Academic Honor Examined at Student-Centered Conference

Imagine serving as a student on the honor council where you must rule on cases that involve your classmates and professors. On a small college campus, making decisions against those whom you see on a regular basis in the residence hall or on the playing field or involving those who assign your grades can be daunting. How do you decide what is right and wrong? Where do you turn for advice?

As a result of these questions, Christine Loflin, assistant professor of English and faculty adviser to the Oxford College Honor Council, organized Academic Honor: A Student-Centered Conference with Joe Moon, associate dean of campus life, and the help of a committee of faculty and students including Yosuke Nomura ‘03Ox and Natalie Henderson ‘03Ox. This semester Oxford hosted this conference to address the issues facing student honor council members.

Last year Loflin had the opportunity to work with the student members of the honor council, and she realized that there was little recognition of their efforts. The students must handle tough decisions, and to make matters worse, cases must be kept confidential, so the students ruling on cases have no one with whom to discuss their thoughts.

“There is a lot to struggle with,” says Loflin. “I thought they would like to have an opportunity to discuss the difficulties of this job and find out what other campuses do and what their systems are like.” In addition to having to make the hard rulings that accompany the prickly issues of cheating and plagiarism, students on the Oxford Honor Council do not have the luxury of leaving the hard work to faculty. The Oxford Honor Council is comprised of four students and two faculty members, making for an unusual situation in which the students have the majority vote. This power results in great pressure to make the right decisions.

“We began looking at some of the different honor codes, and we were curious to find out how effective they were in curbing cheating and plagiarism,” says Nomura, who this year is chair of the honor council. “We thought that by hosting our own conference, we could exchange strategies and philosophies with other schools that possessed similar honor codes.”

The two-day conference featured keynote speaker Judith Ruderman, who is vice provost and chair of the academic integrity counsel at Duke University, which founded the nationally recognized Center for Academic Integrity. Sessions were round-table discussions addressing topics including educating students on the honor code, educating faculty on the honor code, the judicial process, technology and cheating, and the challenges of being a peer judge. Student teams from seven liberal arts colleges attended.

Henderson hopes the student focus of the conference will lead to results. “Being on an Honor Council is a challenging task. We recommend verdicts and punishments to the dean about our fellow students that could affect them their entire lives,” says Henderson. “Our conference, unlike many faculty-centered ones, was tailored to help students deal with this responsibility. Hopefully we will learn from one another and become more effective in our own schools.”

The three hope the success of this year’s conference will make an examination of academic integrity an annual event. “I’m very excited,” says Loflin. “This is a new thing for Oxford, but the idea that we should be honorable people is one that fits with Oxford’s past.”
‘Summer wishes, winter dreams’: Oxford Students Make a South African Connection

The desktop-sized world that the Internet has spawned brought students from Oxford College and the University of Cape Town together this spring semester for a course titled English 345: Contemporary World Literature. A special topic in South African literature, the course will be taught at Oxford by Assistant Professor of English Christine Loflin and by Dorothy Driver, a world-renowned professor of English language and literature at the University of Cape Town.

“We’re going to read the same texts as the class at the University of Cape Town,” Loflin explained. “We will all be sharing a website through a software package called Blackboard. With this technology, anyone with access to the Internet can hold an inexpensive international dialogue.”

Loflin, who teaches postcolonial and Victorian literature and has research interests in African literature, has much in common with Driver, who specializes in gender and South African writing. She had read the South African professor’s work but they had never met. Loflin invited Driver, who spent last year as a visiting professor at the University of Chicago, to come down to Oxford for a day, where they worked out the details of their Internet-based course.

Blackboard is one of the most widely used technologies on the Oxford and Emory campuses. The program consists of an online course management system that allows faculty to build a website and customize it for a particular course. Students simply enter a password to access everything in the classroom site, from assignments, to applications, to audio and video components.

An additional aspect of the South African literature course is that Oxford students and their Cape Town counterparts will be corresponding via an online discussion board. Because Cape Town did not begin its semester until February, Loflin had the opportunity to give her students some background in South African history, culture, and geography before the joint aspects of the course began. As Oxford students rush to class underneath winter’s bare branches, Cape Town students are enjoying summertime on their scenic campus at the base of the aptly named Devil’s Peak.

