SUMMER 2012

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Magazine of the College of Arts & Sciences

ENDLESS EXPERIENCES

A&S AND UNDERGRADUATE EDUCATION

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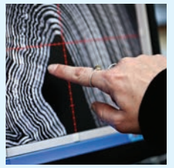

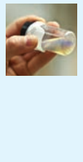

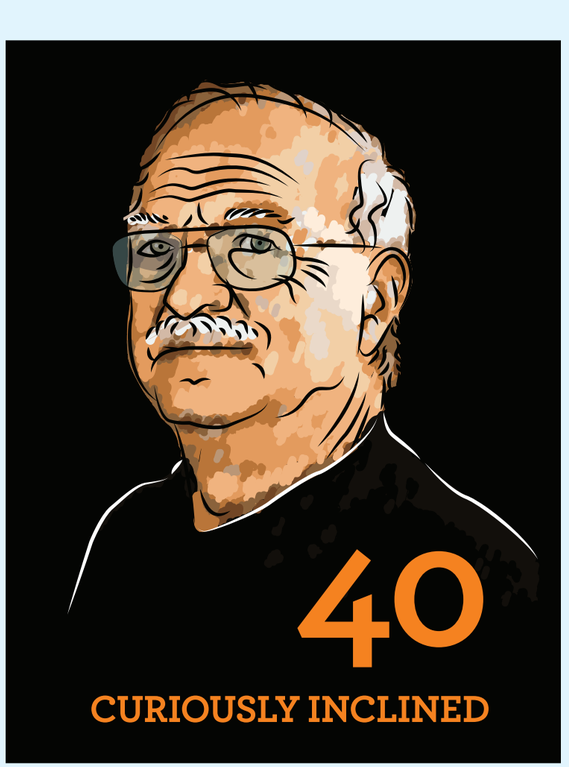

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We'd like to hear from you. Send letters and story ideas to, Ampersand, at the address on back cover or by fax to (859) 323-1073.

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STUDENTS WEIGH IN ON THE VALUE OF A LIBERAL ARTS EDUCATION

Compiled by Colleen Glenn

Emily VanMeter
International Studies

"I'm an international studies major and right now I am in love with my biological anthropology class. It has absolutely nothing to do with my major, but with a liberal arts education, I get to play the field a bit in terms of what I study."

Fletcher Young
Physics

"I think there's a lot to be said for a general education even outside of your specific field of study because there is almost no area of study that doesn't apply in some way to what you're doing."

Elizabeth Kunnecke
Undeclared

"Our generation is incredibly competitive. With a liberal arts education, you can do almost anything. I had to do a career genogram for one of my classes, and I found out that what my family members studied in college is night and day from what they're doing now. So, it's really important to show that you're willing to be diverse."

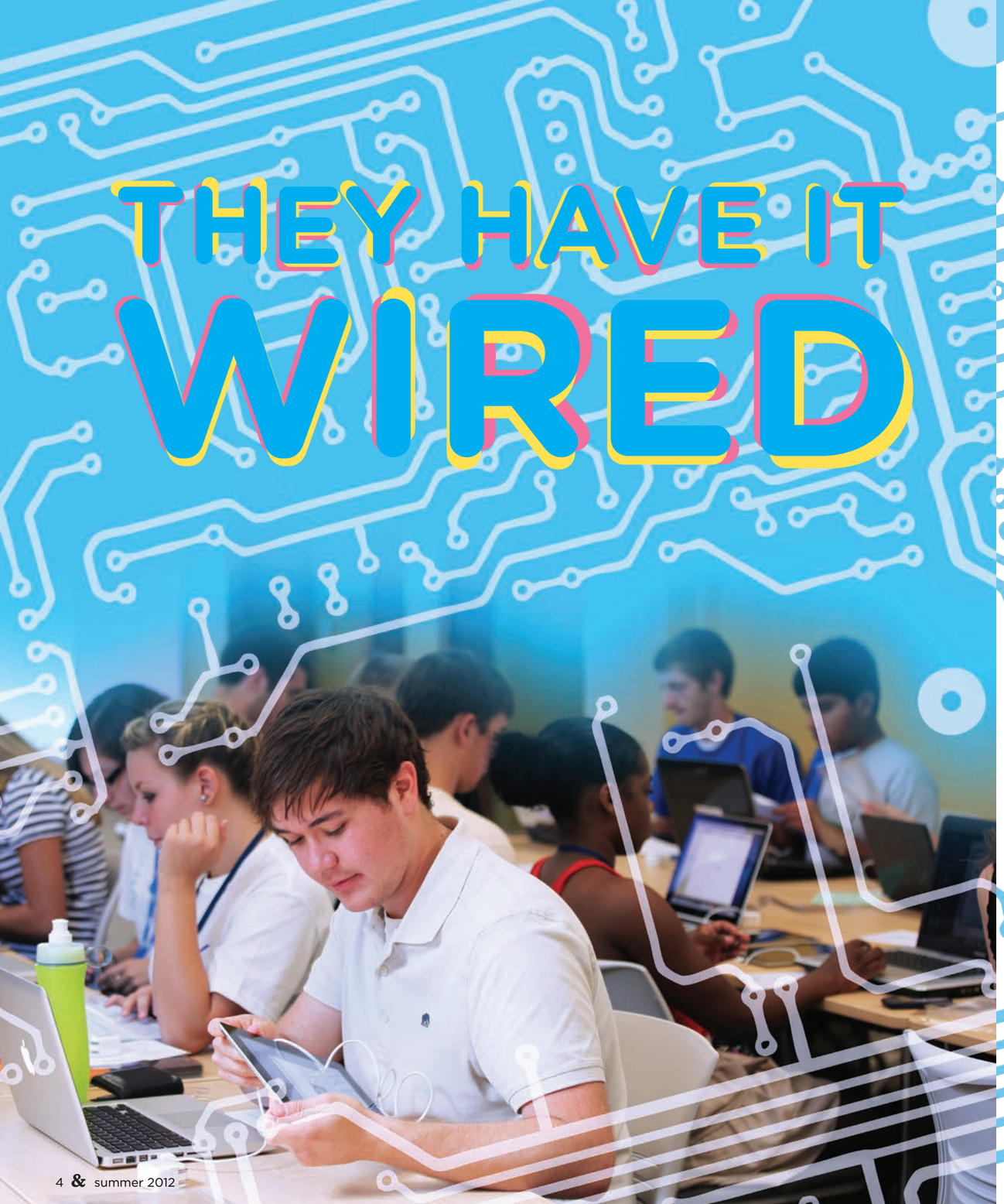
Umang Khandpur
Biology and Psychology

"The more you know, the more you are upholding your responsibility as a citizen. Your duty as a person on this planet is to know what is going on around you and how you can impact the world in a positive way."

Suhas Bharadwaj
Biology and Chemical Engineering

"With the state of the job market, you may not be able to go into the field of your choice. The broader your education, the better your chances of landing a job."

THEY HAVE IT WIRED



Prognosis Positive

Story by Colleen Glenn
Photography by Dana Rogers

Ask the inaugural class of UK A&S Wired what it means to be "wired," and you will get an earful of enthusiastic responses.

The College of Arts & Science's living and learning community in Keeneland Hall opened its doors last August, welcoming 176 freshmen to the newly renovated dorm. The Wired program incorporates shared classes, campus life, and proximity to faculty as integral components of its 21st century liberal arts experience. Now, with their first year under their belts, A&S Wired students have completed their coursework, engaged in extracurricular activities and formed new friendships.

"I came in skeptical of the program, but I was quickly blown away by how well organized it was," said freshman **Achmad Hidayatullah**. "The opportunities we have been given and the connections we have made from day one—it's all been consistent."

"What astonished me about Wired is the sense of community I feel," said **Devon Wilson**. "Most of the people in Wired are involved in extracurricular activities and because we take classes together, too, we get to know each other more easily."

In addition to the feeling of community the Wired experience provided, the program also focused on incorporating state-of-the-art technology into its classes. In order to achieve that goal, each student received a free iPad upon arrival.

Recalling his decision to apply for the program, **Connor Appelman** said, "The first thing I noticed was the free iPad, but the more I looked into Wired, the more I was impressed by the location of the dorm, the type of renovating they were doing, and the kind of community it had the chance to be. It was a very attractive opportunity."

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Adds Appelman, "It's not just getting the iPad, but learning how to use it that helps improve my academic experience."

For instance, students in Mike Cavagnero's fall semester "Measuring Science" course used their iPads to measure the sounds objects on campus make. In Nathan DeWall's "Social Communication" class, Wired students used iPads to access course readings and to make video blogs about their in-class work and outside activities.

"Really, it's a personal choice as to how much you use your iPad," said Wilson, a double major in psychology and political science. "I use mine all the time—that's how I keep track of my schedule."

Busy schedules are something Wired students know about. In addition to ambitious career plans that equate to challenging class schedules, Wired students are highly involved in campus activities.

