literary professionals, participating in a workshop in writing narrative for the stage presented by Kentucky playwright Nancy Gall Clayton and in a discussion of the changes in the business of publication with local Louisville writer Bill Noel. As the class concluded, each scholar used quill and ink to create an illuminated manuscript page of his or her own favorite piece. Through all of these activities, the class strove to provide each scholar with an opportunity to explore his or her own literary and writing potential as well as to consider the possibility of a life within the careers associated with the written word.

Mariah Montgomery, a scholar from Warren East High School, described her growth as a writer thanks to this class, saying, "I really enjoyed doing the roundtables. Before this I hated the idea of other people reading my writing, but now I actually want to start my own writers' circle back home."

Morehead State University

Scholars in Elisha Stacy's class began the summer by considering the meaning of "literary." That initial question led them to ponder the nature of definitions and how they include negations as well as positive qualities.

With these issues in play, the scholars began to investigate and respond to various types of feuds. Athletic rivalries, ancient tribal conflicts, and even conflicts over dialect became subjects of research and discussion. Clashes of ideological orientation as well as physical confrontation became the perspective from which they read Mary Shelley's *Frankenstein*. The scholars researched the intellectual trends and currents of thought around the book's publication, reporting back on Enlightenment and Romantic ideas of education, science, nature, and human development.

The scholars were able to discuss these various types of feuds in a more contemporary context when Dr. J. D. Reeder, a local scholar and playwright, visited and presented on the Martin-Tolliver feud, a conflict also known as the "Rowan County War." Walking around the city of Morehead, the scholars were able to see key landmarks in the feud. Even Morehead State's campus was connected to the conflict, as its founding was a direct result of the bloodshed. Dr. Reeder was also able to elaborate on creative expression as he talked about depicting the feud in his play, *Bloody Rowan*.

The scholars' final project was to conceive of a feud, including its various factions as well as its causes and contentions, and to depict it in a literary mode. These depictions ran the gamut from faux-journalistic reports to epic poems to folk songs. Literary analysis and creative expression were ultimately two factions that this class sought to integrate and the scholars grew to understand each one better in light of the other.

Scholars pause for refreshments—and a quick picture—during their tour of landmarks in the city of Morehead related to the Martin-Tolliver feud.



Scholars craft traditional quills out of turkey feathers. The physical effort of writing with a quill motivates scholars to use more focused, concise language.

"As someone who does not thoroughly enjoy writing, this class has completely exceeded my expectations thanks to the intriguing topic of feuds. Creating our own feuds and reading *Frankenstein* have made class not only bearable, but actually something that I look forward to despite my initial prejudices against writing. This class has changed my outlook on English and composition."

*Welson Ny
Paul Laurence Dunbar
High School*



"I've learned that I shouldn't shy away from the creative impulses that hit me. I should explore them and pursue them because, one day, they could be expanded into tales that entertain and inspire others."

*Mason Stevens,
Bellevue County High School*

Murray State University

Scholars in **Ron Reed's** Creative Writing and Literary Studies class challenged themselves to create plays for their colleagues in the Dramatic Expression class to perform. As they prepared to write their ten-minute plays, the scholars explored characterization, setting, and conflict. They crafted short scenarios that called for improvisation by the members of the drama class, thereby allowing both the actors and the writers to demonstrate their respective skills. Liz Fentress, a dramatist and actor from Actors Theatre of Louisville, visited with both classes, first workshoping the writers through the playwriting experience and then gathering the two classes together for further work in "showing" as well as "telling."



On the Murray State campus, scholars engage in a playwriting workshop with dramatist and actor Liz Fentress.

The writers generated 19 ideas for ten-minute plays, selected the six which they agreed had the most potential, and then placed themselves on writing teams to create characters, establish the setting, and plot the conflicts. Once the plays were written and turned over to the Dramatic Expressions class for rehearsal, the writers worked on honing their individual skills. In particular, they worked with Constance Alexander, a writer on the Murray State campus, who helped them hone their skills as poets.

Cultural Anthropology

Morehead State University

Elizabeth Fairhead's focus area explored coming of age ceremonies in Eastern and Western cultures. The class began the summer by examining the significance of the "self-made man" in American culture and as a kind of coming of age rite of passage. Scholars read Horatio Alger's novel *Ragged Dick* to learn more about the values and lessons taught to young men in 19th century America. After learning how to shine shoes and trying to "earn a living" that way, the class learned about a coming of age ceremony in Korea and traced that ceremony to its Confucian roots.

The class supplemented their study with original research by conducting interviews of retirees in Lexington. By developing focused questions and synthesizing the responses, the scholars discovered more about perceptions of success and what their subjects remember about their own comings of age. With that new information and research in mind, the Cultural Anthropology class developed a coming of age ceremony for the GSP community that enacted the values stressed at GSP as well as what the scholars' new responsibilities would be and what they hoped to achieve upon their return home after the Program.



Murray State University

Faculty member **Carly Muetterties** sought to introduce the scholars in her class to the basics of anthropological study. To this end, the scholars analyzed different cultural traditions—particularly myth-making and belief systems—in order to gain perspective on their own cultural traditions and viewpoints. Scholars first explored aspects of cultural relativism and ethnographic thinking. This transitioned into looking at American culture from an outsider's perspective, including examining the creation of American mythology—that is, the cultural components that have helped create an "American tradition." Scholars made comparisons between the

Learning how to shine shoes "for a living" gives scholars a glimpse into a common rite of passage for young men in 19th century America.

ideas associated with “Americanism” and traditional ideas of religious practice. Later, the class traveled to a state park, where students were challenged to create their own origin stories based on the landscape.

On one occasion, Dr. Kit Wesler, professor of archaeology at Murray State, visited the class and spoke with the scholars about his excavations at the Wickliffe Mounds. Through his presentation and individual research, scholars were introduced to the culture of the Mississippian people—a group native to the area. They then toured the Wickliffe Mounds site and contributed their own newfound knowledge to the information presented in the tour.

Over the course of the summer, the scholars were also introduced to the differences between the major world religions. They discussed the role of the study of religion in secondary schools, then compared similarities and differences between the belief systems from an anthropological (and iconographical) perspective. They were challenged to find connections, both in practice and theology, between the belief systems. As this project progressed, the students researched, presented, and compared the ten largest religions in the world today. The class concluded with a visit to the Sri Ganesha Temple in Nashville, where they were given a tour of the facilities, which allowed for further exploration into the practices of Hinduism.

During a visit to a state park, scholars use the landscape as inspiration as they create their own origin stories.



Dramatic Expression

Bellarmino University

Scholars in **Conrad Newman's** Dramatic Expression focus area explored the value of dual consciousness upon the stage. Specifically, they learned how maintaining simultaneous awareness of themselves and their audience enables actors to enhance their presence during scene performances and movement pieces. Throughout the summer, the scholars engaged in improvisation to build and support their confidence; at the same time, they sought to strengthen their physical and vocal skills through routines and exercises.

Working together as an ensemble, the scholars used their newfound mental and physical acting skills as they created an original performance to share with the entire GSP-Bellarmino community. Their final piece highlighted the ultimate goal of the class: the celebration of individual creativity and communal contribution.

Scholar Dulci Gurley of Scott High School explained, “One thing I love about this class is that it pushes me outside of my comfort zone, but it is still a safe environment to fail and—more importantly—to try again.”

Murray State University

Scholars in **Melanie Kidwell's** focus area explored the creative process by producing an evening of theatre for the GSP-Murray State community. They were not, however, given a script to produce; instead, they were asked to create original works that centered around a universal theme. To begin this challenging task, the scholars first explored the work of several contemporary artists, looking closely at what the artists were saying and how they were saying it in dramatic fashion. They considered one artist who used condemned buildings and sidewalk chalk to reclaim a neighborhood and build community and at another artist who used the power of a true story to encourage young women to never settle for being “merely pretty.” Cellist and Kentucky native Ben Sollee joined scholars for an afternoon to talk about the craft of musical composition. Scholars then began to think about what it was they had to say. Using passages from literature, images from paintings and sculpture, and personal experiences as inspiration, they worked collaboratively with each other, with the Creative Writing focus area, and with the MSU theatre department to develop and revise their ideas. They implemented these ideas by using a wide variety of media and disciplines to communicate thought-provoking works. Ultimately, the scholars excelled at the challenge laid before them, sharing with the community a movement piece exploring the pressure to conform, a text-based piece for four voices highlighting self-acceptance, and a meditation on first love using song and a single kiss.

Scholars on the Murray State campus collaborate to create their own original works around a central theme.





Engineering scholars tour the East Kentucky Power Cooperative plant in Winchester.

"I have learned that engineering applies to a wide variety of fields and in every aspect of our lives. Engineering is a collective effort that utilizes problem solving skills to come up with solutions that will be beneficial to society for years to come."

*Class Word,
Notre Dame Academy*

Bellarmine University

Together with faculty member **Hans Chapman**, scholars in this focus area learned about the various fields of engineering. Initial class meetings focused on enhancing the scholars' team building skills, creativity, and positive attitudes. Scholars also toured the Bellarmine University Library and used the library facilities to conduct research on engineering projects of interest.

As the five weeks progressed, the class enjoyed an established routine. On Mondays, scholars spent their sessions together learning about the engineering profession and the requirements and expectations for successful engineering careers. They also devoted some of their Monday class time to designing and building their models of engineering products, such as a solar-wind hybrid, an interstate highway train system, a single-serve dry clean machine, and a smart stove.

On Tuesday evenings, the scholars enjoyed learning from a variety of guest speakers, including practising and retired engineers, engineering students from the University of Louisville Speed School of Engineering, and an engineering professor from the University of Kentucky College of Engineering.