Loflin hopes that by the end of the course her students will not only be familiar with the culture and literature of South Africa but also have a “good understanding of what South African students value in South African literature . . . [and] become comfortable using Blackboard technology to discuss issues with people [they] have never met.”

For course readings, Loflin and Driver picked South Africa’s most famous woman writer, Nadine Gordimer, but also selected several writers with whom Americans may be a bit more unfamiliar, mixed-race or black South Africans such as Zole Wicomb, Zakes Mda, Mongane Serote, Bessie Head, and Lauretta Ngcobo. According to the course syllabus, students will be studying “how writers use literature to reveal conditions, seek social change, and promote ethical and cultural values.” The course will also consider gender, identity, and narration: “How do women tell their stories? How do characters establish their identity in a society of dramatic change?”

Loflin said that she and Driver decided against a survey-type course of African literature. “I’d love to have students introduced to a variety of African writers,” she said, “but this way helps them get past that type of cultural blurring in which the African continent is considered a monolithic place.”

“If we stay within South Africa we get to understand that country’s history and how different writers are tackling the same history. I hope my students will go beyond literature to get to know the South African students and what it’s like to be a student in South Africa—there are lots of interesting issues to talk about.”

Professors Benefit from a Visionary Award

For eleven years, Associate Professor of Economics Frank Maddox has been teaching economics at Oxford, discussing economic models, drawing graphs featuring x and y coordinates, and tracking market trends. But last summer he took a break from it all. Thanks to the Oxford Career Development Award, Maddox’s thoughts began to take a more creative turn.

The Career Development Award, created by Cynthia and Eugene Rackley ’35Ox-’58B, was established to recognize and financially assist Oxford faculty and staff in their professional development and enrichment. In 2002 Maddox was the first recipient of the award, and he took the opportunity to take painting lessons in Todi, Italy, at the International School of Art.

“I’m an economist, and I love economics, but I have been overly analytical for too long,” Maddox says. “During my sabbatical I started this process of being open, paying attention to being creative, and I developed this with my painting in Italy.” For three weeks Maddox learned plein air painting, which is done outside in daylight, in the same region and light in which Michelangelo painted centuries ago.

When he returned to Oxford, Maddox brought his creativity with him. He has put on two faculty art shows, one featuring plein air paintings from Italy, Alaska, and Cumberland Island and the other, charcoalcs. “My goal is to do one show a year at Oxford,” he says. This winter Maddox also showed his work at Onstage Atlanta, a gallery in Decatur, Georgia.

His teaching has benefited from his creativity. Last semester Maddox worked to incorporate introspection and imagination into the teaching of economics. “We can broaden what it means to learn economics by supplementing the analytical with creativity,” he says. One way he did this was through assigning Creative Process Projects, where economics students had to present economic concepts in a creative way.

This year’s recipient of the Oxford Career Development Award is Associate Professor of Philosophy Ken Anderson, who plans to use his award to write a philosophical novel about a man confronted with a crisis in his life and who, as a result, visits the homelands of ancient philosophers to come to terms with his problem. “The plan is that it will in part be a kind of tracing backwards of the history of philosophy,” says Anderson. Funded by the award, Anderson will spend three weeks this summer visiting Rome, Athens, the Greek Isles, Turkey, and Paris to research his book. Anderson believes the Career Development Award is important because it shows a “simple recognition institutionally that a major project in one’s academic career should be recognized and supported from the beginning,” he says. “It also shows a confidence in me as a professor here.”

Maddox agrees. “Oxford is a great place because it is very appropriate for an economist to be painting here,” he says. “Oxford has a vision of what it means to learn and to teach. The students get exposed to many kinds of learning and to the concept of leading the examined life.”

Christine Loflin links her students to South African literature and South African students with an innovative classroom technology.