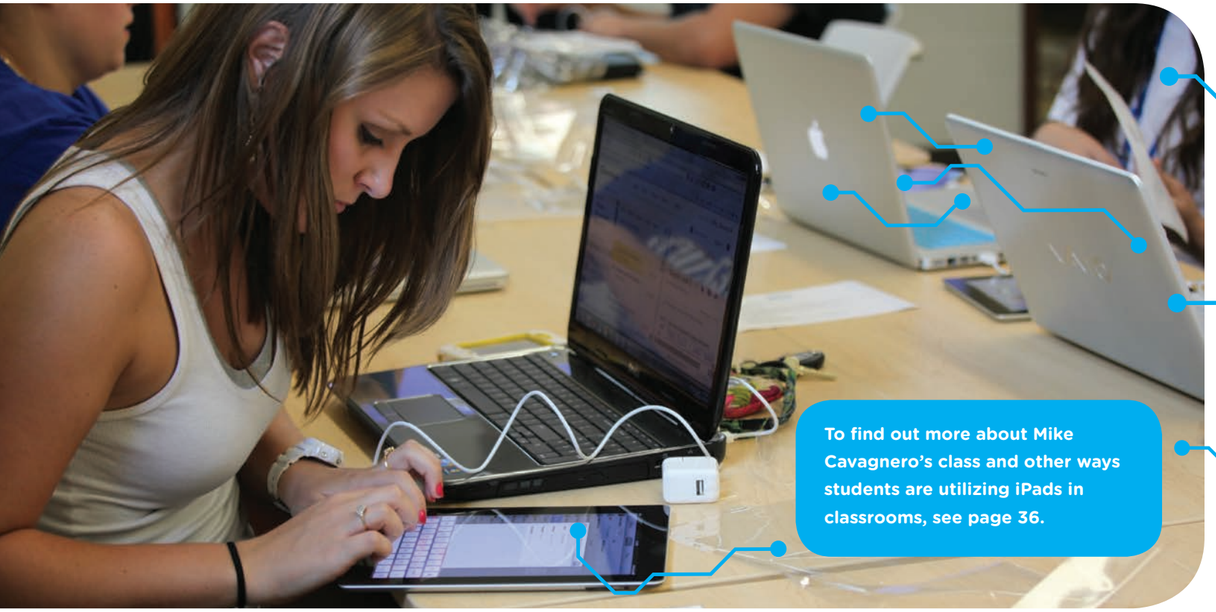
"It's been fun," said Wilson of his first year at UK. "In high school, I wasn't that involved. But I'm much more involved now. The Wired activities I have participated in have helped me feel more confident about getting involved in other things, like running for student government and taking leadership roles in my fraternity."

The program's emphasis on activities created a broad, interactive first-year experience.

"For me, Wired has rounded out my UK experience a lot," said Hidayatullah, who is majoring in chemical engineering. "Without Wired my schedule would have just been hard. With Wired, my schedule is difficult, but fulfilling."

Taking two eight-week A&S 100 Wired courses per semester allowed students access to innovative courses that are not offered elsewhere on campus.

Appelman cites the "Career Hope, Exploration, and Decision Making" class he took in the fall semester as giving him the opportunity to explore his future employment options. A biology major who plans to go on to medical school, Appelman said the class did not change his mind about his future, but allowed him to consider his decision more carefully. "It solidified my plans," he said.



To find out more about Mike Cavagnero's class and other ways students are utilizing iPads in classrooms, see page 36.

Combining their studiousness with their desire to help others, Connor Appelman, Achmad Hidayatullah, and Devon Wilson created the **Study for the Cure** last fall.

They invited students from the entire campus to their dorm for study sessions during finals week. Those who attended not only enjoyed free food, but also helped raise funds for a good cause.

The students donated the money they raised to the Kentucky Children's Hospital.

"With Study for the Cure, we're invested in the community's health," said Hidayatullah, who initiated the charitable project. "Something else I want to plan is a Wired Habitat for Humanity build." He also mentions the possibility of Wired students volunteering with the Catholic Action Center. "That way we're invested in the community in other ways, too."

Devon said that now the word is out among UK students, drawing attention to the next event will be easier. "People keep asking me, when are we going to do the next Study for the Cure?"

Eager to remain part of Wired, Appelman, Hidayatullah, and Wilson will serve as peer mentors in the program this fall.

"I think the really neat thing for me is that Wired is not just all academic," Appelman said. "You learn about yourself and life in general. You learn how to interact with the people." &

Devon Wilson

Connor Appelman

Achmad Hidayatullah

PERFECT PITCH

Story by Robin Roenker
Photography by Shaun Ring

On campus for only four months, Omani student Abdul Majeed Al-Hashmi is already making the most of his time at the University of Kentucky. In addition perfecting his already strong English in intensive 20-hour-per-week coursework at UK's Center for English as a Second Language (CESL) in the College of Arts & Sciences, he's also found time to pursue a new passion: opera singing.

"I love it," said Al-Hashmi, a native of a small village called Adam in central Oman. "In my country, I cannot sing opera, but here I take lessons. [In Oman] we have a very strict, traditional culture. But we came to America, and everything is changed now."

"We love our country and our culture, but here, you can do what you want to do," added fellow CESL classmate Hussein Al-Lawati, a native of Oman's capital city of Muscat.

A NEW PARTNERSHIP

Al-Hashmi and Al-Lawati are just two among roughly 70 Omani students to have arrived on UK's campus since mid-October. They represent the first wave of a partnership between the University of Kentucky and the Omani Ministry of Higher Education, which plans to award some 2,500 scholarships to graduating Omani high school students to study in the United States over the next five years. (Other U.S. universities hosting Omani scholarship students include Washington State University, the University of Michigan-Dearborn, Ohio University, Oregon State University, and the University of Minnesota.)

Oman, situated on the southeast coast of the Arabian Peninsula, and bordered by the United Arab Emirates, Saudi Arabia, and Yemen, is an Arabic-speaking nation, though students there are required to have English instruction in grades 1-12, Al-Hashmi and Al-Lawati said.

Therefore, most of the students arrived on campus with at least an advanced beginner to intermediate grasp of English, said Tom Clayton, a professor in UK's English Department and Center for English as a Second Language. Still, they needed a chance to improve and perfect their English speaking, reading, and writing skills before beginning their undergraduate courses of study at UK.

CESL's new "conditional admission" policy—in which international students who are academically qualified are given admission to a UK degree program pursuant to their completion of the ESL program—is giving the Omani students that opportunity.

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Once the students work their way through the five levels of the ESL program, they will be granted full admittance to UK and will be allowed to begin their programs of study. Most of the 70 Omani students already at UK, all 17- and 18-year-olds, plan to major in areas of engineering or business and economics.

"Typically, a highly motivated student will advance from one level [of the ESL coursework] to the next in one eight-week period. So, they can move through our entire series of levels through the course of one academic year and one summer term," Clayton said. "We expect that after one academic year, most of the Omani students will be ready for matriculation in their degree programs."

While the Omani students are eager to begin their engineering and business studies, for now, they're enjoying the opportunity to refine their English-language skills, they said.

"Everyday, we have practice in reading, listening, grammar, and speaking," Al-Hashmi said. "Our teachers in the CESL are very good. They bring in items from outside of class to teach us about American culture, American foods, American idioms. They try to make it interesting for us."

Students in the ESL program have classes for four hours a day, five days a week. Several have opted to live on campus in Smith Hall, UK's Global Village living-learning residence hall, allowing them a chance to practice their English 24/7.

The immersion into American English, including the slang and idioms used most frequently by American college students—as opposed to the formal, British English they had been taught at home—has been interesting, but also challenging, said Al-Lawati.

There are 70 Omani students on UK's campus.

CULTURAL EXCHANGE

For many of the Omani students, the chance to study at an American university—and all the opportunities they felt that would bring—was simply too good to pass up.

"The top universities in the world are from the USA. If you have English, and you study in the United States, you can return home and have many opportunities," Al-Hashmi said, noting that in Oman, there is only one university, located in the capital city of Muscat.

Omani student Tarik Al-Kharusi, a native of Suwaq, loves fixing and repairing things, and had grown up dreaming of studying mechanical engineering at an American university. Even still, when the scholarship arrived, the thought of leaving his home and his parents worried him.

"Before I came to the U.S., I think, 'How can I live in the U.S.? How can I go outside of my country and leave my parents and my culture?' Sometimes people only see on TV, things about American government making war everywhere. But now I see that's not true. The people here are so friendly."

"Our thoughts [about the US] have changed," agreed Al-Lawati.

That type of positive cultural exchange between the university's American students and its international ones is precisely the goal of UK's strategic plan for internationalization, which was enacted three years ago, said Susan Carvalho, UK's Associate Provost for International Affairs.

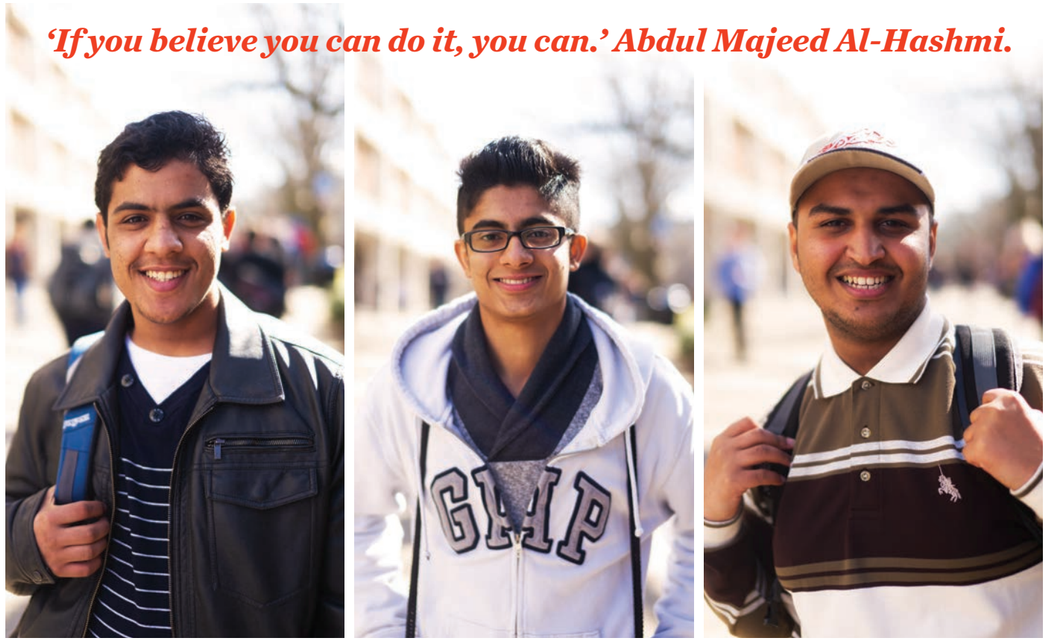
"We established this plan to increase our number of international undergraduates on campus, to bring in more international curriculum, to send more UK students for study abroad, and to bring a greater visibility to our global research," Carvalho said.