Wednesday field trips served as a key component of the class. During their first Wednesday excursion, the scholars visited the dam operated by the United States Army Corps of Engineers on Taylorsville Lake. Other field trips included Toyota Motor Manufacturing of Kentucky in Georgetown, Eastern Kentucky Power Cooperative in Winchester, and Lexmark in Lexington. During their tours of these sites, the scholars had the opportunity to spend time in various engineering facilities and labs. While on site, the scholars also engaged in hands-on problem-solving activities. The trips exposed scholars to real-world applications of a number of engineering disciplines, including civil, mechanical, electrical, environmental, manufacturing, materials, chemical, biomedical, and industrial.

During their Friday morning class meetings, the scholars worked on their models and projects and enjoyed excursions to nearby places of interest, including the University of Louisville Speed School of Engineering and the McAlpine Locks and Dam on the Ohio River.

The Engineering focus area led by **Mark Drench** involved scholars in a close consideration of the variety of disciplines within the realm of engineering. As they examined each field, the scholars considered possible work projects, work environments and salary, and education requirements for professional engineers in that discipline. Scholars worked in teams to research these possible engineering careers and also to tackle several in-class design-build projects. Their projects included designing, constructing, and load-testing truss bridges, as well as researching cement making recipes and procedures and then mixing and forming cement structures.

Outside of the classroom, field trips to several engineering companies and government agencies that employ engineers served as a major component of the class. The scholars visited Toyota Motor Manufacturing of Kentucky, the U.S. Army Corps of Engineers, Lexmark Industries, Eastern Kentucky Power Co-op, Duke Energy, and the University of Louisville Speed School of Engineering research laboratories. At many of these field trip sites, the scholars garnered hands-on experience by working in teams to analyze an engineering problem and propose a design solution. Back on campus, the class also enjoyed visits from a number of guest speakers, including Mr. Clint Goodin from Vaughn-Melton Engineering Consulting; Dr. Bruce Walcott, a faculty member at the University of Kentucky College of Engineering; Ms. Katy Ashby of the Student Council at UofL's Speed School; and Mr. John Huston, a retired engineer.



During their visit to Lexmark, scholars learn about the testing that new printer models undergo, including the test to measure their noise out put.

Bellarmino University

Under the direction of faculty member **Len Frank**, scholars in the Film Studies focus area explored the world of cinema through two fundamental lenses: the social and the aesthetic. During the first few weeks of the Program, they discussed film's place in American life and asked whether cinema influences society or is a symptom of it. Scholars questioned whether all movies are art, whether all art has beauty, and if/why beauty is worthy of study.

The class watched several films including the high school noir thriller *Brick*, the charming French love story *Amélie*, Wes Anderson's latest film, *Moonrise Kingdom*, and the classic *American Graffiti*. All of these movies tell coming-of-age stories and generated lively discussion about the scholars' own lives and how society portrays young people. Scholars analyzed these and other movies to understand formal filmmaking techniques like composition, rhythm, continuity, and visual storytelling.

For their first project, scholars focused on the fundamentals of the shot and the cut, endeavoring to recreate some of cinema's most iconic scenes. These included clips from *Casablanca*, *Gone with the Wind*, *Raiders of the Lost Ark*, and *Field of Dreams*. For their second project, scholars made one-minute silent films based on a poem of their choosing. For their final project, scholars teamed up to write, storyboard, direct, appear in, and edit films inspired by something personally important to them. They organized actors, scouted locations, and arranged shooting schedules in order to bring their artistic visions to the screen. The scholars screened their final product in front of the entire GSP-Bellarmino community at the end of the Program.

As the Program concluded, scholar Firas Sofyan of Johnson Central High School raved, "This class gave me the new experience that GSP promises. It also gave me a community. Making films in this class was the most memorable thing I did in my five weeks. I made long lasting friendships while learning a new skill. Film Studies was truly an eye-opener for me."

Morehead State University

The scholars in **David Goodhart's** Film Studies focus area began their GSP experience prior to arriving on the Morehead State campus. Before departing home for the Program, scholars viewed one-minute film shorts submitted to the international Filminute festival to understand that creating an effective short film is very different from creating a feature film. Upon beginning the Program, scholars were encouraged to develop a film narrative that explored the minute details of a moment in life, with strong visuals carrying the bulk of the narrative. Using such familiar feature films as *Up*, *Jaws*, and *The Bride of Frankenstein*, scholars examined how the best movies are made up of concise narrative units that can stand independently of the film itself.

Collaboratively, scholars came up with a treatment from which they drafted a screenplay. In a pitch meeting, the film scholars presented their screenplays to "production companies" of their classmates to receive feedback. Then, as the cameras rolled, the scholars were fully immersed in the production process, making decisions about acting, lighting, cinematography, and editing. During the post-production process, the scholars hosted Louisville-based composer Bill Myers, whose extensive experience in the industry gave them insight as to how sound and music can work together to support a film narrative. The culmination of the process was a screening of the scholars' projects for the entire GSP-Morehead State community. Along with introducing their films, the scholars conducted a question and answer session in which they shared the newfound insights into the art of filmmaking.

In addition to screening their own films, the scholars hosted a Classic Film Series for the entire community. Together, the Film Studies scholars and their GSP colleagues explored the importance of the director's vision as they viewed movies Elia Kazan's *A Face in the Crowd*, Vincente Minnelli's *The Band Wagon*, Delmar Daves's *Dark Passage*, and Frank Capra's *It Happened One Night*.



On the Bellarmino campus, scholars direct, shoot, and act in a scene for one of their original short films.

"One of the most important things I learned in this class is that if your work doesn't challenge you or scare you a little, then it will touch no one. It's okay to open up and think outside the box. That will stay with me long after GSP is over."

*Marna Moore
Glasgow High School*



Scholars on the Morehead State campus collaborate as they write, direct, and produce their films.

"The Healthcare Industry class has opened my eyes to big issues in the field of medicine. The best part of class discussion has been brainstorming solutions to these problems. We may not have all the answers yet, but someday soon we are all going to have to make some tough decisions. This class has helped prepare me to make them wisely."

*Charney Rose,
Harrison School*

Bellarmino University

Together with faculty member **Teresa Hoffmann**, the members of this class began their study of the healthcare industry by researching health statistics for their home counties. Then, working in groups, they conducted further research into the most common chronic diseases/disorders affecting Americans and shared their findings with the entire class. The scholars learned that before they can care for others, they must take care of their own health by adopting a healthy lifestyle focusing on nutrition and exercise.

After researching and learning about genetic disorders such as Down's syndrome and cerebral palsy, the class volunteered with disabled adults and refugees from foreign countries to learn how to communicate with folks who do not speak the same language or are simply unable to express themselves in the usual ways. The scholars also discussed and compared the healthcare systems of other countries. They even learned about how genetic engineering is paving the way for the future of medicine.

In addition to their class research and discussions, the scholars spent a great deal of time learning outside of the classroom. They relished field trips to the University of Kentucky College of Medicine, as well as UK's Micro Invasive Surgery Lab, Outreach Center for Science and Health Opportunities, College of Pharmacy, and Cadaver Lab. They interacted with representatives of the medical fraternity, the U.S. military, and the group Compassionate Louisville. Finally, they garnered hands-on experience by engaging in community service at the VA Hospital laundry and with Zoom Group.

Murray State University

The overarching goal of **Cindy Bruniari's** class was to explore healthcare from both conventional and nonconventional points of view. The scholars began the class with the book *Catastrophic Care* by David Goldhill. As scholars read each section of the text, their awareness of health insurance schemes, government input and regulation, and general patient neglect increased and lively discussion ensued.

Another goal of the class was to expose scholars to the abundance of career opportunities available within the healthcare field and to make them aware of the educational and work requirements associated with each. To this end, the scholars spent a day researching and sharing current information with each other about a specific healthcare career. One of the highlights of the summer was a two-day field trip to the Louisville and Lexington areas to visit several different sites, including the College of Pharmacy and the Micro Invasive Surgery Lab at the University of Kentucky. The scholars also toured the University of Louisville's School of Dentistry and Lyons Eye Center. During a visit to the UK Outreach Center for Science and Health Opportunities, the scholars held human brains and hearts and gained a renewed appreciation for the wonder of the human body.

Over the course of the summer, the scholars wrote and published three editions of *Healthcare Because We Care*, a student-initiated bulletin to share with the GSP-Murray State community. The news bulletin included articles about safe exercise, healthy eating, sports injuries, medical myths, and recent breakthroughs in healthcare. Together, all of these activities helped scholars recognize that healthcare must first and foremost focus on *care*—care for the value and dignity of life in a global society. As privileged citizens of an educated society, the scholars concluded that they all have a responsibility to care for all people—the clean and the dirty, the rich and the poor—and that they all have a strategic role to play.

During their visit to the Micro Invasive Surgery (MIS) Lab at the University of Kentucky, scholars try their hands operating a newly designed tool for use during laparoscopic surgery.



As part of their volunteer work with Zoom Group, a center for adults with intellectual disabilities, scholars worked in the laundry at the VA Hospital.



Morehead State University

Scholars in **Steve Saxley's** Historical Analysis class spent much of their five weeks looking at what might have happened in history instead of what actually happened. While studying the field of alternate history, scholars had the opportunity to view several films that explore how drastically history would have changed if events had played out differently. Scholars viewed scenarios in which the South wins the Civil War, the Germans win World War II, and Lee Harvey Oswald stands trial for the assassination of President Kennedy. After viewing examples of alternate history in film, the scholars created their own alternate history stories ranging from what if the U.S. and France did not complete the Louisiana Purchase to a look at how history would have been different if the Zimmerman note had not been intercepted before World War I.