Frank Maddox (left) and Ken Anderson have their lives and careers enriched by the Career Development Award.
Oxford’s Remarkable Student Engagement

Providing an education that lasts

Language and its use matter, both because they derive from thought and also construct boundaries for expression. As I engage in the “business” of higher education, I am struck again and again by the commodification of language. We “sell” and “market” the college, “recruit” and “produce” students and take on our “competition.” And our students want their education to “pay off.” As one who must ensure that the college remains viable, I do not minimize these aspects of the college’s function but I do lament the loss of the language of liberal learning, the language of our mission statement: “to educate and to lament the loss of the language of liberal learning, of higher education, of different religions, races, and socioeconomic backgrounds more frequently than students at the other NSSE institutions.

Although Oxford must continue the “business” of higher education, it is succeeding remarkably in engaging its students. Teaching through human interaction has a “pay off” not only in dollars earned but in lives enhanced and changed. Year in and year out Oxford fulfills the dream of Atticus Haygood, “to stand by what is good, and make it better if [we] can.” Each of us reading this needs to “join the choir” and sing out the merits of engaged student learning. It is the real “business” of learning and of life.

Dana Greene ’71G
greene@emory.edu

DEAN’S MESSAGE

In Brief

Tucker to Speak at Commencement

Cynthia Tucker, editorial page editor and columnist for the Atlanta Journal-Constitution, is the speaker for the Oxford commencement ceremony May 10. As editorial page editor, Tucker is responsible for guiding the development of the AJC’s opinion policies on everything from foreign policy issues to local school board races. Tucker is a syndicated columnist whose commentary appears in newspapers around the world, and she is a frequent commentator on the News Hour With Jim Lehrer and CNN.

Guillebeau Bequest Supports Fine Arts

Retired professor Joseph Guillebeau Jr., who died September 2001, designated $128,000 in his will as an endowment to benefit the fine and performing arts program at Oxford College.

One of the first faculty members to achieve the rank of full professor, Guillebeau taught for thirty-four years at Oxford in subjects including poetry, drama, painting, and music appreciation before he retired from teaching in 1988. Guillebeau’s contribution to the arts extended beyond classroom walls. His painting of Seney Hall is well-known, his Creation was performed at Glenn Memorial in June 2001, and his Christmas Cantata was performed at the Oxford Christmas Chorale concert in December 2001.

Guillebeau’s love for Oxford and the humanities came together when he included a gift to the college in his will. His bequest continues his support for the arts and for the institution where he spent his career.

“During his more than thirty years at Oxford College, Joe Guillebeau taught art, music, and literature,” says Dean Dana Greene. “His generous gift followed naturally from who he was. In his name and through his generosity the performing arts at the college will be strengthened immeasurably.”

HONORS AND DISTINCTIONS

• Five Oxford continues and seven Oxford faculty will present at the National Core Text Conference in Atlanta in April. Each student participated in an interdisciplinary core text course at Oxford. The faculty presenters are Ken Anderson, Clark Lemons, Jim Kiersky, Gretchen Schulz, Christine Loflin, Frank Maddox, and Delia Nushe.

• Oxford College has been given a challenge grant from the Community Foundation for Newton County. Camille Cottrell, assistant professor of art, will use this grant to bring two visual artists to Oxford this year.

• Oxford College students and Board of Counselors attended The Carter Center on January 13 and talked with Nobel laureate Jimmy Carter.

• Jill Petersen ’01Ox–03C received the Humanitarian Award from Emory University.

• Sammy Clark is the recipient of the 2003 J. Pollard Turman Award for extraordinary service to Emory University. Clark, former chaplain of Oxford College, retired in 1998.

• Mike McQuaide, professor of sociology, was elected to membership of Omicron Delta Kappa Honor Society for selfless service and campus leadership.

• Max Brooks ’00Ox–02C was named Sociology Student of the Year 2002 by the Emory College Department of Sociology.

• Joel Boggan ’01Ox–03C was named Emory University as one of four 2003 Bobby Jones Scholars.

• Natalie Henderson ’03Ox was named a New Century Scholar and member of the U.S.A. First Academic Team by Phi Theta Kappa.