The successful long-term partnership with Oman is just one of many that Carvalho's office is hoping to build.

"One of our goals for having increased numbers of international students on campus is to have global conversations in every undergraduate classroom. We want our UK students to be able to have international friends and be world citizens who are comfortable with and respectful of cultural differences," Carvalho said.

Tina Durbin, assistant director and lecturer with UK's CESL program, is teaching several of the Omani students in her ESL Level 3 class this term, expressed the same idea this way: "Exchanges between countries is awesome, but an exchange of ideas between students is even better."

'If you believe you can do it, you can.' Abdul Majeed Al-Hashmi.



Tarik Al-Kharusi | Hussein Al-Lawah | Abdul Majeed Al-Hashmi

FRESH SPIRIT

In just a short time on campus, the Omani students have already made their mark. Last fall, they celebrated and shared customs surrounding their country's National Day on Nov. 18, dressing in traditional garments and playing traditional music in the quad outside UK's Student Center.

Sarah Almageni, a 23-year-old Omani native and UK junior majoring in community communication and leadership in the College of Agriculture, has helped serve as a liaison for the new Omani students along with her sister, Nola Almageni, 31, a master's degree student in the UK College of Communications and Information Studies.

Both sisters work in the ESL office part-time and have helped the new Omani students set up bank accounts, locate medical help and generally settle in to life in Lexington.

"It's been like having 70 little brothers and sisters on campus," Sarah Almageni said. "We've started to get enthusiastic about starting an Omani student club and doing even more events."

In addition to celebrating and sharing their own culture with American students, Durbin praised the Omani students' willingness to try new things as well—from participating in Lexington's Thriller party on Halloween to frequenting the downtown ice skating rink.

For his part, Al-Kharusi plans to use some of his free time to learn to swim at UK's Lancaster Aquatic Center, something he never got a chance to try at home.

The Omani students have "brought a really fresh spirit into the Center for ESL," said Clayton. "They're a lot of fun to be around."

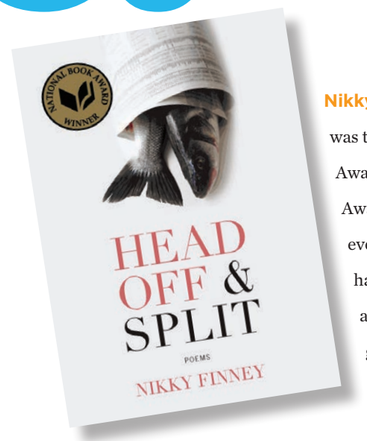
Al-Hashmi, Al-Kharusi, and Al-Lawati have each moved up at least one level in their English proficiency since beginning their ESL studies as part of the first 50 Omani students to arrive at UK in mid-October.

They said they can readily see their own improvement: steadily, they find themselves understanding more and more bits of English outside of the classroom.

And, they've begun to be an inspiration to the newer group of 20 Omani students, who just arrived on campus in January.

"The new students start out very disappointed. They say, 'English is very difficult. I can not do English,'" said Al-Hashmi. "But I try to change their mind. I told them, 'If you believe you can do it, you can.'" **&**

& news & notes



Nikky Finney's book, "Head Off & Split," was the winner of the 2011 National Book Award in Poetry. The National Book Awards is one of the most anticipated events in the publishing world. Finney has taught at UK for decades and is a member of the Affrilachian Poets group that includes Frank X Walker and Kelly Norman Ellis.

REIMAGINING RUSSIA'S REALMS
PEOPLES, ARTS, CULTURES, AND HOMELANDS OF EURASIA

During the 2012-2013 academic year, the College will offer the next installment of the Passport to the World Program: "Reimagining Russia's Realms: Peoples, Arts, Cultures and Homelands of Eurasia." In the fall, students, faculty, alumni and members of the community will have the opportunity to learn more about this dynamic region of the world. For more information visit **http://russia.as.uky.edu**

The 2011-2012 **A&S Distinguished Professor** is **Ronald D Eller** from the Department of History. Eller's research focuses on Appalachian history, public policy and economic development. Among his many service roles and accomplishments, he was Director of the UK Appalachian Center for 15 years, helped create and organize the Kentucky Appalachian Commission, and served on the Ford Foundation's Rural Community College Initiative and on President Clinton's Task Force on Sustained Development. He is the author of award-winning publications including "Miners, Millhands, and Mountaineers: Industrialization in the Appalachian South, 1880-1930" and "Uneven Ground: Appalachia Since 1945."

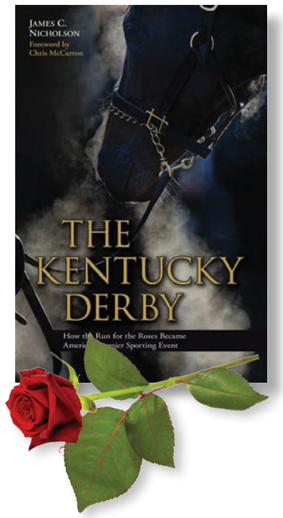
Want to meet some of the great faculty in A&S? Tune into the Dean's Channel. A&S **Dean Mark Lawrence Kornbluh** sits down with some of the College's outstanding faculty to find out more about their research, teaching, and community service projects. Catch up on all the latest and view videos online at **www.as.uky.edu/deans-channel**

Want to know what's going on?

Check us out on Facebook, Twitter and Tumblr! Our social media team works hard to bring you up-to-date information at the click of a mouse. Want more than info? We also host online photo and writing contests for alumni, professors, and students! Get involved, join the discussion, and stay connected at **www.as.uky.edu**. It's easy!

Ampersand Contest

A&S hosted a contest on Facebook calling for new Ampersand designs. The winning submission came from Chad Landers of Harrodsburg, Kentucky. An artist and travel enthusiast, Landers studied at UK before graduating from Eastern Kentucky University with a bachelor of arts degree in anthropology in 2012.



For all of you Derby enthusiasts, check out The Kentucky Derby: How the Run for the Roses Became America's Premier Sporting Event, by **James C. Nicholson**. Published by the University Press of Kentucky, Nicholson's book offers a look at the evolution of the Derby, the "most exciting two minutes in sports," as well as its international, national, and regional importance. Nicholson is a recent Ph.D. graduate and lecturer in UK's Department of History.

A BANNER SEASON FOR UK BASKETBALL

NCAA National Champions for 2011-12

NCAA CHAMPION 2012

The UK Wildcat men's basketball team brought home UK's 8th NCAA National Championship title in 2012 after defeating Kansas in the final game on April 2. Upon their return home from New Orleans, the Cats were greeted by thousands of fans who lined the streets of Lexington and packed Rupp Arena to watch the hanging of the new championship banner. As national champs, the Cats travelled to Washington, D.C., on May 4, 2012, where they met with President Barack Obama.

Quick stats for the 2011-12 Basketball Cats

There were **two** seniors on the 2011-12 basketball team: Darius Miller and Eloy Vargus.

The team was anchored by amazingly talented **underclassmen**, among them Anthony Davis, Terrence Jones, Doron Lamb, Michael Kidd-Gilchrist, and Marquis Teague.

Coach John Calipari is only one of **two** coaches to lead **three** different schools to a **No. 1 ranking**. He is also only one of **two** coaches to lead **three** different schools to a Final Four appearance – can you name them? *

Packed House - Kentucky has led the nation in attendance **23 times** since Rupp Arena opened.

Famous Fan-atics - the roster of famous Wildcat fans includes **Eddie Montgomery, Jay-Z, LeBron James, Magic Johnson**, and, of course, **Ashley Judd.**

*(UMass, Memphis, and Kentucky)

Frank Ettensohn's travels as a geologist have taken him around the world and back

Story by Colleen Glenn
Photographs provided by Frank Ettensohn

There is a saying among geologists: the best geologist is the one who has seen the most rocks. Frank Ettensohn has seen a lot.

Ettensohn's work concentrates on foreland basins and black oil and gas shales. Although he conducts the majority of his research in the Appalachian basin, Ettensohn keeps his passport handy, ready to journey to different locations to expand his range of knowledge.

From Ecuador to Argentina to Italy to Russia, the University of Kentucky Professor of Geology travels around the world studying rock formations, teaching courses, and presenting his research.

"We go on field trips to see more rocks, to learn more," Ettensohn said. "I know the Kentucky region very well, but, as a geologist, I want to go places where I can see new things."