At the same time, scholars also had the opportunity to learn about Kentucky history through reading *Subversive Southerner* by Dr. Catherine Fosl of the University of Louisville. *Subversive Southerner* tells the story of Louisville native Anne Braden and her constant fight for civil rights and civil liberties throughout the nation, but especially in her home state of Kentucky. Scholars had the opportunity to tour Louisville with Dr. Fosl and see historical civil rights sites, including the home of Anne Braden and her husband Carl. Through the text, scholars discussed the links between the civil rights movement and the McCarthy-era Red Scare of the Cold War, as Anne Braden herself experienced during her time as an activist.

Scholars Maya Burke of Frankfort High School and Jana LaRue of Shelby County High School both praised their focus area experience, particularly emphasizing the importance of opportunities not available in a traditional classroom. As Maya explained, "Many people view alternate history as irrelevant, but this class emphasized the importance of even the most 'insignificant' moments in history. I think that understanding what could have been plays a part in reasoning how things can be in the future as history is made. This class has given me a different outlook on current events and the possible alternate histories that could have played out." Jana added, "The coolest thing about this class was getting the opportunity to learn about local history. We learned about a civil rights activist from Louisville and at school you just don't learn about local history, which is a shame because I think it is very interesting."

Murray State University

Together with faculty member **Kristen Harris**, scholars in the Historical Analysis focus area explored the habits of mind that historians use when they conduct research and "do" history. Scholars first discussed the questions, "What is history?" and "Is history a science?" They used the course text, *The Landscape of History: How Historians Map the Past*, to direct their discussion. Scholars were also introduced to the conversational moves of civil discourse, which they practiced throughout class discussions.



Scholars applied their newfound historical thinking skills of sourcing, corroborating, and contextualizing as they conducted historical research for five weeks. First, they met with a research librarian at the Murray State University library and learned how to evaluate sources. Scholars then selected a topic of personal interest and used multiple sources to craft an historical interpretation to share with the community. The topics they chose ranged from the history of time-keeping and the evolution of women's fashion during the 20th century to the Battle of Stalingrad and the role of the Moors in Spain. Their completed projects were displayed on Community Arts Day and presented in class.

After conducting extensive research on topics of their own choosing, scholars crafted historical interpretations to share with the GSP-Murray State community.



While touring civil rights sites in Louisville with Dr. Catherine Fosl, scholars stop for a photo with a marker commemorating sit-ins on Fourth Street.

"Historical Analysis expanded my cerebral, social, and even artistic skills. Leaving focus area muttering, 'Mind blown!' was a common experience."

*Ashley Whittman,
Dunbar County
High School*



Scholars on the Bellarmine campus pose with their favorites from over 2,000 children's books that they collected in a drive to benefit a school in Patheingyi, Burma.

Bellarmino University

Under the leadership of faculty member **Kyle Anderson**, scholars in this class challenged themselves to examine their roles and responsibilities as global citizens. In particular, they sought to engage in a life-long commitment to being students of the world, with special emphasis on learning about those areas that are most often neglected in school curricula and in the mainstream U.S. media.

Among their many activities, the scholars performed historical research and mapmaking projects; discussed regional politics; studied minority issues; held a book drive for a small school in Patheingyi, Burma; and worked with a local Karen (Burmese) refugee community in Louisville's south end. By the end of the five week Program, the scholars had become motivated to set their sights on a more Asian future. They had also come to the recognition that true knowledge of the

world consists of much more than just an accumulation of facts; rather, it entails a sincere effort to get to know and to serve the people of our planet.

Morehead State University

Together with faculty member **Salome Nuorumele**, scholars in this class looked at International Relations through the lens of food and culture. Through a combination of field trips, special guests, reading materials, lectures, class discussions, and other activities, the scholars explored the ways in which culture plays a pivotal role in determining what we eat, how we eat, and when we eat. Learning about food rituals and traditions across cultures provided scholars the opportunity to understand the similarities and differences between cultures, as well as to appreciate how food habits affect health and welfare in varying societies. The scholars also compared the food habits of American teenagers to those of their counterparts in other industrialized nations and in developing economies. They then explored their own food habits by conducting a community survey among their fellow scholars. The results of the survey indicated a general awareness of healthy food habits, but a wide gap between knowledge and practice.

Intermixed throughout the five weeks were examinations of issues related to global food politics. The scholars discussed and debated questions such as, "Does the world have enough food for all of its citizens?" "Whose responsibility is it to provide food for the world population?" "Why do some countries waste food while people in other countries go hungry?" "Does the future of food production rest in the hands of global food companies or in local farms?" and, finally, "What, if anything, can the average person do to impact global food production and distribution?" As they sought to answer these questions, the scholars traveled to a number of locations, including Evans Orchard in Georgetown, the ALE-8-One production center in Winchester, and the Food Systems Innovations Center at the University of Kentucky.

Murray State University

Scholars in International Relations with **Peter Berres** chose to examine numerous national and international issues over the course of their summer together. After brainstorming possible topics of interest, the class chose to focus on human trafficking, unexploded ordinance, globalization, international development, and water re-



As part of their study of culture and its impact on what, when, and how we eat, scholars on the Morehead State campus relished several opportunities to experiment with international cuisine.

"I have learned that food can define culture just as much as culture can define food. I have also learned that we have a responsibility as young citizens to express informed opinions about the global management and availability of food."

*Evolly Wardlaw,
Notre Dame Academy*

source issues. The scholars divided into teams and then worked together to conduct research. Using what they had learned, they prepared class presentations providing the historical background of the topic, as well as relevant vital statistics, related governmental efforts, and information about international organizations involved with the issue. After sharing their presentations with their classmates, the scholars shared various perspectives on the issue/topic in order to spark class discussion.

A fundamental goal of the course was to engage the scholars in self-reflective examination of their own worldviews, particularly considering the underlying beliefs and assumptions that inform how individuals "see" the world. In pursuit of this goal, the scholars engaged in dialogue with students from Africa, Asia, and the Middle East. They also closely examined the politics and cultures of multiple regions and countries.

Members of the class devoted significant effort to their study of war and, specifically, issues that are relevant to war veterans. In collaboration with the members of the Philosophy focus area, the International Relations scholars formed interdisciplinary teams to research wars spanning from World War II to the present, using statistics to evaluate each conflict in terms of the "Just War" theory. The scholars particularly worked to come to grips with problems—such as PTSD, suicide, and readjustment difficulties—that American veterans from a wide range of conflicts currently face.

Finally, the International Relations scholars created a resource book containing summaries of their research projects and identifying information, resources, and organizations involved in working toward solutions to international challenges.



On the Murray State campus, scholars prepare for a presentation on one of the five central topics that the members of the class chose to explore together.

Journalism & Mass Media

Bellarmino University

Scholars in **Mal Coffee's** class were introduced to all facets of the journalism profession, including writing, reporting, interviewing, videography, and non-linear editing using Final Cut Pro. In addition to these technical skills, they also learned about the ethics in reporting that guide every truly successful journalist.

Putting all of this knowledge to work, the scholars produced stories about their GSP experiences. They then compiled a 20-minute newscast in an HD studio, where they learned to operate control room and studio equipment, create animated graphics, and even how to anchor from a news desk. They also had the opportunity to write print stories about GSP geared for publication in their own hometown newspapers.

As the Program drew to a close, scholar Lexina Patel of Apollo High School reminisced, "Prior to arriving at GSP, I was anxious of being in a focus area in which I had little background knowledge. However, after exploring a new realm for five weeks, I am glad I had the experience. There was so much more to Journalism & Mass Media than I had previously known and I learned new things that related to everyday life. Moreover, I enjoyed creating a news broadcast with fellow scholars which will showcase our hard work throughout the summer. With the culmination of the Program in a few days, I am proud to say I was a student of Journalism." Scholar Will Adams IV of Murray High School summed up his focus area experience simply, saying, "This class helped me to discover things I never would have tried if I hadn't come to GSP."



Scholars learn how to use the professional software Final Cut Pro as they produce their own news and feature stories about their GSP experiences.

Morehead State University

The goals of **Lynn Hamilton's** Journalism & Mass Media class were twofold: first, she sought to expose scholars to real journalism experience by interviewing and writing for publication; and second, she sought to help her scholars understand the new trends and challenges facing today's journalists.

As one of their experiences in real journalism, the scholars learned the art and science of interviewing deductively by watching and discussing the techniques of several international journalists, including Barbara Walters, David Lipton, and David Frost. They then practiced these skills by conducting interviews with their classmates. The students also created and contributed to an online newspaper that offered both news and commentary on events at GSP-Morehead State and around the world. For further fodder for their online publications, the class traveled to the Cincinnati Art Museum and wrote articles about the experience of seeing particular works of art.

Another class field trip took the scholars to the offices of the *Morehead News*, where they considered the distinctions and difficulties of community print journalism, including the need to promote community welfare and to mobilize readers under age 35. They also visited WHAS-TV in Louisville, where they learned about the different departments at the station, as well as the process of producing news for television. A meteorologist even demonstrated how to use the green board to indicate weather patterns in the state. Two television reporters at WHAS spoke honestly with the scholars about the early hours and the relatively low pay associated with their jobs, while also communicating the great joy they get from keeping the world informed.

Murray State University

Bellarminé Ezumah's focus area explored the fields of Journalism & Mass Media in the digital age. Over the course of the summer, the scholars learned about a wide range of topics, including the multiple roles of journalists, the variety and veracity of online news sources, the challenges to core news values and journalistic integrity, and the rights and protection of sources. They also learned about—and practiced—interview skills and news-writing styles.

For their major project, the scholars investigated the idea of traditional newspaper format extinction and discovered that, despite the popular opinion that online news sources are overwhelmingly dominant, community newspapers continue to thrive. As a result, the scholars embarked on producing a community newspaper for GSP-Murray State, the *Governor's Gazette*. They distributed their final product—a professionally-printed publication including news, sports, features, and other highlights—to all of their fellow scholars during the Final Banquet.