Sports

Four Honored as Scholar-Athletes

The Oxford College Athletic Department named four student-athletes Scholar Athletes for their performance in the classroom fall semester 2002.

Athletic Director Edgar Flores commended the students. “On behalf of the Athletic Department it gives me great pride to congratulate four of our student athletes for their tremendous efforts in the classroom and for making the first Oxford College Scholar Athletes list.”

Oxford College Scholar Athletes must maintain a 3.5 GPA or higher. Tennis players were not eligible for the fall semester awards since the team is not active until March.

More than just Great Athletes

• Oxford student-athletes have a higher GPA than the rest of student body.

• The soccer team is coaching a YMCA under-ten youth team on their own time in the spring.

• The basketball team organized a run benefiting a local food pantry.

• Soccer players Clelia Pezzi ’04Ox and Heather Voelkel ’04Ox were named to the All-Region/All-Conference First Team.

• Trent Bagley is nominated to be both Academic All-American and Division III basketball All-American this year.

• The soccer team finished the season with its best record in history, 10-6-2.

Oxford’s Remarkable Student Engagement

Providing an education that lasts

Cynthia Tucker, editorial page editor and columnist for the Atlanta Journal-Constitution, is the speaker for the Oxford commencement ceremony May 10. As editorial page editor, Tucker is responsible for guiding the development of the AJC’s opinion policies on everything from foreign policy issues to local school board races. Tucker is a syndicated columnist whose commentary appears in newspapers around the world, and she is a frequent commentator on the News Hour With Jim Lehrer and CNN.
Looking for Class Notes?
In order to post all alumni submissions in a timely manner, class notes are now featured on the web. For up-to-date coverage of alumni news, visit www.emory.edu/OXFORD/Alumni/ClassNotes.

Register for Oxford Weekend
Make your plans for Oxford Weekend, April 26–27. Reunite with former classmates, faculty, and staff and enjoy the festivities on the beautiful Oxford campus. In addition to the traditional fun of Oxford Weekend, this year you will feature special events for alumni from the four-year era, classes from 1952 to 1964. Make sure you don’t miss the special dinner Friday with four-year era faculty as guest speakers. If you haven’t already, register for Oxford Weekend now at www.emory.edu/OXFORD/OxfordWeekend.

Honoring Sara Gregory
Make a donation to the Sara Gregory Book Fund in memory of this former Oxford College librarian and chemistry teacher. Sara and her husband John spent their careers at Oxford teaching and working with students. The Sara Gregory Book Fund is a chance to honor Sara and contribute to the Hoke O’Kelley Memorial Library. The goal is a $10,000 minimum needed to establish the endowment. If you decide to support this effort, please make your check to Oxford College with a note on the memo line that your gift should be directed to the Sara Gregory Book Fund. For more information, call Mary Barnes at 770.784.8314.

In Memory
The ink is dry on the new book by Associate Dean of Campus Life Jo Moe. An Uncommon Place: Oxford College of Emory University traces the history of Oxford College from 1914 to 2000 and reflects the passion alumni have for Oxford, which was the inspiration for the book. “There is a spirit there,” he says, “and the school is very much influenced by the people involved in it.” The book by chapter one of An Uncommon Place, which will be available at the Oxford College and Emory University bookstores on April 26 (Oxford Weekend).

Chapter 1: Introduction
Brimming with mixed emotions of melancholy and anticipation, the Emory College faculty participated in their final commencement exercise on the Oxford campus June 7, 1919. With little time to wax nostalgic about the end of an era in Emory’s institutional life, the faculty quickly departed at the adjournment of the ceremony to begin moving their books, equipment and families. After nearly five years of planning and anticipation, early fall of 1919 trustees of “old Emory” College relocated the small, respected, liberal arts college in rural Oxford, Georgia, to a muddy tract of land in suburban, northeast Atlanta where it assumed the name Southern, a key academic division of a freshly chartered university. In the frantic pace to birth the urban university, the heart of old Emory—the beloved campus with mature hardwoods, architecturally distinctive buildings, and ghosts of Methodist exemplars—remained behind. As Emory College prepared for the move to Atlanta, university leaders decided to retain the Oxford plant for operation as a college preparatory academy. Consequently, the attention of university leaders quickly averted from the immediate needs of the program at Oxford toward the urgent financial and operational demands of the newly created departments in Atlanta.