China, for example, offers "all sorts of new and strange things" for his studies, according to Ettensohn. Every other summer, Ettensohn teaches geology courses at the China University of Geosciences in Beijing. He recently assisted Chinese geologists in dating and characterizing black shales in southern China. Ultimately, this research provides crucial information on locations and depths for oil and gas prospects.

During summers when he is not in China, Ettensohn teaches a Geology field camp course in south central Colorado where UK students learn basic field techniques. From their base camp in Gunnison, they travel to other locations in Colorado as well as to landmarks in neighboring states, including Mesa Verde, Great Sand Dunes National Park, Monument Valley, and Arches National Park.

Traveling to other regions not only presents Ettensohn with fresh learning experiences, but also provides him with opportunities to learn more about the Kentucky area. In addition to black shales and foreland basins, he researches limestones and carbonates. Every spring, Ettensohn takes a group of UK students to the Bahamas to educate them about what limestones there mean to Kentucky. "The present is the key to the past," explains Ettensohn.

"450 million years ago," Ettensohn explains, "The central Kentucky area was like the Bahamas. We need to go to places like that to understand how limestones and carbonates form. When we understand how they form, we understand where to look for oil and gas among other things."

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"The present is the key to the past."

Above: Frank Ettensohn, professor in the Department of Earth & Environmental Sciences, took a group of Freshman Discovery geology students to the island of San Salvador in the Bahamas.

Where he's been:

Abroad:

- ☑ Argentina
- ☑ Italy
- ☑ Siberia
- ☑ China
- ☑ Nepal
- ☑ Tibet
- ☑ India
- ☑ Egypt
- ☑ Pakistan
- ☑ Canada
- ☑ Australia

USA:

- ☑ Colorado
- ☑ Kentucky
- ☑ Ohio
- ☑ Indiana
- ☑ Pennsylvania
- ☑ Maryland
- ☑ Texas
- ☑ Virginia
- ☑ Tennessee

What he won't leave home without:

- ☐ passport
- ☐ hat
- ☐ sunscreen
- ☐ waterproof field notebook
- ☐ hand lens
- ☐ computer
- ☐ GPS unit and hammer
- ☐ an empty bag to carry back samples
- ☐ camera

continued from page 16

> **"Traveling is just one way of keeping myself engaged in learning."**

In March, members of the American Institute of Professional Geologists as well as students from Morehead and Eastern Kentucky University joined Ettensohn and his UK students in the Bahamas as they snorkeled and studied limestones, both in the ocean as well as on land.

But Ettensohn's interests are much broader than his chosen field of Geology. He is particularly intrigued by Eastern philosophy and religion, believing Westerners have much to learn from Hinduism and Buddhism.

Over the winter break, he traveled to India with students in the UK Honors Program, co-leading them on a broad tour of the northern and southern regions. As part of their study of Eastern religions, Ettensohn and his students stayed at an ashram and visited Buddhist, Hindu, and Muslim holy sites. From India, Ettensohn embarked on a solo trek to his former stomping ground in Nepal (he lived there for six months during a Fulbright fellowship), where he visited friends and set the groundwork for a future Honors trip—and possibly a geology fieldtrip—to Nepal and Tibet.

While Ettensohn's fieldwork has been exciting, it has also, at times, been extremely dangerous. While in Siberia in 1991, the USSR collapsed, and Ettensohn was lucky to be able to leave the country. Fifteen years later, he found himself caught in the middle of a revolution in Nepal. "There were Maoist rebels everywhere," Ettensohn recalled, "You didn't know whether you were going to be kidnapped or what the situation was going to be."

Despite his Indiana Jones-like adventures, Ettensohn remains modest and dedicated to his family. His son and daughter have accompanied him on trips to China and Nepal, and when not traveling with them, he visits them often. "I've learned as much from them as I've taught them," he says fondly of their relationship.

"Traveling," he says, "is just one way of keeping myself engaged in learning." In his spare time, he is also a beekeeper, volunteers with the Boy Scouts, and is learning to play the banjo.

"Banjo, in particular, has given me some empathy for my students," Ettensohn says. "As I struggle to learn how to play it, I make so many mistakes over and over again. It makes me appreciate now how difficult the learning process can be and why some students, like me, make repeated mistakes."

Planning on settling back in the Department of Earth & Environmental Sciences (Geology) after his directorial position in the Honors Program ends this semester, Ettensohn is developing a new course called "Cosmos, Earth, and Humanity."

"It takes people from the beginning of time all the way up to the present. We deal with chemical evolution, biological evolution, and cultural evolution," Ettensohn said.

"It's all in us: everything from the beginning of time is encapsulated in each of us."

Before he puts the finishing touches on the course though, he just has one quick stop to make in August: Australia.

Duty calls. &

Facing Page, Top: Ettensohn and Chinese geologists from the China University of Geosciences examine an unconformity (an ancient soil formed in the tropics about 1 billion years ago) near Zishikou, southwest of Beijing. **Middle:** Ettensohn and Freshman Discovery geology students examine fossils from an ancient beach deposit, about 450-million-years-old, along I-64 near Frankfort, Ky. **Bottom:** Ettensohn with students from his freshman introductory geology class at Trichandra University in Kathmandu, Nepal.

& SHAPES the WORLD of UK's Undergraduate Curriculum

Story by Erin Holaday Ziegler

In fall 2011, the University of Kentucky's College of Arts & Sciences offered close to 84 percent of seats in UK's general education courses. As the largest college on campus, every undergraduate student passes through its halls.

"We have a responsibility to prepare students for a myriad of careers within the College, whether they graduate with an Arts and Sciences degree or not," said College of Arts & Sciences dean and history professor **Mark Lawrence Kornbluh**.

So it was only fitting that A&S take a leadership role when the university began to discuss updating the University Studies Program (USP) requirements used since the 80s. The result was UK Core, which was fully integrated into UK's undergraduate curriculum in fall 2011, as a course of study that all students, regardless of major, must complete.

UK Core is organized around four requirements:

- **Intellectual inquiry in math, science, humanities, arts and creativity and social and behavioral sciences.**
- **Competent written, oral and visual communication skills.**
- **An understanding of quantitative reasoning, including basic statistics.**
- **An understanding of citizenship in a diverse world.**

Along with the rest of the university, the College has made quite a few changes in crafting new curriculum.

WRD UP, YO

A&S's Division of Writing, Rhetoric and Digital Media (WRD) led the way, along with the College of Communication, in revamping UK's writing and public speaking requirements. Composition and Communication classes (CIS 110 and 111 or WRD 110 and 111) combine to cover traditional communication forms, while giving students the interactive skills they need for the future.

"This is the only program in the United States that we're aware of in which communication faculty from another department, actually, another college — and writing faculty are collaborating on a joint curriculum," said **WRD Director Roxanne Mountford.**

The two-semester class, taught by professors from both colleges, culminates with students solving a community problem in small groups and then choosing how to push that information to the public.

Technology plays a key role in C&C as well; A&S Wired students take smaller sections of the class at Keeneland Hall, using their university-provided iPads for most assignments. WRD professor **Jeff Rice** translates work to the tablet or other social media applications.

"We're moving away from studying a subject in the classroom and toward a product that incorporates media, websites and video," Rice said. "It's more than lecture, lecture, lecture."

Communication comes in many forms: from writing and speaking, to video and texting. "By putting these modalities back together, we show students that these are all on a continuum, and you get to choose," Mountford said.

UK'S WORLD JUST GOT BIGGER

UK's Department of Geography has made quite a few changes to its general education classes as well. **Department chair Sue Roberts** challenged professors to reinvent their entry-level courses for UK Core, encouraging the use of current events and individual research for syllabi subject matter.

"Professors are more interested in teaching material closer to their areas of expertise, and students are more excited to learn about it," said Roberts, who developed a new 100 level course that focuses on global inequality. The course is one of a suite of new courses geography faculty have developed, including ones on global conflicts, global health and disease, environmental issues, climate change, U.S. cities, and immigration.

Every professor in the geography department teaches in UK Core at least once a year. "Faculty members are really able to connect their knowledge and experience to the students' learning in UK Core," Roberts said.

The structure of geography classes has changed as well. Lecture hall courses are broken up into smaller groups for one-hour, supplementary discussions each week. "Students are able to get into the issues during these recitations, and they get another chance to work through the material," said Roberts. "This is all about how to engage with young people and how to teach them better."

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MATH THAT ADDS UP+

Imagine a professor that explains compound interest, solves mazes and trains students in symmetric design. Welcome to undergraduate math in 2012. UK Core quantitative courses will focus less on college algebra skills and more on mathematical reasoning and statistical inference.

"Quantitative classes will discuss the fundamental knowledge needed to solve real problems in a variety of situations," said math professor **Carl Lee**, who teaches Math 111. "We will provide students with a sense of the functional relationship of numbers."

Students will be evaluating arguments, solving everyday questions and thinking critically about national and global issues. Is America's voting system fair? Why should you pay off your credit card bill?

"Students will be evaluating data in the real world," said **Bill Rayens, director of Undergraduate Studies, assistant provost for General Education** and **professor in the Department of Statistics**. "We've placed great emphasis on using information, instead of memorizing information."

Lee also credits the Departments of Philosophy and Earth & Environmental Science for their work on the quantitative learning outcome. "We're very fortunate to have the involvement of so many departments in UK Core," he said.

A BRIGHTER FUTURE FOR UK UNDERGRADS

In many ways, UK Core was a perfect storm, allowing innovation to bloom in areas of A&S that were willing, according to **Mountford**. "This is a different way of looking at education," she said. "Our approach is really revolutionary, and I am proud of the work that we've already accomplished."