Scholars from the Morehead State campus traveled to the Cincinnati Art Museum and then published online articles about their experiences seeing particular works of art.

"Journalism & Mass Media provided me knowledge and experience in journalism in the digital age. We had first-hand experience with local newspapers, radio, and television stations. In creating our own newspaper, we gained in-depth experience in the work that is required to meet deadlines and to make a living in journalism."

(Hanson Springs, Greenway County High School)



Another highlight of the summer was a trip to Paducah's WPSD-TV, an NBC affiliate, where scholars experienced a live news broadcast first-hand and then discussed the current nature of the journalism field with reporters, producers, and news anchors. Other notable excursions included visits to the *Murray Ledger and Times* local newspaper and to WKMS, Murray State University's NPR station, where scholars wrote personal reflections and recorded their voices to make audio portraits.

Scholars stop for a picture on the set of WPSD-Local 6 TV in Paducah. While at WPSD, the class observed a live news broadcast and spoke with reporters, producers, and anchors about the current state of the journalism field.

Modes of Mathematical Thinking

Morehead State University

Together with faculty member **Dnk Lee**, scholars in this class explored mathematics through origami. Origami has been known as a children's pastime for hundreds of years, but the scholars learned to appreciate origami at a much deeper level as they studied its relation to complex mathematic and scientific principles. Of course, they also learned to create intricate origami models of their own. Through this process, they discovered that because authentic origami does not allow for the use of scissors or adhesives, it is an undertaking that must be engineered with mathematical precision.

For the first two weeks of the Program, the scholars—who had never before done any serious origami work—learned the basics of mathematical origami. Beginning in the third week, each scholar focused on his or her own choices of interesting origami models. Some chose to concentrate on making geometric models, while others devoted their efforts to creating animals, insects, birds, and/or flowers. Most of the models that the scholars engineered required hours, not minutes, to complete. Thanks to their hard work and the time both inside and outside of the classroom that they devoted to creating beautiful art through scientific folding, the scholars ultimately had the opportunity to showcase their creations for the GSP-Morehead community and the general public during an exhibition at a local bookstore, the Fuzzy Duck. This display of fascinating origami allowed the scholars to share with their viewers their new perception of what origami really is: a profound combination of mathematics, science, and art.

As scholar Mariah Boyd of Johnson Central High School described at the end of the Program, "When I heard we would be doing origami, I was a little confused and skeptical; I did not think paper folding had anything to do with math. I was wrong. We used paper folding as a new way of looking at geometry, angles, angle bisections, etc. Visualizing the math through origami was very interesting and helpful. From this class I also learned that very beautiful creations can come from plain, two-dimensional sheets of paper. I thoroughly enjoyed this class; it taught me to look at the world around me in a new way."

Murray State University

In the Modes of Mathematical Thinking focus area led by **Jeremy White**, scholars were encouraged to think about the role of mathematics in the art of secret communication. The history of secret communication, or cryptography, is rich with examples of mathematics that have influenced our society. As the summer progressed, the scholars explored techniques from the various branches of cryptography. As part of this endeavor, the scholars designed a scavenger hunt in which each clue was encrypted using a different encryption scheme. The scholars also spent time investigating some basic concepts from the area of mathematics known as abstract algebra. In particular, they examined the topics from abstract algebra that form the foundation of the computer-based encryption that is widely used today. The scholars spent the final days of the course discussing the public policy debates centered around cryptography and encryption.



Kirby Fitzpatrick, a student at Paul Laurence Dunbar High School, praised his focus area experience as dramatically different from a typical high school math class. He explained, "Modes of Mathematical Thinking taught me how to apply my love of mathematics in the classroom to real-world scenarios. I was exposed to various codes used in history that affected the results of war and politics, such as the death of Mary, Queen of Scots. The class was very hands-on, with code-breaking challenges and activities that turned us into cryptographers. In a traditional classroom setting, students are typically not given opportunities to apply math to daily life. Here at GSP, my eyes have been opened to numerous career opportunities, only extending my love of math."

Scholar-cryptographers work together to encode one of the clues for their campus-wide scavenger hunt.



Scholars prepare for their origami exhibition at the Fuzzy Duck bookstore in downtown Morehead.

"In this class, I was able to experience some abstract algebra and alternative uses of mathematical thinking. I gained this experience by studying historical contexts involving the use of codes as well as current-day mathematical security applications. This class has emphasized the fact that math is part of our history and of our lives—not just a series of questions and procedures."

*Deanna Dain
Theresa Conroy
High School*

Musical Theory & Performance



On the Morehead State campus, scholars use the new piano lab to put theoretical music concepts to practice.

"It was so moving to see so many talented people come together and play music as one. I've never been around a lot of musically-inclined people at home, so getting to play accompaniments with saxophones and cellos was one of the most amazing things I've ever experienced."

*Madalina Kramer,
Morey Academic*



Working within a limited time frame, scholars on the Murray State campus collaborate to prepare songs for performance.

Bellarmino University

In the Musical Theory & Performance focus area led by **Jenny Campbell**, scholars investigated the question, "Does music have power?" They began answering this question by researching several musical works that have shocked or surprised audiences, including Igor Stravinsky's *Le Sacre du Printemps* and John Cage's *4'33"*. The focus then shifted to music as a tool for unification as the scholars examined how music can create a common bond and foster shared emotional energy for a larger cause (e.g. a sports team, a country, a political movement, or an ideology). Scholars also explored how music has been used in U.S. military situations, including instances when it was used to interrogate insurgents.

In order to personally experiment with the power of music, the scholars each prepared weekly performances for the class and crafted their own compositions as musical responses to poems written by members of the Creative Writing & Literary Studies focus area.

Morehead State University

Nan Richerson's focus area was based on comprehensive musicianship. Thinking from a comprehensive standpoint encouraged scholars not to consider or refer to themselves using a narrow music label—such as being only a pianist or violinist—but rather to think of themselves first as musicians and then as "a musician who happens to play the piano or the violin."

To this end, scholars participated in activities that challenged them to broaden their musical experiences and to step outside of their comfort zones. Each scholar studied the elements of singing, performed a vocal solo, and conducted the class choir. In addition, scholars studied music pedagogy and experienced the trials and joys of teaching the fundamentals of their primary instrument to their peers. After reading and engaging in dialogue about performance anxiety, scholars performed for one another while discussing the physiological effects that performance anxiety can produce. They also had the opportunity to utilize Morehead State University's new piano lab to put theoretical music concepts to practice. Other class activities included listening to and talking about various genres of music, such as folk music and opera; touring the Kentucky Center for Traditional Music; attending a piano recital; composing music using Finale® software; and utilizing the text *This is Your Brain on Music* to learn about and discuss the elements that comprise music. Traveling to Cincinnati to see Verdi's opera *Aida* and traveling to Bardstown to see *The Stephen Foster Story* proved to be two highlights of the summer for the scholars.

Murray State University

Scholars in **Tana Field's** class contemplated their own musical strengths and backgrounds while focusing on the creative process. They experienced peer-teaching by instructing another scholar in the basics of their primary instruments. In addition, the scholars worked in groups to prepare songs of their choice for performance within a short time frame, utilizing every instrument and voice in the group. Over the course of the summer, the scholars examined the challenge of storytelling through music by watching an opera and then retelling the operatic story using music of their choice. As a final project, the members of the class created their own musical from scratch—writing the script, selecting and arranging songs to be included, and performing their finished work for the entire GSP community during the last week of the Program.

In addition to these activities, the scholars explored the connections between music and other academic disciplines. For example, the Music scholars teamed with Physical Science scholars to create various musical instruments with the aid of scientific formulas. The Music scholars then helped the Physical Science scholars to compose short musical works for the constructed instruments and then to perform those works in a mini-recital. Members of the class also explored the relationship between music and visual art, drawing parallels by focusing on ideas such as form, texture, and contrast in both media. Finally, the Music scholars pondered the future and importance of music programs in public schools, discussed opportunities for integrating music into their future lives, and participated in a service learning project by singing in concert with the Murray Community Band and Chorus.

Bellarmino University

The philosophical studies of scholars in **Lisa Hicks's** focus area fell into two major categories: exploring the major branches of philosophy and considering some "big ideas." Each of the five weeks of the Program was devoted to a specific branch of philosophy (including ethics, logic, and metaphysics), and the scholars read, discussed, and performed activities related to the week's theme. For Logic Week, for example, the scholars worked on logic puzzles and studied formal logic. During Ethics Week, they led both on- and off-campus discussions about the nature and aims of education. During Metaphysics Week, they joined Astronomy scholars on a field trip to observe the night sky and to discuss the growth of modern science out of early Greek philosophy. They read some classic philosophical texts (including Platonic dialogues) and some contemporary works (including *Do You Think What You Think You Think?*, a book of philosophical quizzes and surveys). They also screened and discussed several films, including *The History Boys* and *Thank You for Smoking*. The discussions, readings, films, and activities relating to the branches of philosophy provided the scholars with ample background material for their final projects: a series of essays on "big ideas" such as obligation, purpose, beauty, and truth.

Morehead State University

The concept of justice is central to almost every civilized society, but its meaning remains intractably elusive. Across the United States of America, there are hundreds of buildings bearing the inscription "The Court of Justice." In American cities—sometimes just outside these courts—people march with placards demanding justice. This all drives the philosopher to ask, "What is this thing called justice?"

This is the central question that dominated the early chapters of Plato's *Republic*, the only textbook for students in **Patrick Nnorenzele's** class. The *Republic* also introduced the scholars to the essential elements of critical and creative thinking, processes central to their engagement in this class. The early chapters of the *Republic* introduced the students to the essential elements of critical and creative thinking, processes that became central to the scholars' quest to define and understand justice and its many manifestations in our world today.