Oxford College enjoys a particular institutional history separate from, but simultaneously connected to, the larger institutions that endure. Enduring fiscal challenges, the influence of the Methodist church, generations of dedicated faculty and staff, and the shifting nature of university politics have collectively shaped Oxford’s destiny. Oxford’s story not only fills gaps and adds depth to Emory University’s historical record, but it also reveals compelling evidence of the power of attachment to place.

As the tapestry of Oxford’s biography unfolds, certain themes or threads are evident throughout, including the powerful influence of old Emory, the on-going tension between innovation and conservatism of the curriculum, and the vacillating support that has characterized its often strained relationship with the central university. Through each decade of Oxford’s struggle to seek and refine its mission, these dynamic but constant themes—church affiliation, curricular redefinition and Atlanta campus connection—are manifest and often play powerful roles in shaping Oxford’s fate. This text employs a chronological method of reporting key events in Oxford’s history by featuring chapters devoted to prevailing constructs of the curriculum. The confluence of archival evidence, Emory/Oxford administrative records, and oral history from those closely associated with the institution yields invaluable insights into Oxford’s pilgrimage toward reconciliation with the Atlanta campus and toward its own distinctive destiny. From Joseph Moon, An Uncommon Place: Oxford College of Emory University (Bookhouse Group Inc., 2003).

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A History of the Oxford Spirit

T imeLine OF OxFORD HistOrY
1915 Three months after the chartering of Emory University, Bishop Warren Candler persuades the then new Board of Trustees to use the old Oxford campus for the “Easter of the South.” Emory University Academy.
1914 Emory College moves with all non-fixed assets to the Druid Hills campus, and Emory University Academy occupies old Emory facilities.
1905 Emory University organizes itself into “lower” and “upper” divisions. Lower divisions (the first two years of general education) consisted of Emory at Valdosta, Emory at Oxford, and Emory (in Atlanta).
1903 Bishop Candler dies. Bishop Candler had been a staunch supporter of the program at Oxford. He appreciated Oxford’s historical Methodists roots and old Emory style education featuring close faculty-student interaction.
1901 The curriculum at Oxford is organized into the South’s first accredited Four Year Junior College, encompassing the final two years of high school and last four years of college. The Four Year Program at Oxford was influenced by a similar effort at the University of Chicago.
1896 (diocese) Hall is constructed with help of faculty labor. This is Oxford’s first new construction in more than forty years and was made necessary by the admission of women as residential students in 1895.
1895 The Four Year Program cannot recruit enough talented high school juniors. Oxford discontinues secondary education and is renamed Oxford College of Emory University.
1875 The Woodruff Foundation provides Oxford a grant of $117,975,000 for the purpose of innovating the nineteenth-century structures on campus and to improve physical education facilities. The Methodist Church designates both the town of Oxford and Oxford College as historic shrines. Also, the associate of arts degree is awarded at Oxford.
1872 Oxford College “re-formed” admitted to Oxford in an effort to expand Oxford’s enrollment.
1869 While maintaining a student body comprised of more than 50 percent Georgians, nearly 40 percent of Oxford students now identify as African American, Hispanic, Latino, Chinese, Korean, Caribbean, Indian, and other ethnic groups.

Giving to Oxford is just a click away.
www.emory.edu/OXFORD/Alumni/gifts
Oxford College can be proud of its success in recent years. Emory’s success depends on support from alumni, parents, and friends like you.

Change to By-Laws
This is a notification that the Alumni Board of the Association of Oxford Alumni will vote on a change to the Association’s by-laws that would allow the board to elect the president of the association. This modifies the present by-laws which state that the entire association elects the president.

Position Open: Director of Development, Oxford College. Please see the Oxford and Emory websites for the position description.

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New and Improved Oxford Has a New Website. www.emory.edu/OXFORD