Roberts has noticed an entirely new discussion opening up in her department about teaching. "We're paying overt attention to our teaching styles – what works and what doesn't," she said. "Revamping our curriculum has energized everyone."

The College of Arts & Sciences has overwhelmingly embraced the new curriculum. "There's no one department that holds responsibility for providing students what they need to get ready for college," said **Lee**. "The spirit of UK Core is that UK faculty as a whole will embrace this new learning, and I think we're well on our way." &

Now that the academic year is over, what have you found most beneficial about UK CORE classes and why?

"UK core classes let me take a lot of courses I wouldn't have looked into otherwise. I meet students and professors outside my majors, and study subjects that originally I never would have thought of taking because they're so different from classics or English."

Stephanie Gibson
Classics/English Major
Sophomore

"UK Core is very flexible and has helped me to explore different areas of study without putting me behind to graduate. After taking a few of the courses I found what I really liked to learn about and changed my major to fit that. Overall, UK Core has helped me to become well-rounded in my studies."

Nicole Sand
Spanish Major
Sophomore

"I think the most beneficial aspect of UK Core classes is the small class size. Even in large lectures, the class breaks down into recitation so that you can receive help from your professors and meet the other students in your class. Also, taking UK Core classes has allowed me to learn outside of the realm of my major, and meet people that have different viewpoints and likes than I do."

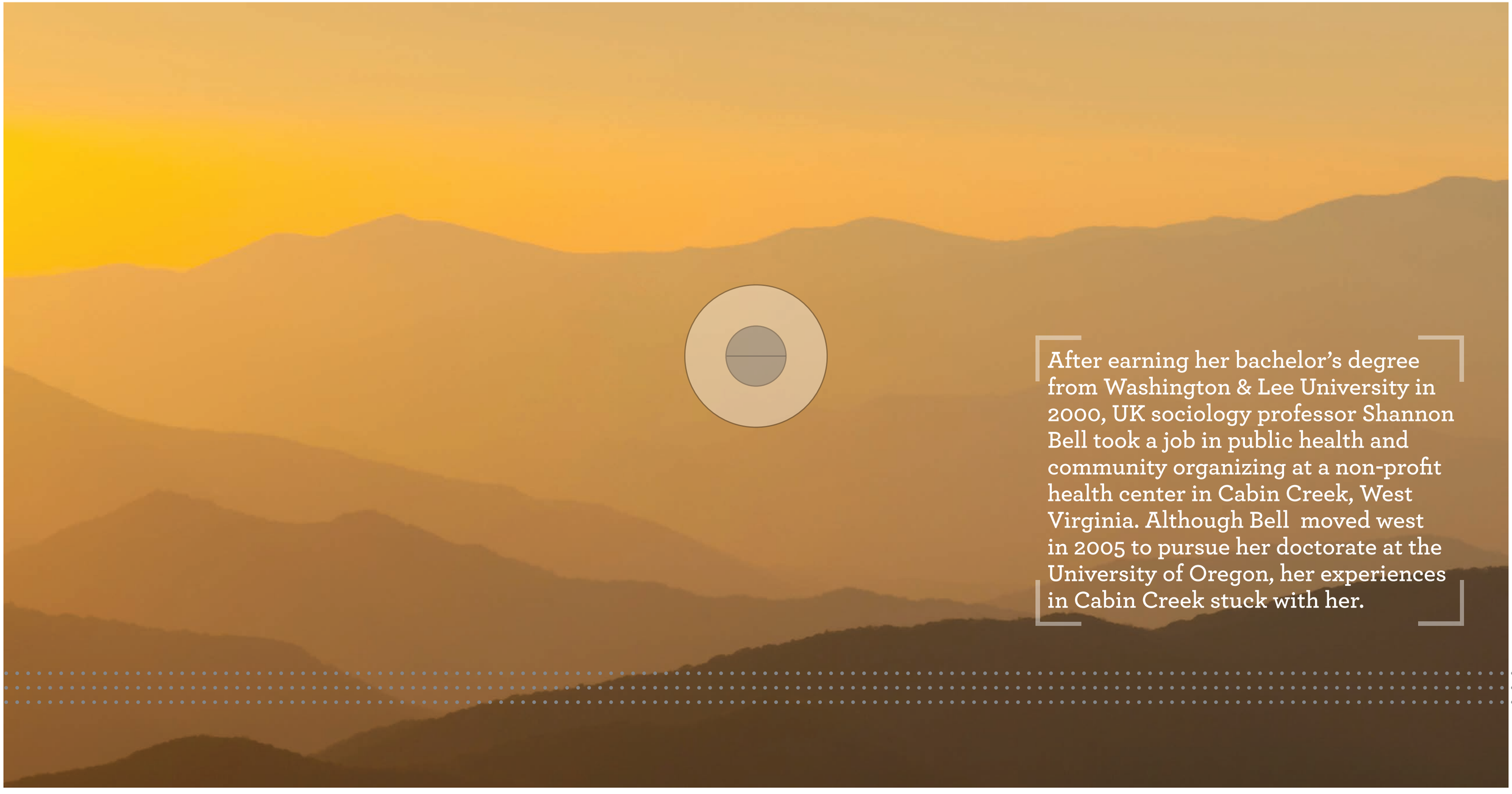
Ellyce Loveless
English/Spanish Major
Freshman

"While taking core classes at the UK, I find it very beneficial to have had smaller classes. This is helpful to me because it is easier to key in on the major points being taught, the teacher gets a chance to build better relationships with students, and in the smaller classes it's easier to ask and answer questions, making learning fun."

Adrian Booker
Communications Major
Sophomore

"I think that core classes are beneficial in almost every aspect of your education. Not only do they get basic requirements out of the way but they also allow you to form relationships with students in your class. The procedures and techniques learned in core classes can apply to any class you take for your major."

J. Austin Tracy
Media Arts & Studies Major
Freshman



After earning her bachelor's degree from Washington & Lee University in 2000, UK sociology professor Shannon Bell took a job in public health and community organizing at a non-profit health center in Cabin Creek, West Virginia. Although Bell moved west in 2005 to pursue her doctorate at the University of Oregon, her experiences in Cabin Creek stuck with her.

“WHILE I WAS IN CABIN CREEK, I LEARNED A GREAT DEAL ABOUT THE IMPACT the coal industry was having on people’s lives,” she explained. “I decided to make those social problems the subject of my doctoral research.”

After her experiences, Bell knew she would have to devote a lot of energy to understanding the complex ways coal mining affects places like Cabin Creek. She noticed, for instance, that members of the community acknowledged the environmental and societal damage resulting from coal, but were hesitant to participate in the Central Appalachian environmental justice movement.

“Why were they so reluctant?” asked Bell. “What was keeping these local coalfield residents who were affected by coal industry-related pollution and destructive mining practices from participating in a movement that was advocating for their rights?”

To explore this paradox, Bell developed a way for people to give their own answers by using a project called Photovoice, which brought together women living in five coal-mining communities in southern West Virginia.

“Photovoice is a feminist research method that involves using participant-produced photography and narratives as a means of giving voice to and facilitating ‘empowerment education’ among marginalized persons or groups,” Bell said.

Through participation in Photovoice, community members are given cameras in order to take pictures that represent important aspects of their lives and communities. They also meet to share their images, and after discussing their photographs, participants write short narratives to accompany their pictures, creating “photostories.”

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“Please, pass the Bottle Bill!”

Photovoice participant Crystal Carter asks West Virginia’s state government to pass a bill that will help cut down on trash and litter.

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In the changing of the water filter, Photovoice participant Mona Cambert illustrated the effects of groundwater contamination and challenges faced by households in the region. (below)


"Cloud Shadows" by Karen Hartman

A divisive issue - Photovoice participant Joan Linville captures the different viewpoints on the coal industry in her photos, "Loyalties."

Photovoice participant Tammy Frame's photo (left) shows the dangerous conditions of roads in West Virginia. Riddled with deep potholes, the roads make it difficult for paramedics to perform their jobs in transport.

Participatory action research projects like Photovoice allow contributors to act as partners and co-creators of the design, implementation and benefits of the research. Those involved in Bell's project had freedom to focus on any aspect of their lives and, therefore, power over the ultimate outcome of the project.

"[Participants became] their own documentarians with the power to decide how their lives and communities should be represented," Bell explained.

Bell says that her goal for the project was to benefit the people and communities she was researching.

Bell encouraged participants in the Photovoice groups to contact state legislators and share their photostories about the problems in their communities. As a result, the women's photostories helped bring about solutions for community problems ranging from dangerous transportation conditions to water contamination.

"The Photovoice project provided a mechanism for local residents to communicate with policy-makers about the ways in which corporate polluters were affecting their lives," Bell said.

Bell brought this dedication to community engagement and social justice to UK when she joined the sociology department in the fall of 2010.

"Sociology has the power to open students' eyes to the uncomfortable and disturbing truths of the world, but within that potential is also the danger of fostering a sense of hopelessness," she said.

In her classes – such as her public sociology course in fall 2011 – Bell teaches her students the tools to take action and avoid passivity. For instance, students in that course completed Photovoice-style projects proposing tangible solutions for issues of transportation at UK.

"It is our hope that the findings can be used by the Office of Sustainability to help with their future planning efforts," Bell said.

Whether in the coal-mining communities of West Virginia or the classrooms at the University of Kentucky, Bell's outreach and research helps individuals find their voices and improve their communities.