Murray State University

John Wilcox's class began with a question raised by the ancient Greek philosopher, Plato: "Can virtue be taught?" To understand and answer this question, the scholars read and discussed the early Platonic dialogues, which vividly portray the thought process that Socrates underwent as he examined his contemporaries' claims about the meanings of goodness and virtue. The class then debated Socrates's decision to accept his death sentence, knowing that his only offense against the state was his willingness to question the ambitious leaders of his day in order to demonstrate that their beliefs about virtue and justice were baseless and contradictory.

The members of the class then turned their attention to Plato's own theory of virtue as demonstrated in his analysis of the soul. They discovered that, according to Plato, the virtue of justice was the result of the rational part of the soul governing over its spirited and appetitive parts. The scholars appreciated this idea's applicability to the modern era. For example, they recognized that undisciplined spirits and aggressive appetites can lead societies and nations into destructive internal competition, as well as international wars. At this point in their discussion, the scholars partnered with the International Relations class to study the application of classical "just war" theory to the major conflicts in which the U.S. has been embroiled since World War II. Together, the scholars pondered whether an activity as aggressive, fierce, and chaotic as war can ever be conducted in a way that is rational and just. This led them to question whether "just war" is ever truly possible.

The Philosophy scholars also joined with the Physical Science class to examine the nature of time. They carefully read St. Augustine's meditation on time and its relation to eternity and then pondered how the eternal nature of a divine being compares with the eternal laws of physics. Together, the Physics and Philosophy scholars wondered where time itself comes from and where it is going.

Philosophy scholars at GSP Murray State study Plato's theory of virtue as it relates to modern concepts of goodness, including the just war theory.



Using Plato's Republic as their guide, scholars collaborate to arrive at a definition and an understanding of justice.

"Even though we seldom got any answers to life's biggest questions, I learned that life is supposed to be that way. If we knew everything, then why would we keep searching for answers and bettering our minds? Philosophy has taught me a lot about life, society, and—most of all—myself....I know a lot less than I thought I knew, and I think it's better that way."

*Ali Crupper,
Byle High School*



“Physical Science was an extremely positive experience for me. Every field trip was fun and interactive; it really gave me an opportunity to see what we were learning in the classroom in a new, unique way. Additionally, working on complex physics problems helped me recall my prior math knowledge and prepared me for AP physics this year.”

Bellarmine University

Each week, scholars in **Will Sanford's** class investigated various applications of science in relation to Newton's Laws. Their activities included visiting the new Big Four walking bridge in downtown Louisville and constructing their own popsicle stick bridges designed to withstand high gravitational forces. After experimenting with these fundamental forces, scholars then learned how to mathematically calculate the magnitude of forces and of objects in free fall when only a gravitational force was applied. They put these skills to the test during the final week of the Program when they tackled the challenge of building their own rockets to evaluate theories of force in relation to acceleration.

In addition to investigating physical principles, the scholars devoted a great deal of attention to considering chemical reactions. For example, they experimented with the results of mixing Mentos with Diet Coke and explored the science that underlies that impressive reaction. They also considered the chemical process that occurs as a pie bakes.

Their visit to the Louisville Mega Cavern provided a large-scale illustration of the results of physical principles and chemical reactions. As they investigated the Mega Cavern, which is the largest manmade cavern in any metropolitan area in the U.S., the scholars considered the use of dynamite and the process of erosion by which it was created over several years, as well as the maintenance of columns and the addition of support structures that have kept it standing for well over fifty years. This impressive man-made structure truly proved the power of science at work!

Murray State University

In **Madison Sewell's** Physical Science class, scholars focused on the characteristics of physical law. They first investigated the nature of scientific measurement. Given only a stopwatch and some rudimentary materials (lead weights, string, steel balls, and PVC tubes), the scholars were challenged to construct a meter stick, a graduated cylinder, and a fifty gram mass. After building these materials, scholars used them to investigate gravitation, perhaps the most iconic of physical laws.

For another of their activities, the scholars built a scale model of the solar system on the intramural field. In addition to mapping out the distances between the planets, the scholars held planetary models (also to scale) while walking the orbit of each planet at the proper relative speed. They then shared this amazing experience by presenting a living tour of the solar system to other classes.

Over the course of the summer, the scholars also considered the connections between physics and a number of other fields of study. For example, they investigated the relation of mathematics to physics by using plastic bags to build set theory models of whole numbers. They then investigated the distinction between past and future through a joint session with the Philosophy focus area, comparing texts of Augustine and Richard Feynman. Finally, the scholars discussed some of the odd results and possible explanations of quantum mechanics, discovering that some laws of physics are at best probabilistic. Scholars completed the Program with a true understanding that physics is much more than plugging numbers into equations. They learned that—like many other things—physics is a way of discovering truth and finding beauty in our universe.



In conjunction with their study of how bridges withstand force, scholars from the Bellarmine campus visited the new Big Four walking bridge in downtown Louisville.



On the Murray State intramural fields, members of the Physical Science class lead scholars from another focus area on a tour of their scale model of the solar system.

Bellarmino University

This summer, scholars in **John Howell's** Political & Legal Issues focus area undertook two major tasks: (1) to identify the causes of political and legal dysfunction in the United States, and (2) to consider alternative processes that might make governing more efficient and the legal system more fair. As the Program progressed, scholars successively took up a number of issues that were in the course of being considered by legislators and the courts, including same-sex marriage, affirmative action, the security versus privacy debate, immigration, and the evolving terror threat. They examined these issues in a number of ways, including participating as the principal parties in a mock trial in the court of Circuit Judge A.C. McKay Chauvin. They also prepared briefs and met with Clay Mason, Fayette County Commissioner of Public Safety; Major Tony H. King, Director of the Jefferson County Sheriff's Office criminal interdiction unit; the Honorable Erica Lee Williams, district court judge of Jefferson County; and Dr. Max Wise, former FBI agent and current head of the Homeland Security Program at Campbellsville University and adjunct professor at UK's Patterson School of Diplomacy. As an integral part of the development of their immigration policy, the scholars worked on a weekly basis with Kentucky Refugee Ministries, assisting in the resettlement of Iraqi, Somalian, Eritrean, Cuban, Bhutanese, Rohingya, and Karen refugees in the Louisville area.



Scholars pose for a picture after successfully participating in a mock trial in the courtroom of Circuit Judge A.C. McKay Chauvin.

Morehead State University

Together with faculty member **Jason Wheeler**, scholars in this class focused on developing their political and legal identities and on understanding the significance of Main Street for local communities.

The class used Plato's *The Trial and Death of Socrates* as a guide for clearly defining beliefs and taking a stand on critically important issues. The scholars were then given opportunities to study current issues in the political and legal fields—such as the Wikileaks situation and the modern state of Kentucky politics—and were encouraged to define and defend their positions regarding these issues much like Socrates did many years ago.

Turning their attention to local politics, the scholars visited Morehead's Main Street to get a feel for the city and to discover what topics and issues were most important to local citizens. After engaging extensively with locals, the class prepared a report titled "An Outsider's Perspective on Main Street" and presented it to the Morehead City Council for review. In the report, the scholars highlighted both the positives and the negatives that they had encountered on Morehead's Main Street and suggested potential improvements to the mayor and city council.

For their concluding project, the scholars conducted a mock trial that focused on freedom of speech in a high school newspaper. In addition to their hands-on projects, the scholars also enjoyed the opportunity to interact with a number of professionals in the political and legal fields, including Federal District Judge Joe Hood, attorney and First Amendment specialist Jon Fleidchsker, Secret Service Agent Nev Gump, and former U.S. Diplomat Colleen Abate.

Murray State University

This summer, scholars in **Jim Seaver's** focus area explored what it means to be safe and secure in America today at the local, national, and international levels. Over five weeks, they analyzed a number of significant and timely homeland and national security threats facing the United States, focusing on how to gather reliable information about those threats before identifying appropriate ways to respond without undermining our society's founding principles.



The scholars participated in several simulation ac-

As part of their exploration of what it means to be safe in America today, scholars from the Murray State campus visit the U.S. Army base at Fort Campbell.

"This class has opened my eyes to the various beliefs and opinions of my fellow classmates.

I was given opportunities that I wouldn't have received elsewhere. Altogether, this class taught me the importance of collaborating with everyone—even with people from different political parties or backgrounds."

*Trevor Brown,
Logan County High School*

"Already I find that I can confidently engage in discussions with people about current events and have enough background information to form a concrete, educated opinion. My interest has been sparked, and in the future I will stay updated on world events."

*LaShay Bond,
Covey County High School*

tivities to practice formulating public policy and disaster preparedness plans. These included a Cold War fallout shelter drill, a White House Situation Room briefing to the president regarding recent international crises, and even a zombie apocalypse scenario. The scholars' classroom discussions were equally lively, covering topics as diverse as counterterrorism, natural disasters, public safety, nuclear weapons, espionage, long-term strategic planning for the U.S. military, information leaks, political rhetoric, gun violence, the military-industrial complex, and incarceration issues. To examine real-world applications of these concepts, the scholars took field trips to the Western Kentucky Correctional Complex and the U.S. Army base at Fort Campbell.

The highlight of the summer for the scholars involved a topic of growing national interest: the increasing use of unmanned aerial vehicles overseas in military operations and domestically for law enforcement and private initiatives. Rather than dealing with these issues in the abstract, the scholars raised the funds necessary to purchase their own small, commercially-available drone equipped with a camera. They recognized the surveillance concerns that many Americans have regarding such devices, and so they designed their own mock federal agency and formulated a series of policies to govern the appropriate use of the drone. Afterward, they made their drone available for use by the entire GSP community for a number of curriculum-related applications.



To better understand the controversy surrounding the domestic use of surveillance drones, scholars on the Murray State campus purchased their own drone and then formulated a series of policies to govern its appropriate use.

Psychology & Behavioral Studies

Bellarmine University

Under the guidance of faculty member **Lee Look**, scholars in the Psychology & Behavioral Studies class began the summer by looking at the breadth and depth of the field of psychology, including the history and use of the *DSM (Diagnostic Statistical Manual)*, as well as the use of psychology with different populations. The scholars delved deeper into the study of specific disorders that particularly interested them. They also spent some time considering the many uses of assessments within the field of psychology, as well as the risks and benefits of incorporating those assessments into diagnosis and treatment.

Important class experiences included weekly interactions with persons with disabilities, both at an adult day training program and during a scholar-sponsored dance for local members of the Special Olympics community.



Morehead State University

The scholars in **Irene Bozio's** Psychology & Behavioral Studies focus area examined the importance of story in coming to understand self and in relating to others. Together, the members of the class read Sidney Saylor Farr's *My Appalachia: A Memoir*, which modeled how to tell the story of a life and to showcase the important people, events, foods, and memories that shape a person. After reflection, the scholars told their own stories in "I am from" statements that they shared with each other.

Listening to a person's story becomes particularly important when we encounter someone with mental illness. As the scholars came to recognize, we often make judgments about people before knowing their stories. After defining mental illness and examining brain function, the scholars conducted research to gain a sense of different disorders

Scholars on the Bellarmine campus host a Special Olympics dance as one way of serving—and getting to know—real individuals with physical and mental disabilities.

and to understand how complex diagnosis and treatment can be. By taking a physical tour of one of the oldest mental institutions in the country, Eastern State Hospital, the scholars witnessed the tremendous strides that have been made in mental health care over the years.

Through role playing, the scholars became aware of the challenges and frustrations caregivers encounter when a loved one's "lack of insight" hampers his/her ability to recognize that an illness exists. The scholars then practiced Dr. Xavier Amador's practical skills of listening, empathizing, agreeing, and partnering in resolving conflict. Guest speakers from the National Alliance on Mental Illness helped scholars reject the stigma that is often attached to individuals with mental disorders and to understand mental illness as an affliction comparable to physical disease. This parallel became even more clear to the scholars after they spoke with two individuals who have bipolar disorders, but nevertheless function fully in school and work thanks to treatment and behavior therapy. Most importantly, the scholars ended the summer with a true understanding that every human being deserves dignity and respect and that we should not judge an individual before we hear his or her story.

Murray State University

Jay Crocker's Psychology & Behavioral Studies class focused on the psychology of the self. First, the scholars explored the psychological effects of fine art by spending time with a practicing artist. They were encouraged to get in touch with their subconscious through drawing and then to make meaning from their drawings. The scholars also spoke with an art therapist, who described how art is used to help patients with traumatic brain injuries or Alzheimer's, as well as those who suffer from abuse.

The scholars next learned about the psychological impact of death and grief. To this end, they visited a local funeral home where they learned about the grief process that families go through after the loss of a loved one and the psychological effects of a career that encounters death every day.

Scholars took a field trip to the Kennedy Center at Vanderbilt University, where they learned from leading researchers in the fields of psychophysiology, pharmacology, and behavioral analysis. One scholar participated in ongoing research by donning an EEG cap and watching as his brain waves were recorded.

Finally, the scholars created a culminating project to demonstrate all that they had learned. They created an Expressive Arts Fair with the residents and children of the Merryman House, a domestic abuse shelter in Paducah. There, they made music and art, played games, and created bonds with victims of abuse. Ultimately, this Expressive Arts Fair allowed everyone involved to experience the transformative power of art, kindness, and communication.

Scholars in **Advance Hardin-Davis's** class considered creativity and the power of the creative arts within the field of Psychology & Behavioral Studies. The summer began with an examination of the many facets of art and music therapy. As part of this investigation, scholars were able to engage in a dialogue with an art therapist from Vanderbilt Children's Hospital. They used the information that they gained from this discussion, as well as their ensuing research, as they partnered with the other Psychology class to design and implement an Expressive Arts Fair for the residents of a domestic violence shelter in Paducah.

The scholars explored other key aspects of psychology, including death and dying. In conjunction with this study, they traveled to a local funeral home, where they discussed the psychology of death and grief with the funeral home director. The class was extremely interested in discussing the stages of grief and the ways in which families cope with grief. The scholars also spent time discussing trauma and Post Traumatic Stress Disorder with a clinical psychologist who works with trauma victims.

On another occasion, the class traveled to Vanderbilt University's Kennedy Center, where the scholars met several neuroscientists who discussed a variety of topics including brain imaging, autism spectrum disorders, and behavior analysis. After visiting the Kennedy Center, many scholars wanted to explore career options within the fields of psychology and neuroscience. As a result, the class spent an afternoon discussing various related degree options offered at Kentucky colleges and universities. Dr. Laura Liljequist, Assistant Professor of Psychology at Murray State University, contributed to this discussion by sharing information about her career path and answering questions about various occupations within the field of psychology.

At Vanderbilt University's Kennedy Center, a scholar dons an EEG cap so that his brain waves can be recorded as part of an ongoing research experiment.

"One of the best lessons I learned was how little we know about the backgrounds and lives of others. Everyone has to deal with different challenges and comes from a different story. We cannot be too quick to judge because we may never know the whole story."

*Matt Alsbury
Eastern State High School*



Morehead State University

In the Spanish Language & Culture focus area with faculty member **Clint Hendrix**, scholars' studies of Spanish language and grammar were contextualized within the concept of Hispanic identities. To challenge the American notion of a single, monolithic Hispanic culture, the scholars were exposed to a wide array of authentic cultural texts including films, art, poems, short stories, recipes, articles, and music drawn from widely different Spanish-speaking cultures.

In addition to watching and critiquing a variety of Spanish language short films, scholars read "Aqueronte," a Mexican short story centering on themes of gender and urban isolation. They then sought to resolve the story's many ambiguities by adapting it into a screenplay according to their interpretation of the textual lacunae. Working in teams, they rehearsed and recorded short films that they then edited and ultimately screened for the entire class.

The scholars also read a number of bilingual children's books. Then, as they sought to further practice their use of the past tense, they wrote and illustrated their own Spanish and English language stories for immigrant and Hispanic-heritage children.

To put Spanish commands in context, the scholars created and embarked upon scavenger hunts across the Morehead State campus. The scholars also used commands—together with a vocabulary list that included the words for common ingredients and cooking actions—as they wrote recipes for various foods that they learned to cook over the course of the Program, including a potato and onion frittata, shrimp in garlic sauce, and Spanish-style meatballs. Sampling these culinary creations was among the scholars' favorite activities.

Finally, after discussing notions of nationality, the scholars met with a group of Puerto Rican students on Morehead's campus to better understand the complexities of Puerto Rican identity and statehood. This exchange led to a scholar-designed dance collaboration in which the Kentuckians taught the students from Puerto Rico to Dougie and Wobble and, in exchange, learned how to Salsa and Bachata.

Murray State University

Scholars in **Kehla Vance's** focus area approached learning about Hispanic cultures and the Spanish language in a practical, but non-traditional, manner. They dramatically improved their capacity for communicating in this non-native language by challenging themselves to speak, listen, read, and write at their own levels. Scholars who had amassed years of experience studying Spanish acted as mentors to those scholars for whom the language was less familiar. By practicing their communication skills in real-world scenarios, the scholars were able not only to develop their skills, but also to recognize the importance of knowing and applying the Spanish language.

Though their activities focused primarily on language acquisition, the scholars also immersed themselves in a world of culture and new experiences. From learning about the indigenous Mayans and Aztecs to discovering the history and cultural significance of piñatas and cascarones, the scholars took a hands-on approach to discovering unfamiliar cultures. The tangible products of their exploration helped these topics come alive for the scholars.

By the end of the Program, the scholars successfully achieved the primary goal of the class: to learn about a language and culture foreign to them and to discover the significance and applications of the Spanish language and Hispanic cultures within their own lives. In doing so, the scholars ignited their desire to continue pursuing language studies and to travel to improve their linguistic skills and cultural awareness.

As part of their study of Mayan culture, scholars constructed a model of El Caracol, the observatory at Chichen Itza in Mexico.

"Thanks to my GSP focus area, I realized for the first time that Spanish is less about learning foreign words and more about appreciating cultural diversity. I came wanting to understand the words and left wanting to understand the people."

*Mallory Doubly,
Knox County High School*



Students from Kentucky and from Puerto Rico engage in a cultural exchange by teaching one another dances that are popular in their respective homelands.



Bellarmino University

The scholars in **Matt Curlew's** Visual Arts class were particularly expressive this summer. Thanks to an inspiring trip to the Cincinnati Art Museum, the scholars began the summer with more of a left-brain approach, drawing accurate self-portraits with the grid technique. As the summer progressed, their projects evolved into more original, expressive works, culminating with each scholar's own independent study and creations.

One of the highlights of this year's collection of projects involved collaborative work with the Creative Writing & Literary Studies and Music Theory & Performance classes. The Creative Writing scholars produced original poems, in response to which the Visual Artists created non-objective paintings that reflected the mood of each of the poems.

Morehead State University

In the Visual Arts focus area led by **Deeno Golding**, scholars looked at the practice of Social Design. In this type of design, the primary motivation is to facilitate behavioral shift and promote positive social change within society, rather than to sell a product or service, which is the primary motivation for commercial design. During their focus area experience, scholars examined how Social Design can address societal needs, create an engagement with community, be grounded in the real world, be a collaborative process, and have a meaningful connection to society. Class activities included attempts to define the concepts of art, design, and creativity, as well as a close examination of popular culture and its influence on art and design.