In fact, it is the opportunity to do this kind of work that brought her to UK.

"What attracted me most to the University of Kentucky is its support for community engagement," she said. **&**

Locally Grown & Known

Compiled by Guy Spriggs
Photography by Dana Rogers

Piecing the community together - a Community 101 student checks out the community quilt project at the Lyric Theatre and Cultural Arts Center.

In the fall of 2010, the College of Arts & Sciences began offering half-semester courses as part of the "Kentucky & South Africa: Different Lands, Common Ground" initiative. Now A&S half-semester courses have expanded to also include: "Community 101," a course aimed at building good urban citizens.

HALF-SEMESTER COURSES offer special benefits to UK and its students by helping with retention and time-to-degree. Community 101 offers students even more as they have the opportunity to learn how a city works and how they can become involved. The following comments capture students' reactions to their time in the course as they explored their new community.

On the utility of the course:

Julie Allen – I took this course because I was one credit short of graduating. I realized this around the time the class started, so I picked up the class to fulfill my graduation requirements.

Carl Billingsley – I actually didn't sign up the first day of class, but I heard about it and found it pretty interesting, so I sat in on the first class without registering for it. I loved how he [Professor Rich Schein] taught the class, so I decided I had to sign up.

Sabrina Musick – I took this course because I dropped a class and needed more hours. Since this class started much later in the semester, I was able to add it and therefore not miss anything.

Ryan Winstead – I took this course because, coming from a small town, I wanted to better take advantage of everything Lexington has to offer.

On learning about Lexington:

Aleisha Johnson – I love getting out of the house and exploring, and I haven't done as much as I would like to around Lexington even though I have lived here more than three years. I knew this was perfect for my love of seeing what there is out there.

Steven Mercado – The main reason I took this course was because I needed the credits. I also thought this class could help me adapt to being here and knowing nothing about Lexington.

Sabrina Musick – I wanted and needed to know more about Lexington. I learned that Lexington has a lot of used and wasted space that our city council and such could be utilizing a lot better than what they are. The potential for the city is there; we just have to make it happen.

Derek Shew – I had no idea how the city came about before this class. I really enjoyed learning about how the grid of the city was made but then had to be shifted to accommodate the stream going through the middle of the city.

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Fast track - Community 101 visits Keeneland race course in Lexington.

Students visit Waveland for a cultural and architectural tour of the historic mansion.

The importance of the horse industry in Central Kentucky - students explore Three Chimneys Farm.

Kip Cornett, an A&S alumnus, talks with students at the UK Art Museum during their end-of-semester presentations which took place as part of Lexington's Gallery Hop.

> "It made me feel more in touch *with* my community and I felt like I could make a difference as *well*" – Bradley McMurtry

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On in-class guest speakers:

Lauren Leeke – I think sometimes when a class is the same thing or same person speaking each class, it can lose its interest, but having someone new speaking to us almost on a weekly basis kept it interesting.

Bradley McMurtry – I really enjoyed the weekly visitors. They allowed us to see what was going on in our community, and who was responsible for it. It made me feel more in touch with my community and I felt like I could make a difference as well, whether as a part of my local neighborhood association, with a student volunteer group on campus or many other opportunities.

Steven Mercado – I really liked the guest speakers the class had because it was very interesting hearing from individuals who played various roles in keeping Lexington in the best possible form.

Sabrina Musick – By including guest speakers, we were able to hear firsthand about different things going on in Lexington. The speakers gave a different perspective by letting us see things through their eyes and experience.

On the setup of the class:

Julie Allen – One thing that worked for the class was the way the class was set up. I liked how I knew on Tuesday we would get background information and Thursday there would be a speaker discussing the information from Tuesday.

Steven Mercado – I thought the blogs we wrote for class were great in keeping us involved in the class. The blogs really were important because they really made us think about each topic.

Sabrina Musick – The blogs were helpful and a good way to do homework. I like the fact that we had plenty of time to prepare for the blogs and that many of them included my personal opinions and comments.

Ryan Winstead – I enjoyed being forced to go to various locations around Lexington, forcing me to get my feet wet with the town.

On visits to Lexington sites:

Julie Allen – I didn't know much about the farmer's market. I enjoyed learning when and where I could go to visit and take advantage of local, organic foods.

Carl Billingsley – The Lyric Theatre was awesome. As a black student, I love reading stories about things like the Lyric because although racism was bad, there are things like the Lyric Theatre or the Apollo Theatre that showed that being of color wasn't always a disadvantage in the 60s.

Lauren Leeke – I liked the outings that we got to go on such as the Henry Clay House and Keeneland, I think it was the first "field trip" I have been on since middle school!

On expectations for the course:

Julie Allen – I thought this class was going to be about community service, but I definitely liked what it really was about as opposed to what I expected. It showed us what Lexington has to offer us.

Aleisha Johnson – I thought it would generally talk about the history of Lexington and how it has expanded, but we focused a lot on what there is in Lexington now. The plans for how to best grow the city, what changes could be happening, what there is to do here in Lexington, etc. I really enjoyed that approach.

> "I think that if more students are able to take this course it can ultimately help close the gap between the university and the city. – Derek Shew

On the future of Community 101:

Bradley McMurtry – It would be a mistake not to continue having this course. It's a great course for anyone to take and I feel like more courses similar to Community 101 should be added that allow students to get more in touch with the community they are a part of, no matter if it's only temporary or a lifelong connection.

Derek Shew – I think this should be a course like UK 101. A lot of people come to UK but don't know anything about Lexington. Just like UK 101, students should be really encouraged to take this course. I think that if more students are able to take this course, it can ultimately help close the gap between the university and the city. &

envision 2020

CREATIVITY

Do–It–Yourself Mapping

Jeremy Crampton shows his Intro to GIS class how they can actively collect data

Story by Guy Spriggs
Photography by Damien Angel

On a windy day in February 2012, Department of Geography associate professor Jeremy Crampton met his Intro to GIS (Geographic Information Systems) students on the main lawn in front of the Administration Building for a demonstration of citizen remote sensing.

This cutting-edge experiment didn't require any million dollar equipment, however. Crampton and his students were able to survey the western border of UK's campus using only a camera, a 2-liter soda bottle, a balloon, rubber bands, and string.

By simply suspending a camera from the balloon, this technique makes it possible to not only physically map an area, but to use other forms of recording (such as thermal imaging) to capture data on vegetable health and building efficiency.

"We can stitch these images together to form a composite image," he explained. "Anyone should be able to do this."

Using this equipment, it is possible to gather images and create a map of UK's campus for less than $300. This makes citizen remote sensing a great option since, according to Crampton, utilizing copyrighted photographs can cost $700 per image.

The photos created with citizen remote sensing are not only cheaper and higher resolution than images from resources like Google Maps, they can also provide useful metadata on the times and dates when the photos were taken.

"This technique was used to document the 2010 oil spill in the Gulf of Mexico. Any group that wants to monitor any sort of activity can use this," he explained.

While GIS can be viewed by students as a job-training step toward a career in geography, Crampton hopes the lasting impression of his course will be a sort of call-to-action.

"It is important to be active participants in data collection," Crampton said. "This is a do-it-yourself project that can have really positive results."

The photos taken by Crampton's camera will be composed into one image using mapknitter.org. &

View the photo gallery that documents the setup & demonstration of this remote sensing project at http://ees.as.uky.edu/photos/geography-balloon-mapping.

Geography professor Jeremy Crampton demonstrates balloon mapping to his GIS class on UK's campus.

ENVISION

The College of Arts & Sciences believes in innovation, creativity, connectivity and action; all of which represent our vision for the future of the college. These values have been brought together in an initiavtive we've called **Envision 2020**. Through Envision 2020 we have developed creative multidisciplinary research projects, active community engagement programs and new ways to expand our global outreach – all for the benefit of our students, faculty and alumni.

INNOVATION

EES faculty member Kevin Yeager is using cutting-edge research to understand the impact of one of the worst environmental disasters in U.S. history – the Deepwater Horizon oil spill. Readers can explore this issue below the surface at **www.as.uky.edu/below-surface**.

CREATIVITY

Explore the creative side of A&S alum Joe Sutliff Sanders as he dives into comic books and children's literature at **www.as.uky.edu/joe-sutliff-sanders-kids-stuff**.

ACTION

In an effort to assist fellow veterans, former U.S. Army sergeant and UK Ph.D. candidate Travis Martin created the "Journal of Military Experience" to aid those returning home from overseas. Visit **www.as.uky.edu/war-stories-travis-martin** to find out more about Martin and his work.

CONNECTIVITY

A&S majors Adam Meredith and Luke McAnally earned a trip to Washington, D.C., and took part in the Clinton Global Initiative. Visit **www.as.uky.edu/homegrown-ky** to read more and listen to a podcast about their agricultural initiative in Owsley County – "Homegrown Kentucky."

Photograph by Dana Rogers

INNOVATION

THE MEASURE OF SUCCESS

Mike Cavagnero teaches A&S Wired students the value of the iPad in tackling physics.

Story by Erin Holaday Ziegler

It's 11:30 a.m. on a Thursday, and we're about to have a scientific throwdown.

University of Kentucky freshmen pull out their iPads, gather in small groups and begin to discuss physics problems in a way that's as far from conventional as the touch screens they are intently gazing upon.

This is an ordinary morning for physics and astronomy professor and chair **Mike Cavagnero**'s experimental **A&S Wired** research course: **The Science of Measurement**.