A scholar poses with her creations during the Visual Arts class's exhibition at the end of the Program.

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 2013.

College: What it Was, Is, and Should Be

Morehead State University

Using Andrew DelBanco's book *College: What it Was, Is, and Should Be* (2012) as their point of departure, scholars in **Clint Hendrix's** general studies class explored their notions of a 21st century college education through film, music, articles, and other cultural texts. After they had analyzed the history of higher education in the U.S., the scholars turned their attention to a number of topics that directly addressed their interests, including how to stand out in admission interviews and strategies for financing a college education. To enhance these class conversations, the scholars spoke with Paul Patton, former Governor of Kentucky and current Chancellor of Pikeville University, to learn about state schools and the polemics of higher education in the Commonwealth. They also visited Transylvania University, where campus representatives introduced them to the history and organization of traditional liberal arts colleges.

Working together as a class, the scholars determined ten criteria that established the most important aspects to consider when choosing a college. Then, using those criteria, each scholar individually researched and ranked the seven institutions of higher education to which he or she most wanted to apply.

The Elephant and the Rider

Bellarmine University

Scholars in **Ian Frank's** class explored the emerging field of moral psychology to explain why we live in such hyper-partisan times and what we can do to bring civility back to political speech. They read chapters from Jonathan Haidt's 2012 book *The Righteous Mind: Why Good People Are Divided By Politics and Religion* as a touchstone. They grappled with questions such as how does morality bind us and blind us at the same time? How and why do the moral roots of conservatives and liberals differ? How can you understand and empathize with someone else across a seemingly impossible moral divide?

Scholars explored the idea that if you want to change someone's mind, behavior, or vote, you must speak to their intuition as carefully as their reason. They then studied some examples of uncivil and ineffective political speech and looked at current events through the lens of moral psychology. They also took several online surveys created by moral psychologists to determine the roots of their own beliefs and compare those with others across the political spectrum.



Perchance to Dream

Morehead State University

Elisha Sircy's class focused on dreams and their relation to philosophy, science, literature, and life in general. Scholars began this exploration by keeping a dream journal. With the help of a bedside pen and notebook, each of the scholars recorded several stories, settings, characters, and emotions from their recollections. The class then looked to Aristotle and to Renaissance thinkers, as well as to cutting-edge theories from modern neurologists and sleep specialists, as the scholars sought to understand what dreams are. The scholars also read various psychoanalytic texts from Freud and Jung that posit a subconscious or even collective unconscious from which dream images emerge. These readings were put to specific use when Kim Greene, a trained "dream tender," spoke with the scholars about her work and interpreted various images that the scholars volunteered from their own dreams.

Dreams as literary imagination took center stage as the scholars read through excerpts from *Shakespeare's Midsummer Night's Dream* and other texts deriving either content or form from dreams. The scholars experimented with writing their recorded dreams as short stories. The class even designed and painted a van with a mural comprised of various images from their journals.

The final part of the class focused on dreams as goals and/or hopes for the future. To conclude the Program, the scholars each composed their own versions of Dr. King's famous "I Have a Dream" speech to reflect their personal aspirations.

Life as You'll Know It

Morehead State University

Preparing scholars for their future financial lives was the goal of **Rob Richardson's** general studies class. Throughout the summer, scholars engaged in a variety of activities addressing the personal finance issues that they will encounter in their adult lives. They began by learning the basics of stock ownership and investing. Scholars then selected stocks to invest in and, on a daily basis, tracked the growth and decline of the class's stock portfolio. To learn the concepts of compound interest, scholars used financial calculator apps on iPads to calculate returns on investments, affordable loan amounts, and accrued interest on loans.

As the Program progressed, the scholars participated in two primary projects. First, they undertook a budget project, which challenged them to consider monthly expenses and figure out how to live on a given income. For their second project, they each researched and selected a house, a car, and a credit card. As they considered each of these significant financial decisions, they learned how to weigh the associated costs and other critical information.

Red, White, Black, and Blue: Culture's Rocky Road in America

Bellarmine University

In **John Powell's** class, scholars explored the wide variety of cultural traditions that have shaped society in the United States, with a particular focus on hidden assumptions and forces. As a part of their analysis, scholars examined the discourse about culture in America, locating specific instances in which the meaning of words often carried with them ethnic and racial undertones. They also examined a number of contemporary controversies relating to ethnicity and race, including the Tiger Woods-Sergio Garcia controversy; the Paula Dean firing; and, most notably, the Trayvon Martin trial, which took place during the course of the Program. Watching video reports and reading accounts of these controversies in real time gave scholars the opportunity to identify assumptions that were being made and then to test them against ongoing public commentary. Scholars also examined the development of two unique American music forms—the blues and jazz—and traced their lingering effects in contemporary culture.

The Round Table

Murray State University

Scholars in **Melanie Kidwell's** class The Round Table spent their summer immersed in the Arthurian Legends and the culture of the Middle Ages. Through close analysis of *Sir Gawain and the Green Knight* and Sir Thomas Malory's *Le Morte D'Arthur*, they considered the medieval code of chivalry; they then discussed whether or not there is a code in today's society for men. Tony Porter's powerful TED Talk "A Call to Men" gave scholars much to think about regarding what that modern code is and what impact it has on our society. *Sir Gawain and the Green Knight* also led scholars to think about what it means to be imperfect and fall short of the standards we set for ourselves; to this end, they participated in a small ceremony in which they donned their own green 'girdles' as a reminder of the flaws of humanity.

Next, scholars looked into the role of religion in medieval society. They researched the history of labyrinths, including their meaning and purposes, and then worked together to design and build one for the GSP-Murray State community. Malory's *The Tale of the Sangreal* exposed scholars to the legend of the Holy Grail and what it means to pursue something to the exclusion of all else, while Terry Gilliam's film *The Fisher King* introduced them to the character of the Fisher King and the idea of having to rely on your fellow man for help and healing. Scholars wrapped up the summer by exploring the concept of courtly love and comparing what was acceptable during the time of Arthur and his Round Table with what is acceptable in our society today.

Terra Guerillas

Murray State University

The scholars in **Carly Maurer-Ges's** Terra Guerillas general studies class were challenged to look at geography beyond two-dimensional maps. They first explored this idea by comparing different versions of world maps and analyzing how distortions alter our worldview—ultimately affecting perceptions of non-European cultures. To further understand these biases, scholars were challenged to create their own maps of parts of the Murray State campus. Each student focused on a particular lens or perspective when creating his or her map; as a result the finished products revealed extremely noticeable variations.

A primary theme of the Terra Guerillas class was the idea of "place" as both a literal and a figurative manifestation of the cultural landscape. With this concept in mind, students assessed aspects of American society in terms of their physical geographic characteristics as well as their culture. For example, the scholars considered the question, "Are the physical features of modern New York City a result of the landscape on which it was built or of the unique American culture?" This prompt launched scholars into an analysis of the reciprocal relationship between culture and the natural landscape. Scholars further explored "place" through debate concerning the politics of place names, both in history and in current discourse.

Finally, the scholars looked at the human (and animal) propensity to create mental maps of their surroundings and the importance of this habit to the process of establishing one's "place." The course concluded with students creating scavenger hunts that showed the relationship between the GSP-Murray State culture and the physical landscape.



Recipe for Disaster?

Murray State University

This summer, scholars in **Jim Seaver's** class studied contemporary food issues and controversies, seeking out reliable information from all perspectives before drawing their own conclusions about what to consume. Together they explored what it means to eat safely and well in 21st century America and how to make good food-related choices that benefit their bodies, their communities, and the world. To do this, they worked to develop a strong sense of mindfulness about the various foods they eat and where they come from. They also studied the negative health and social consequences that are often associated with what has been called the "standard American diet," seeking out ways to avoid them.

To break the disconnect that many Americans feel between the food on their plates and its point of origin, the scholars visited three agricultural facilities and consulted their proprietors about the food concerns they had. These included a state-of-the-art, large-scale farming operation; a university research farm; and a local organic farm. The scholars also conducted a food label scavenger hunt at a nearby grocery store and experimented with alternate food lifestyles over three days. One of their most memorable activities as a class was a behind-the-scenes tour of their own campus dining facility. Following their visit, they had a new appreciation for all of the time, effort, and money that goes into feeding them three meals a day and how they can reconcile their immediate desire for delicious food with their lifelong need for healthy dining options.

2013 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 2013 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, <http://gsp.ky.gov>.

Overall Results of the 2013 Scholar Experience Survey

In 2013, 1,057 of the 1,060 Governor's Scholars (99.7%) completed the Scholar Experience Survey.

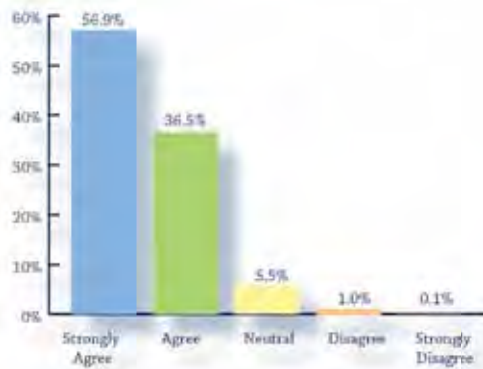
Considering the results of the survey as a whole, the scholars overwhelmingly rated their experience as positive. In fact, on average, participants selected either "strongly agree" or "agree" 92% of the time. In comparison, "neutral" responses made up 6.5% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing "disagree" only 1.3% of the time and "strongly disagree" in only 0.2% of responses. No individual question received a negative response rate above 5.8%.



Average Response Rates

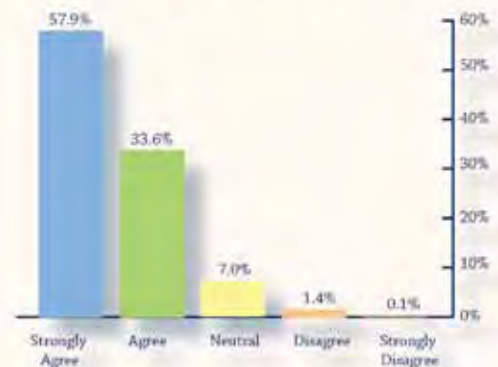
Strongly Agree	64.2%
Agree	27.8%
Neutral	6.5%
Disagree	1.3%
Strongly Disagree	0.2%

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.”

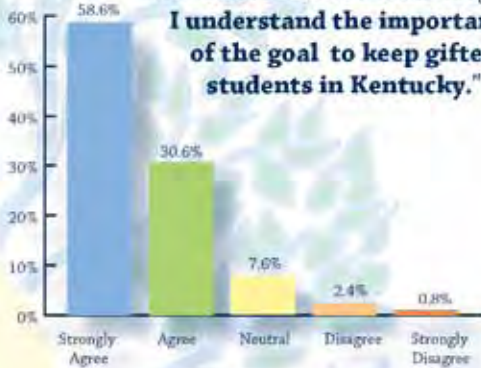


“My General Studies was a positive learning experience.”

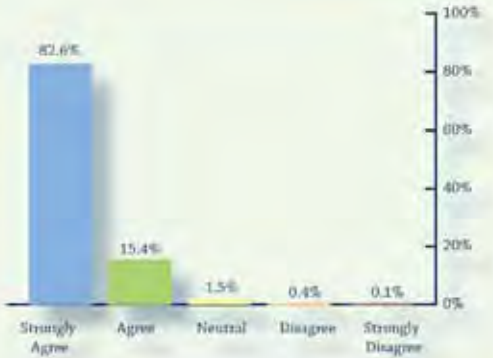


Kentucky Connections

“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.”

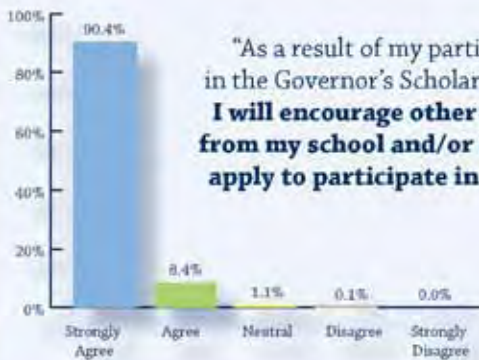


“As a result of my participation in the Governor’s Scholars Program, I have a network of relationships with scholars from across Kentucky.”

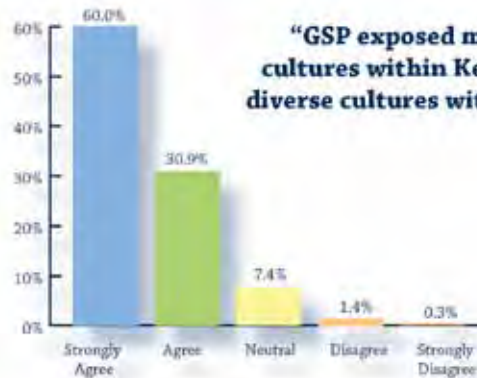


Community & Cultural Awareness

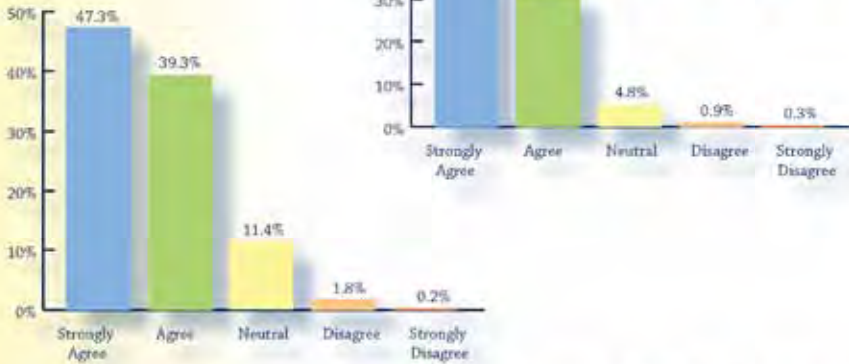
“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the GSP.”



“GSP exposed me to diverse cultures within Kentucky and to diverse cultures within the world.”



College & Career Readiness

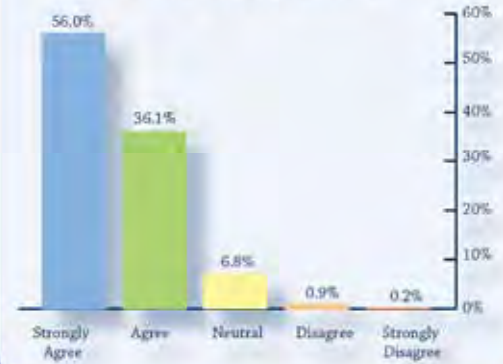


"As a result of my participation in the Governor's Scholars Program, I have a better idea of how to make decisions about my career and/or academic path."



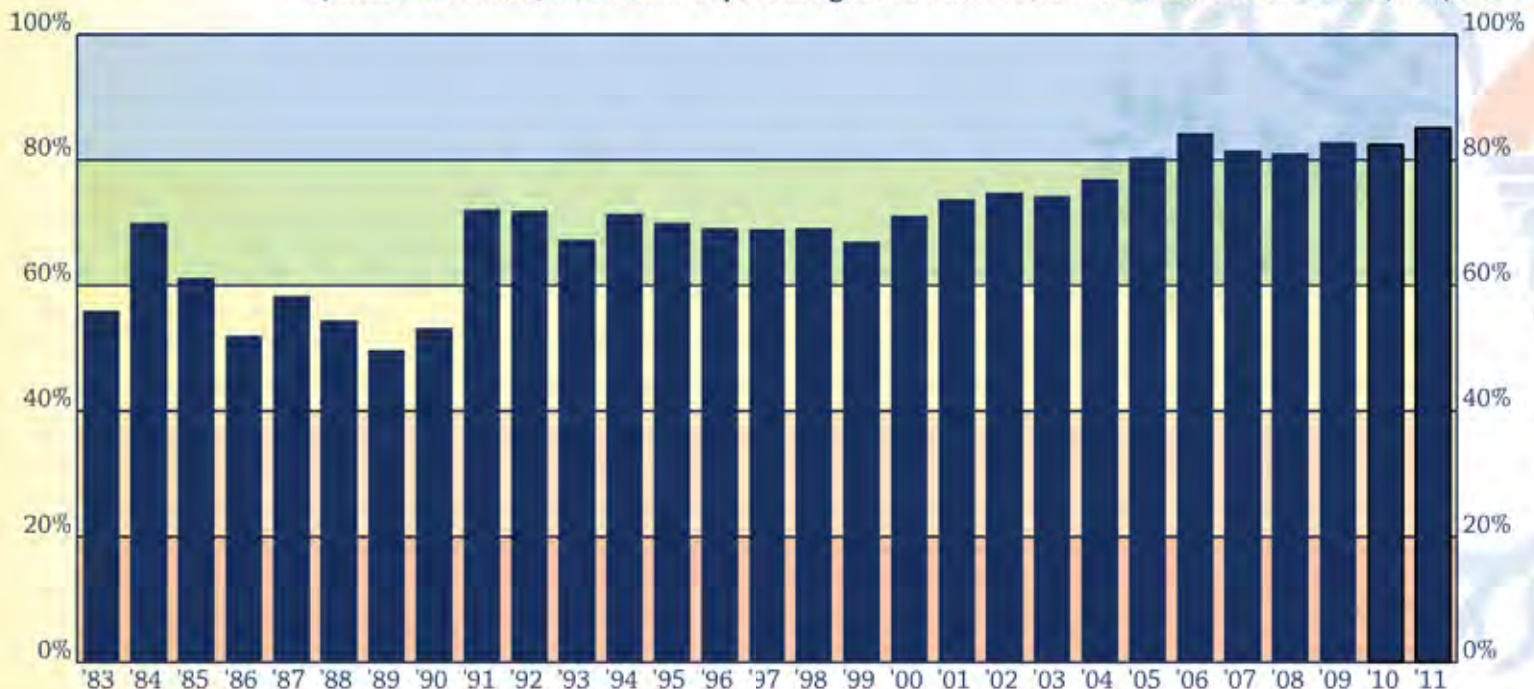
"GSP challenged me to think in new ways and to do new things, both inside and outside of the classroom."

"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 2011 scholars, 85.1% chose to pursue higher education within the Commonwealth in the fall of 2012.



Board of Directors

Steven L. Beshear

Governor
Commonwealth of Kentucky

Thomas O. Zawacki

Secretary
Education & Workforce
Development Cabinet

Officers

Alice Sparks, *Chair*
Fort Mitchell, KY

Stephen P. Campbell, *Vice Chair*
Goshen, KY

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

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

Thomas T. Noland
Louisville, 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

Randall S. Stevens
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
Jerri Tinsley
Jenny Young



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>

By partnering with the GSP Foundation, Kentucky businesses and organizations are able to provide not only the funding, but also the extraordinary hands-on opportunities that make the Governor's Scholars Program an unparalleled intellectual experience.

Contact Us

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

Phone: 502-573-1618

Fax: 502-573-1641

<http://gsp.ky.gov>

Governor's Scholars Program

1024 Capital Center Drive, Suite 210

Frankfort, Kentucky 40601

502-573-1618

<http://gsp.ky.gov>



9 Host Campuses

74 Summer Sessions

1 Program