"Measurement and observation are the foundations of science," Cavagnero said. "Measurement is the first step in all of science, actually, and it's a step that's often left out of K-12 science education."

The 26 A&S Wired students that registered for the eight-week class have carried out customary physics coursework, but have also been asked to come up with their own projects. "It's meant to be an exploratory course," said Cavagnero, "and intended to be as much fun as anything else."

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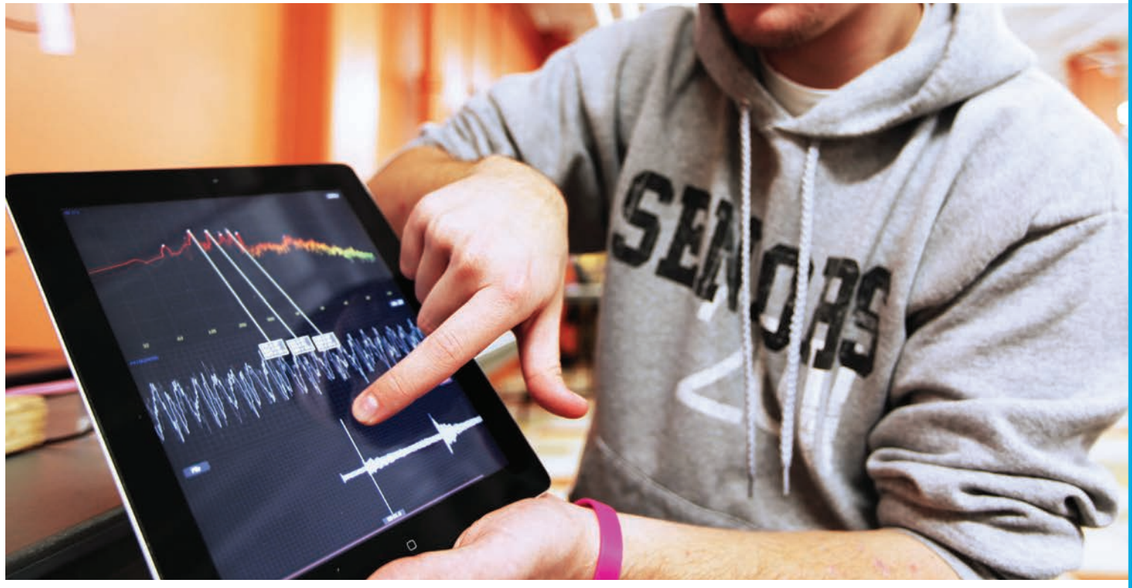
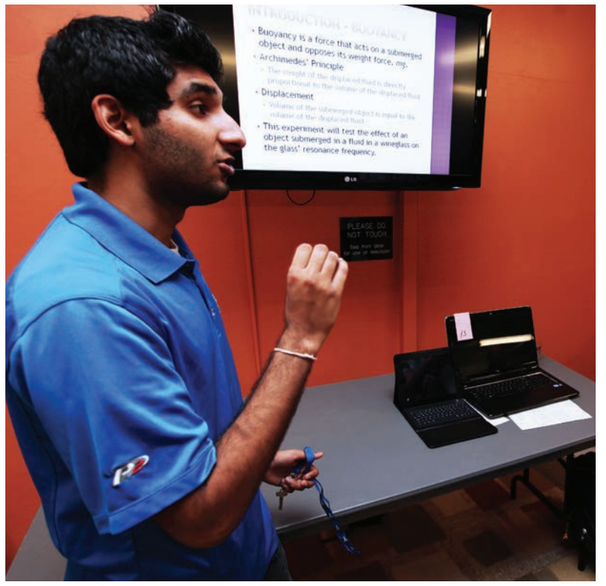
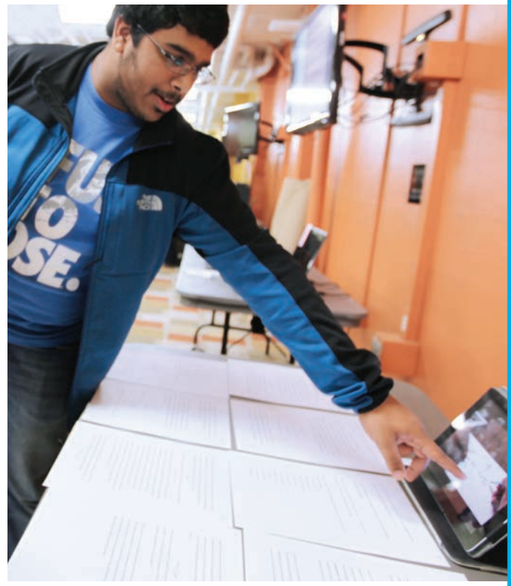
Students demonstrate their final projects in Cavagnero's "The Science of Measurement" class.







Photographs by Brian Connors Manke

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The ultimate goal is for students to take on one of four measurement projects from around campus and complete the endeavor using iPad measuring tools.

"At least 75 percent of students on campus have a phone or other cellular device, and they are using it all the time," Cavagnero said. "The iPad has built-in high-tech gadgetry. This is new for me too, but we're just trying to get our students to think about the technology they are using."

The iPad can serve as a compass to measure magnetic fields, has a built-in camera, so it can serve as a spectrometer to measure light sources and an accelerometer, which can measure how fast it is moving.

There are challenges to the final projects, which range from measuring the speed of the Patterson Office Tower elevator, to the Earth's radius, but these undergraduates take each difficulty in stride, and overcoming the issues with a clear identification of the problem, dialogue and then the answer.

"It's been difficult, but because we have different backgrounds and skills, we help each other out," said freshman psychology major Julia Grzech.

Grzech presents her final project, measuring the speed of sound at a specifically-defined area outside UK's Singletary Center, to students majoring in physics, chemistry, and English. The discussion plays out more like a graduate-level discourse.

"These are rather challenging projects," Cavagnero said. "Students really had to find their own way."

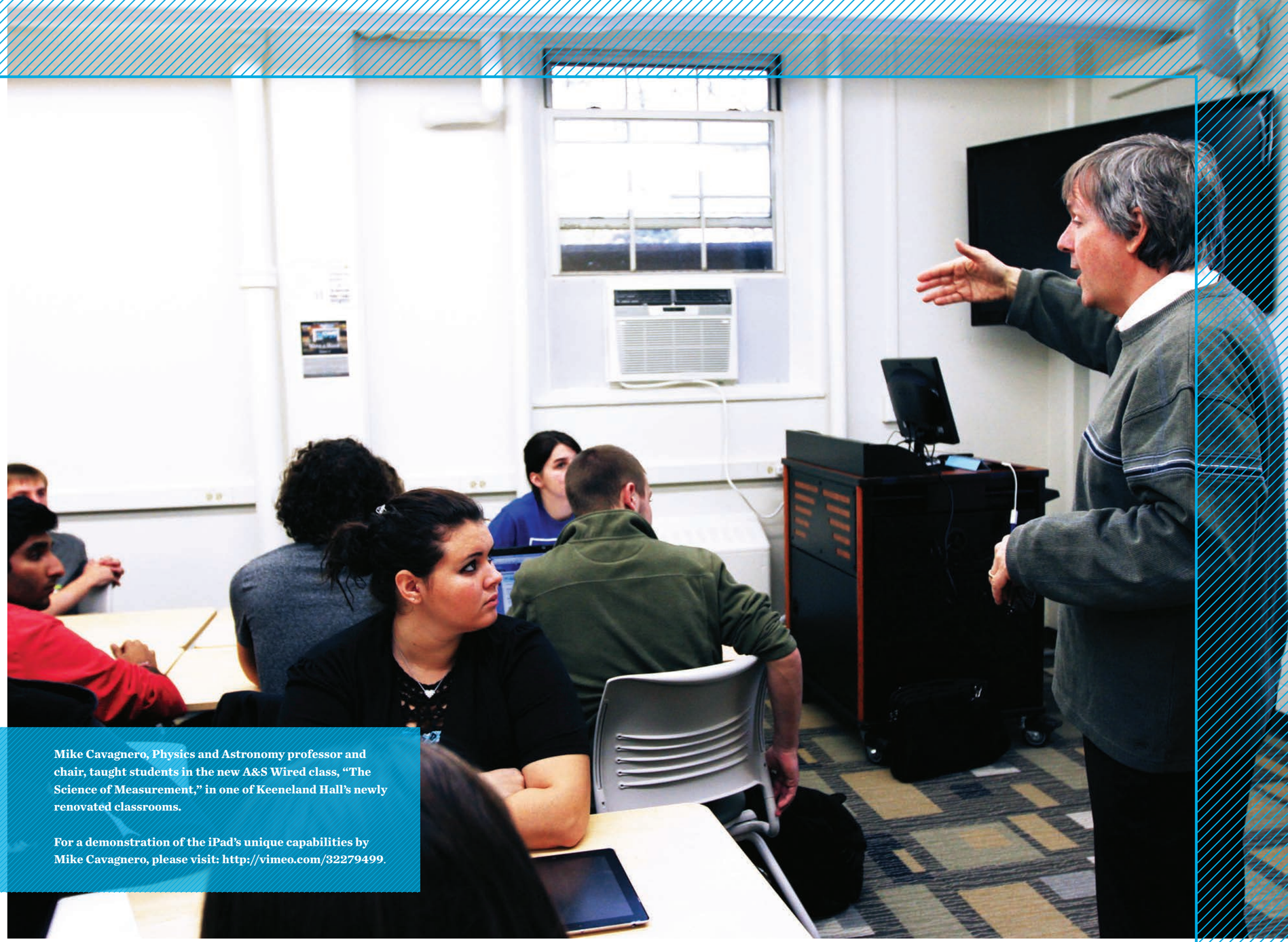
Cavagnero wants his students to experience science and compare it to the world that surrounds them. "We're asking more of our students than ever before," he said. "And as teachers, we've got to rise to the challenge."

Physics has historically been more individualistic compared to biology or other sciences, according to Cavagnero. "We have to better educate students about collaboration with other disciplines, because that's the future," he said. "We have to work together to solve the world's problems."

A&S Wired is a new **living and learning community** at **Keeneland Hall** created by the College of Arts & Sciences. Debuted last fall, A&S Wired houses almost 200 freshmen in a unique interactive space that combines education and residence life.

A&S Wired features a technology-infused curriculum designed around the concept of a 21st century liberal arts education.

"Maybe we don't cover the basic principles of micro-electronic circuitry, but these students are paying attention and using technology for more than social networking, films and music, although that's a lot of fun too." said Cavagnero. **&**



Mike Cavagnero, Physics and Astronomy professor and chair, taught students in the new A&S Wired class, "The Science of Measurement," in one of Keeneland Hall's newly renovated classrooms.

For a demonstration of the iPad's unique capabilities by Mike Cavagnero, please visit: http://vimeo.com/32279499.

Photograph by Dana Rogers

Q&A with Department of English Alumnus Joe Nickell (BA, 1967; PhD, 1987)

Story by Rebekah Tilley

The life of a paranormal investigator is never dull. "Last summer I was in Budapest briefly locked in a gypsy's apartment while she tried to extort more money from me, and had a great time," said **Joe Nickell, senior research fellow of the committee for skeptical inquiry** and **investigative columnist** for **Skeptical Inquirer Magazine**. In this role Nickell has traveled all over the world and, unlike many who dabble in the mystical, believes mysteries should be studied with the expectation of deciphering them. Over the years he has delved into the mysteries of Toronto's Mackenzie House haunting, the Shroud of Turin, and the authorship of The Bondwoman's Narrative.

Nickell is also a historical documents consultant, author, co-author or editor of more than 30 books, and a poet. Now based in Amherst, N.Y., the West Liberty, Ky., native remains connected to his roots writing a monthly article for the Licking Valley Courier – "Historical Sketches" – and through his historical research helped place two West Liberty sites on the National Register of Historic Places. He is a man of diverse interests, talents and guises yet he identifies himself simply as: writer.

You've made a career out of investigating historical, paranormal, and forensic mysteries, myths and hoaxes. What is the root of your interest in what is "real" or "true"?

As a child I was just very, very curious. Looking back that was the continuing trait that I just always wanted to know things. Secrets are meant to be revealed and mysteries are meant to be solved. Really any kind of secret or mystery was an attraction to me whether it was a secret code or invisible evidence like a fingerprint or a mystery like a murder or a questioned manuscript. That is the one thing that you could say characterized all my work. I knew I was a detective at the age of 8. Most of my actual paid work is as a paranormal investigator for a science magazine, but I honestly don't much care whether the mystery is historical or paranormal or forensic or what. If it's an intriguing mystery and if there is some chance I might be able to bring something to it, I'm interested in it no matter how cold the case is.

You are a man of many interests – you list 316 different personas on your website including fire-academy instructor, balloon sculptor and procrastinator – yet you identify yourself simply as a writer. Why?

Writer seemed the one thing that complimented my insatiable curiosity. I can't really separate the two very well. If I'm curious about something, I'm probably going to want to write about it as a way of sharing what it is that I find. The investigator who cannot write up his investigations is severely limited. "Writer" for me as been a kind of bedrock persona. The reason through so many interests and activities that I've held it all together, I attribute that to being a writer. Being a writer is the thing that's central to my being and all roles that I play and all the things that I do are really extensions of that. Seeing it that way has been useful to me and prevented me from having an identity crisis.

You attended UK as an undergrad and received a degree in English. What made you decide to come back for a Ph.D.?

I came back to school after a long hiatus. I had lived in Canada because of my opposition to the Vietnam War and had a fun time working as a private detective and blackjack dealer. After I was pardoned by President Carter I attended stuntman school in California and was making a living as a paranormal investigator. But my resume was looking a bit ridiculous and I decided needed to reinvent myself. Returning to UK was the obvious place to do that because my family was there and it was where I earned my bachelor of arts. I decided to reinvent myself as a scholar. I was beginning to think seriously about writing and writing books and continuing my paranormal investigations. I wanted to become a better writer, more of a scholar. I wanted to be taken seriously.

What did your Ph.D. give you?

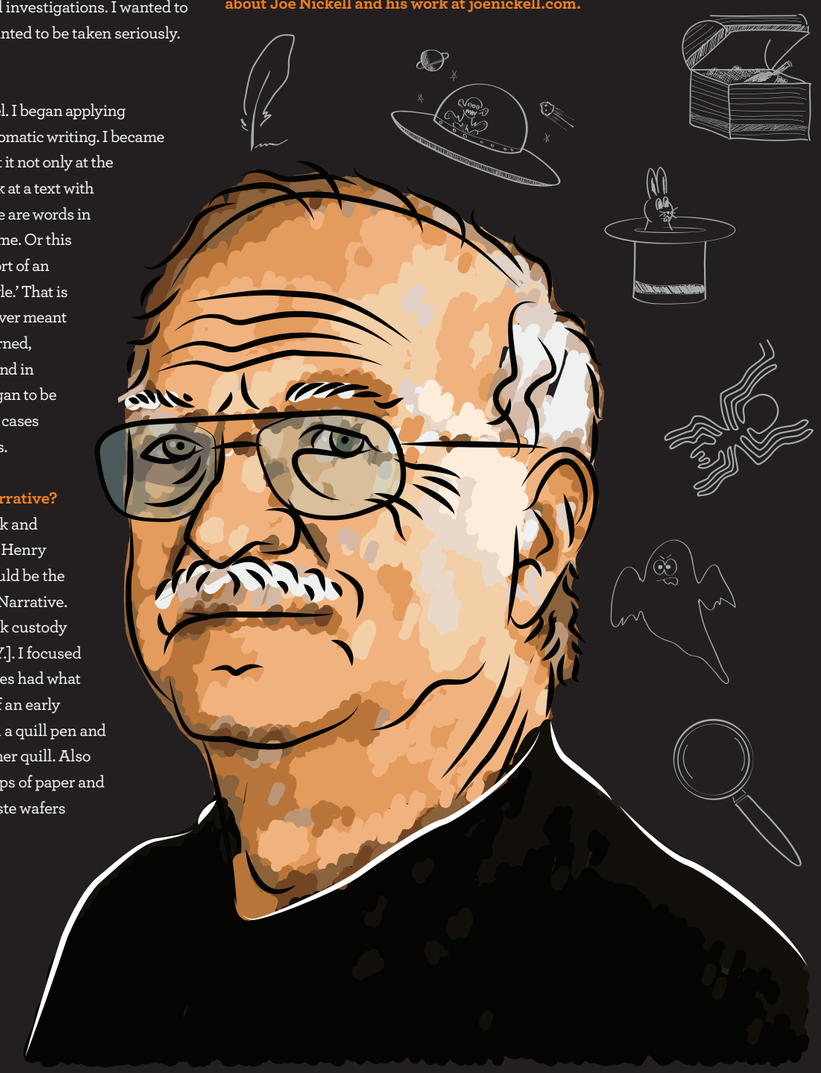
It raised my investigative work to a higher level. I began applying linguistic studies to questions of spirit and automatic writing. I became able to take a questioned document and look at it not only at the forensic level under a microscope, but also look at a text with the techniques and approach of a scholar. 'Here are words in the text that were not in the language at that time. Or this is not the writing style of this person. This is sort of an overblown imitation of his style, but not his style.' That is a more scholarly pursuit. Scholarship to me never meant something that was stuffy or pretentiously learned, but something that was thoroughly looked at and in pursuit of the truth and well documented. I began to be interested in more complex, historical, literary cases and to bring to bare more scholarly approaches.

Which you did with The Bondswoman's Narrative?

Yes, I increasingly began to do document work and ended up writing books on that subject. Then Henry Lewis Gates Jr. asked me to examine what could be the first slave-written novel: The Bondswoman's Narrative. The manuscript was hand-delivered and I took custody of it for six weeks at my office in Amherst [N.Y.]. I focused primarily on the manuscript. Some of the pages had what looked like suture marks caused by the belt of an early paper machine. I could see it was written with a quill pen and show where she had stopped and sharpened her quill. Also corrections were made by cutting out little slips of paper and pasting them over the unwanted text with paste wafers that were common in that era.

Was it an original manuscript? Yes, it was a genuine manuscript of the period. Was it written by a slave? Because if it was it would have been the first slave-written novel in America and would have been incredibly important. Initial findings were it could be consistent with that, I couldn't disprove it. But I showed it was written by someone with rather good vocabulary and writing skills for an escaped slave, and I've been more skeptical, particularly because we couldn't identify the author under the name. I'm more inclined to think this was written by someone who simply adopted the persona of an escaped slave. It does sound very true and believable in places, but that's why we have the word verisimilitude. **&**

If your curiosity has been peaked, you can find more information about Joe Nickell and his work at joenickell.com.



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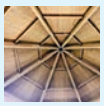



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